

Unit 1: Family

Introduction

In order to fulfill the requirements for the district's Non-Traditional Instructional days, a five day unit centered on the topic of "family" has been designed. The purpose of the unit is to allow students the opportunity to seamlessly continue their educational experience in an alternative fashion. Included within the unit will be activities designed to be completed within a five day framework which will lead to a culminating project in the form of a book created by the student. Ideally, each day's project will take a minimum of three hours to complete. Students will receive a participation grade based upon the work completed during each NTI day; therefore, it is imperative that each student complete each day's work toward the culminating project. *Note** Daily activities do not necessarily have to be completed on the specified day. Students have the option of completing activities out-of-order in order to provide flexibility and choice to both student and parents. In addition, please remember that students have FIVE regular school days upon their return to school to turn in NTI work.

Standards Covered Within Unit

CCSS.ELA-Literacy.L.K.1.a

Print many upper- and lowercase letters.

CCSS.ELA-Literacy.L.K.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.SL.K.1

Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.K.4

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-Literacy.SL.K.5

Add drawings or other visual displays to descriptions as desired to provide additional detail.

CCSS.ELA-Literacy.SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

CCSS.ELA-Literacy.W.K.1

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

CCSS.ELA-Literacy.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-Literacy.RI.K.5

Identify the front cover, back cover, and title page of a book.

CCSS.ELA-Literacy.RI.K.6

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

CCSS.Math.Content.K.CC.A.3

Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

CCSS.Math.Content.K.CC.B.5

Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Day 1 Activity

Today's project will focus on the individual student in "All About Me". Students will complete all activity pages labeled "Day 1." When completing each page, students have the option of the art materials used as well as whether or not they wish to draw pictures or include actual family pictures for their display. The title page should be unique to the child, so feel free to experiment with a variety of mediums. Within the "All About Me" activities, students will be asked questions regarding their favorite color, how old they are, number of siblings, how tall they are in non-standard units of measurement (household objects, such as paper clips, blocks, Q-tips, lengths of yarn, ect.).

Enrichment Activity

Following the completion of the "All About Me" work page, students should create a timeline of their lives. Included within the folder will be a teacher provided work page; however, feel free to create your own! (The sky is the limit!) As part of the timeline, students may write or draw special events which occurred during each year of their life. (Example, sibling was born, moved into a different house, etc.) Students will be permitted to share their timeline with their classmates before displaying the project for the school to see. As noted above, the timeline is optional; however, we encourage all students to share their story in this fun and engaging manner. We look forward to seeing the end product and learning a little more about our students.

As an alternate extension activity, students will watch the Youtube video found at the following link: <https://www.youtube.com/watch?v=ZanHgPprl-0>. Students should then use a teacher-provided work page of their body to draw themselves and label the different body parts. We encourage students to learn the words to the song and be prepared to present their song to the class upon their return.

As a second alternative, students will be provided with a blank "doll" work page. Students should complete the work page by dressing themselves as what they wish to be when they grow up. For example, a police officer, ninja, or a ballerina. Include the work page in the book for review.

Resources

- Title work page
- All About Me work page
- Timeline work page
- Blank Body for labeling

Create Your Own Title Page

Day 1

Day 1

ALL about Me

Name: _____

All about my NAME

write your name here:

Large empty box for writing the name, decorated with stars on the left and right sides.

Look at the letters in your name!

MY name has

LETTERS

MY name has

VOWELS

MY name has

CONSONANTS

Find the letters in your name!

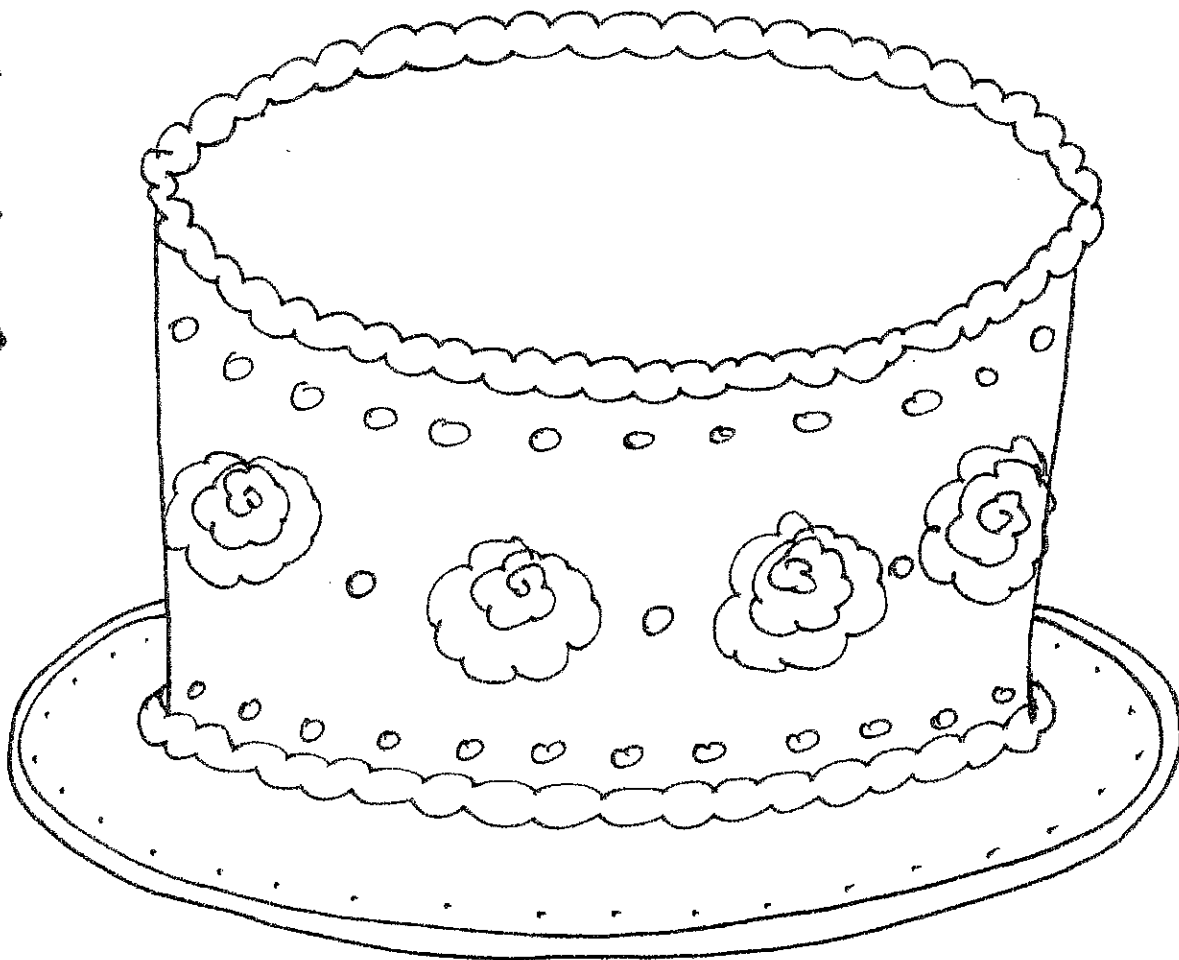


write the
FIRST LETTER

Empty box for writing the first letter.

as a
CAPITAL

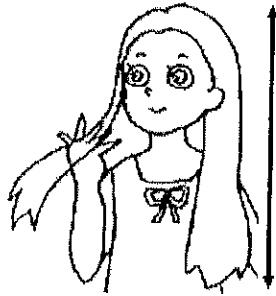
How old are you?
Draw that number of candles!

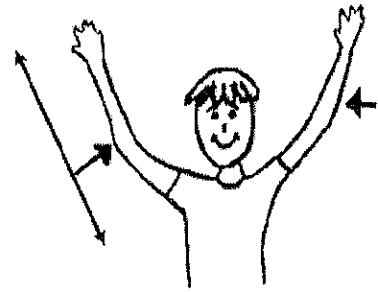


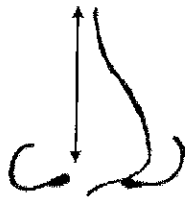
Measurements

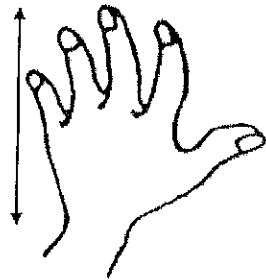
My name is _____

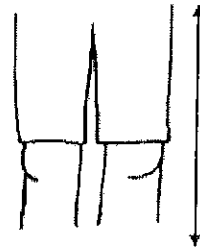










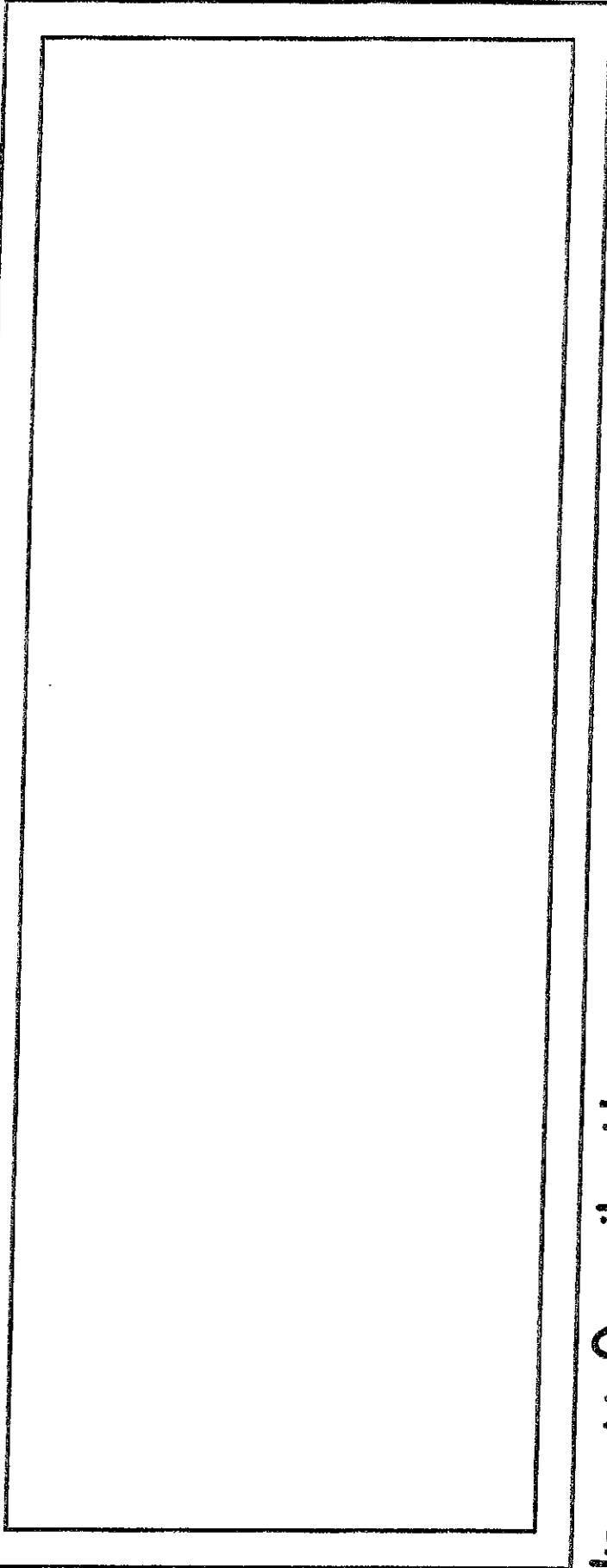




Measure yourself and then complete the sentences

- I am _____ tall.
- My hair is _____ long.
- My arms are _____ long.
- My nose is _____ long.
- My hands are _____ long.
- My legs are _____ long.
- My feet are _____ long.

My Family

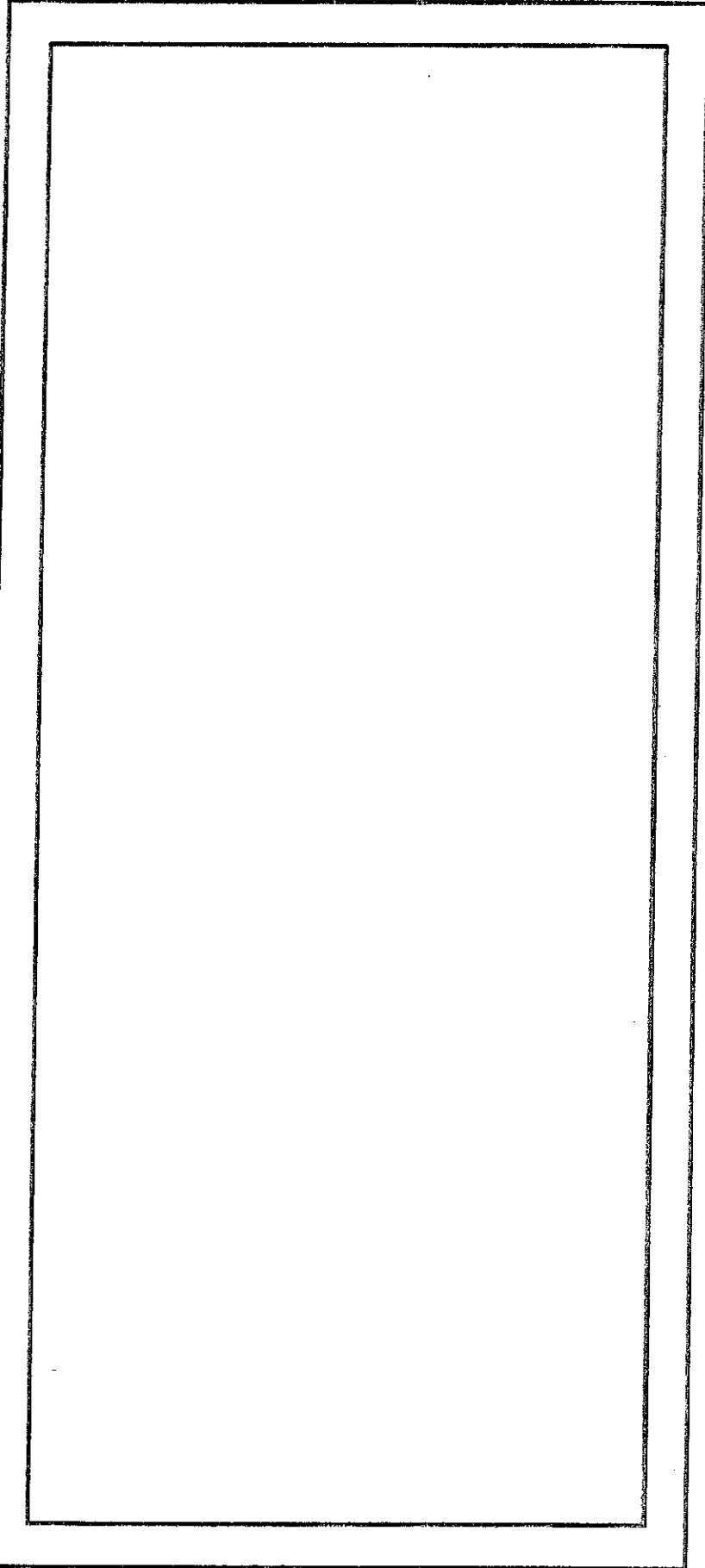


In my family there are _____ people.

Their names are: _____

I like my family because _____

Favorite Things



My favorite number is _____.

My favorite color is _____.

My favorite food is _____.

My favorite game is _____.

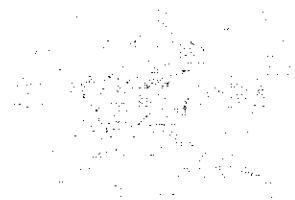
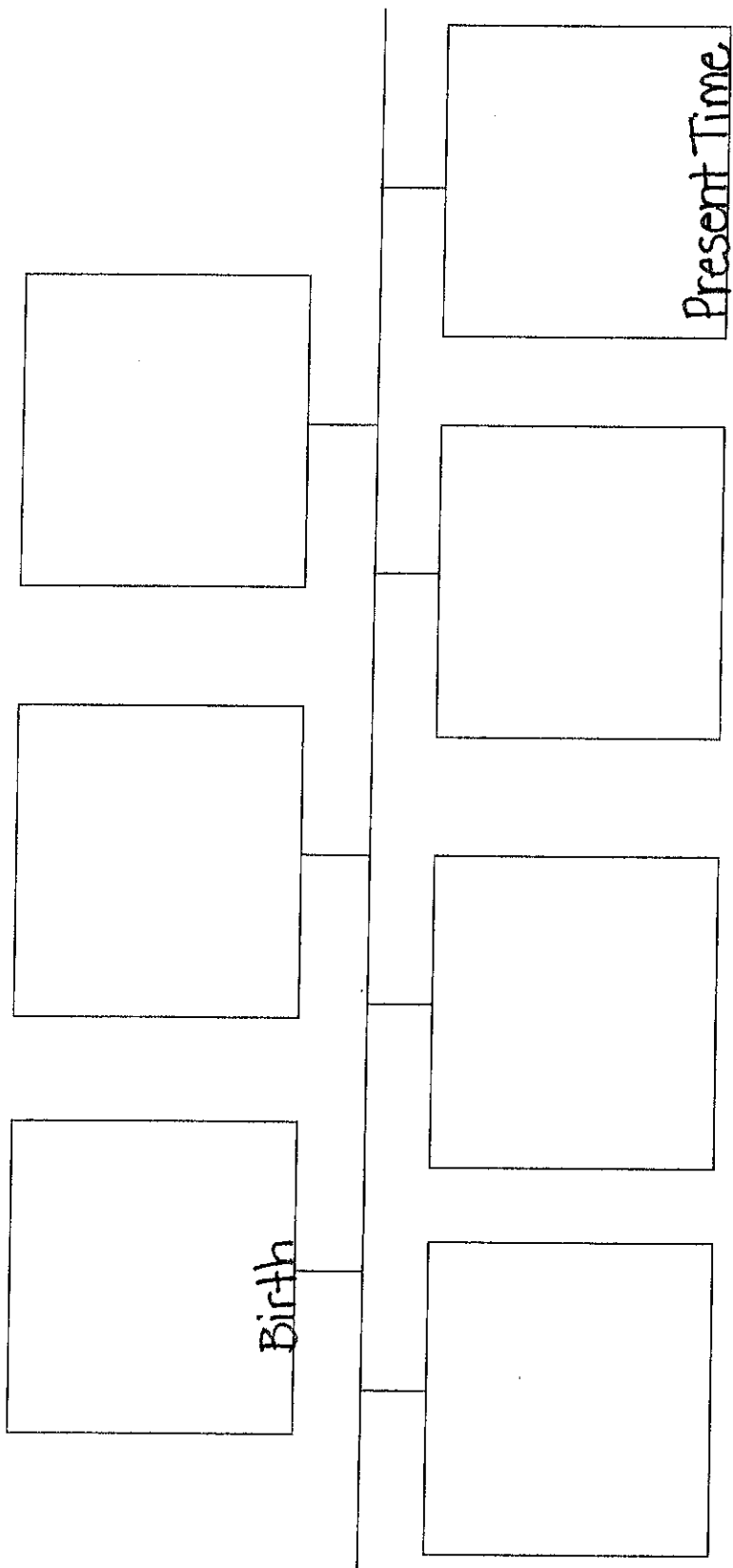
"A Timeline of Me"

Day 1

Day 1

Name _____ Date _____
Class/Subject _____ Teacher _____

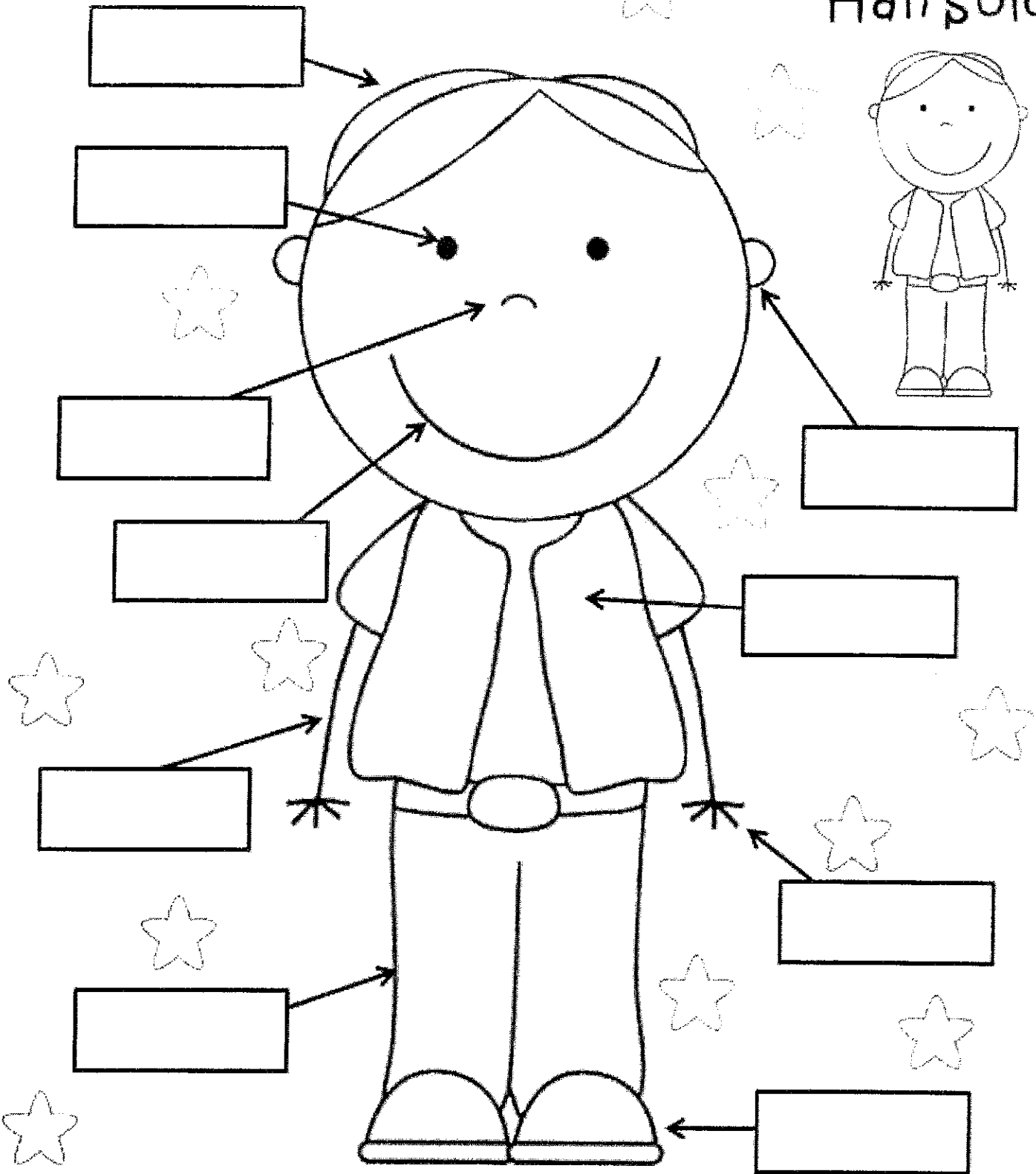
Timeline



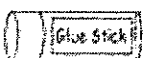
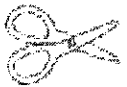
Name: _____

Day 1

I can label Han Solo!



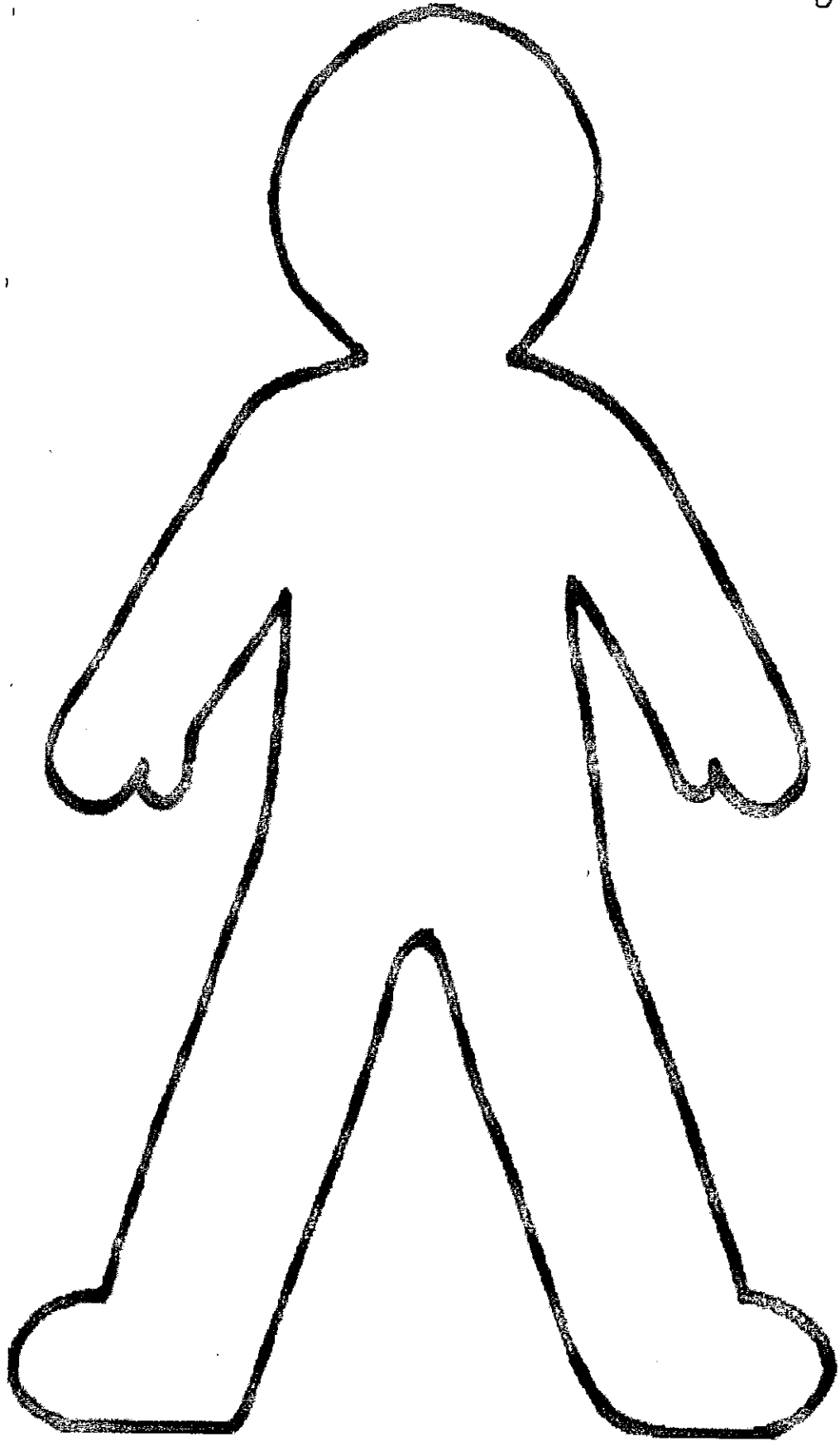
Cut & Glue



foot	head	leg	nose	ear
arm	mouth	eye	hand	vest

“ME” Work Page

Directions: copy on construction paper for durability. allow students to color, add clothing using scrapbook paper, yarn for hair, google eyes, etc.



Day 2 Activity

Today's activity will focus on an individual family member that the student may choose to interview. As part of the interview, the student will be required to choose a family member and ask teacher-provided questions to gain specific information. (The questions provided will be necessary to ask in order to complete the work page; however, the student should feel free to ask additional questions as well. The purpose of the day's project is to allow the student to get to know a family member on a deeper level). Once the interview has been completed, students will write or draw the "answers" depending upon preference and skill. Interviews **may** be recorded and submitted electronically to be displayed on the district's FaceBook. Once interview work page has been completed, the student will draw or collect photos of the chosen family member to include on the blank picture page immediately following the interview page in the book. Students should feel free to display photos or drawings as they please. (Ideas for display could include a collage of small photos or one large photo, among others). Get creative and above all, have fun!

Resources

- Interview Page
- Blank Picture Page



Interview A Family Member

1. When and where were you born?

2. Do You Have any pets?

3. What are some things you like to do at home?

4. What is your favorite thing to do?

5. How was life different when you were my age?

Picture Page

Day 2

Day 3 Activity

Today's activity will require students to create a family tree. In order to complete the family tree, students will conduct research (using family members). The tree will begin with the student and branch out to include as many family members as possible. Once the tree has been completed, students will review the information in the tree to create a bar graph comparing the number of boys versus the number of girls in their tree. The Bar Graph work page will be provided in the book; however, students are encouraged to create their graph using alternative materials and medians including macaroni, cereal, stickers, etc.

Extension

If you feel as though your pet is a part of your family, this extension activity is for you! As part of the activity, students will be asked to conduct research regarding their pet. Research could include the particular breed of animal (for example, a golden retriever as opposed to a "brown dog"). Other research topics to be considered are: place of origin, specific animal traits, survival needs, animal habits, required habitat, etc. Once research has been conducted, the student will write three facts about their chosen pet to include on the back page of the "My Family Tree" work page or create their own presentation of their research. (Poster Board presentation, etc.)

Resources

- My Family Tree
- Bar Graph

Day 3

MY FAMILY TREE

Grandmother

Grandfather

Grandmother

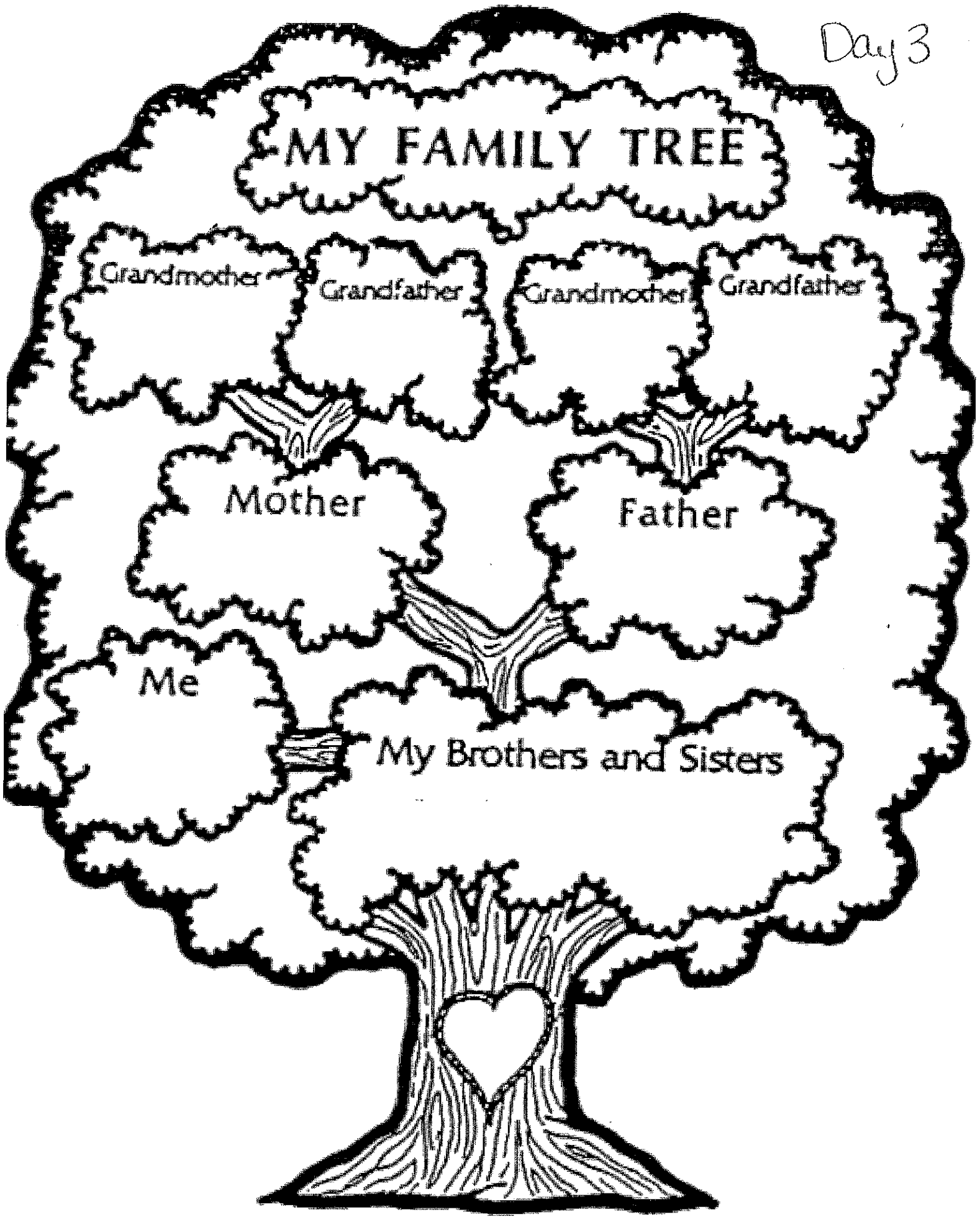
Grandfather

Mother

Father

Me

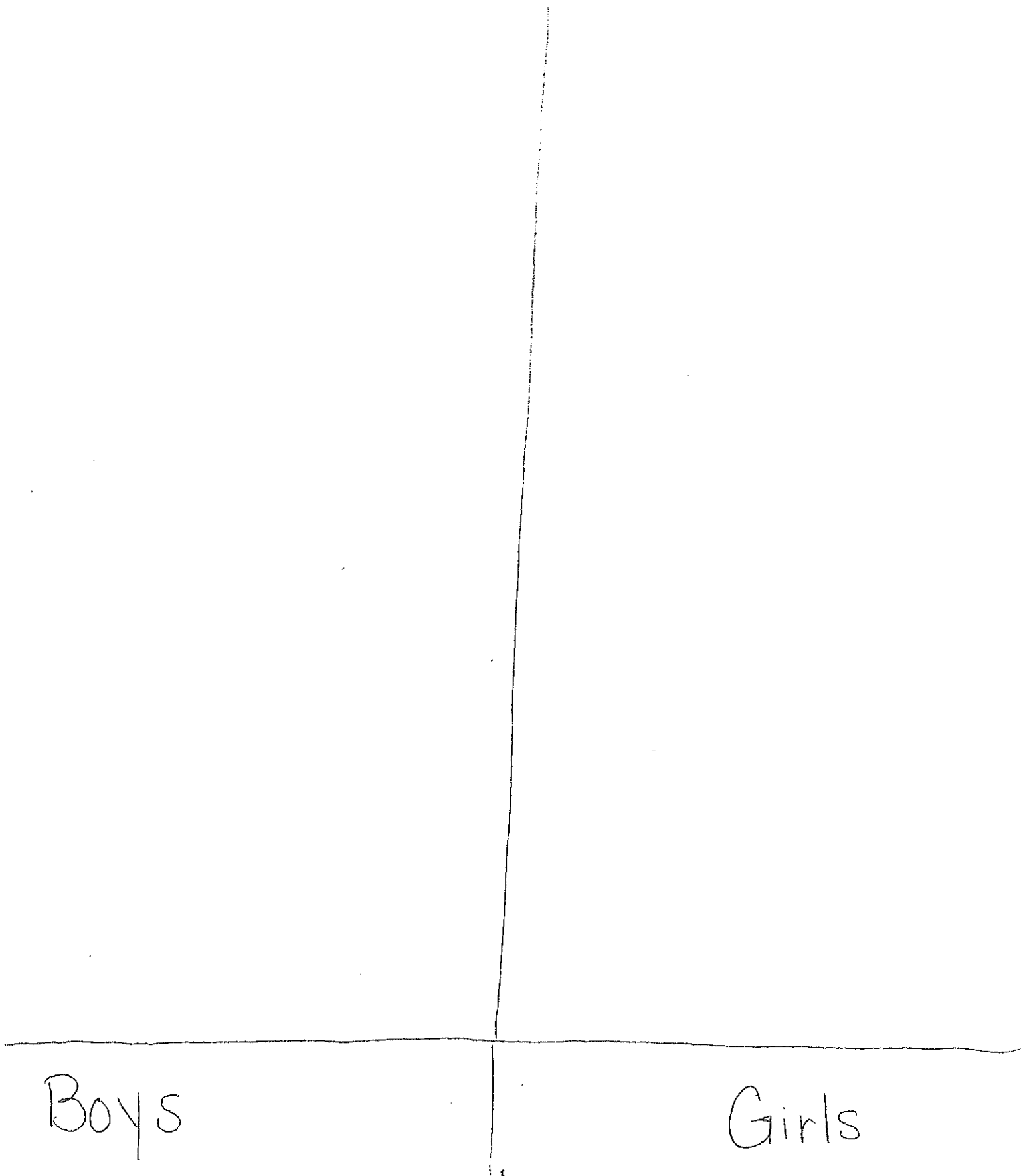
My Brothers and Sisters



Bar Graph

Day 3

Number of boys versus number of girls



Day 4 Activity

For today's activity, students will focus on a favorite family vacation. (Note** if students have not been on a family vacation, we ask that students include information about an ideal vacation). Ideal vacations could be anywhere and do not necessarily have to be realistic. If your child's ideal vacation is going to the moon - Go for it! The more creative, the better! Included within the work page will be questions regarding their vacation. Questions will include where the child wishes to go, what type of transportation is needed to get there, how long they believe it will take to get there, how much money they need to take with them, what they will see when they get there, the type of weather they expect to experience upon arrival, and what type of clothing they need to bring with them. Upon completion of the "My Favorite Vacation" work page, students will draw a picture of their destination or choose to include photos on the following blank picture page.

Enrichment

As an enrichment activity, students will be asked to "make up" a game that they would like to play on their way to their vacation destination. The game could be a family favorite or one that is completely original to the child. Instructions for the game should be included on the back of the "My Favorite Vacation" work page.

As an alternate enrichment, students should create their preferred mode of transportation using household items. (For example, if your child plans to go to the moon, the student may create a space ship out of cardboard boxes). Once created, take a picture of the transportation to include with the packet.

In comparison, students may also choose to dress up to fit the type of weather they plan to experience. (If your child wishes to go to the beach, he/she will dress in appropriate beach attire and take a picture of their outfit.)

Resources

- My Favorite Vacation work page
- Blank Picture Page



♪ Vacation, All I Ever Wanted ♪

**Remember, for each of these questions, if you have never been on a vacation use your imagination!!

1. Where did you go on your favorite vacation?

2. What type of transportation did you use to get there?

3. How long did it take you to travel there?

4. How much money did you take with you?

5. What type of weather did you experience?

6. What kinds of clothes did you pack?

Picture Page

Day 4

Day 5 Activity

The final day's activity to complete the culminating unit project will focus on the student's home. The title of the final day's activity will be "Where We All Live!" As part of the project, students will complete the "Me On the Map" work page to describe where they live.

Once the student has completed their map, they should read the story, "Me On the Map" which emphasizes the student's location in terms of city, state, county, and world. After reading the story, students should research the location of their home. Options for the research could include GoogleMap. If possible, assist the student in finding their home using the program and print a picture to include in book. If internet access is not available, the student should use the teacher-provided maps to color the county, state, and county in which they live to demonstrate an understanding of geography and their place in the world.

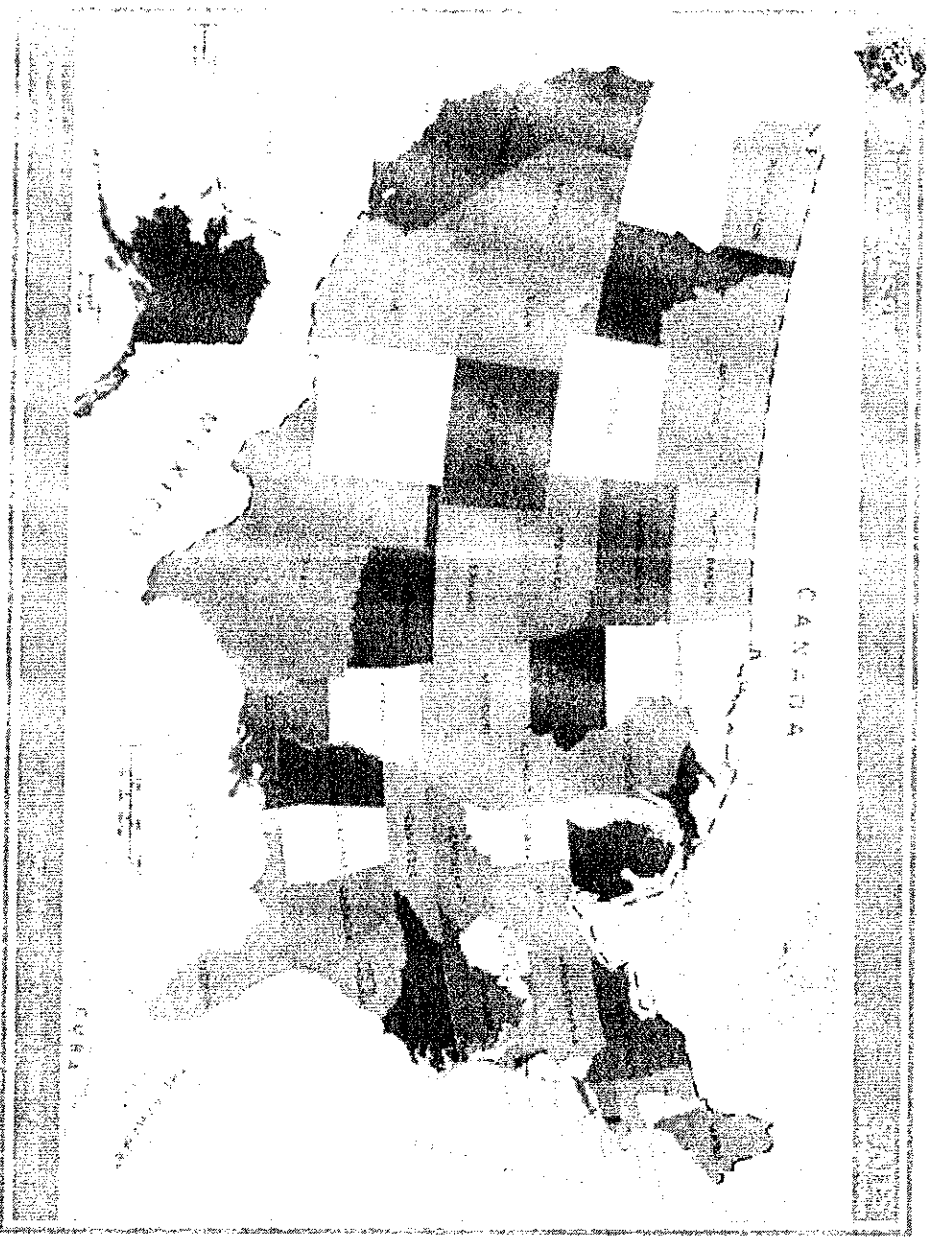
Extension

As an extension, students will be asked to explore their homes on a deeper level. Students will be asked to count the number of steps it takes to get from one end of the house to the other, and how many footsteps it takes to go from one end of the student's bedroom to the other. This information should be included on the back of the work page displaying the map of their home.

Resources

- "Me on the Map" story work pages
- Map work pages

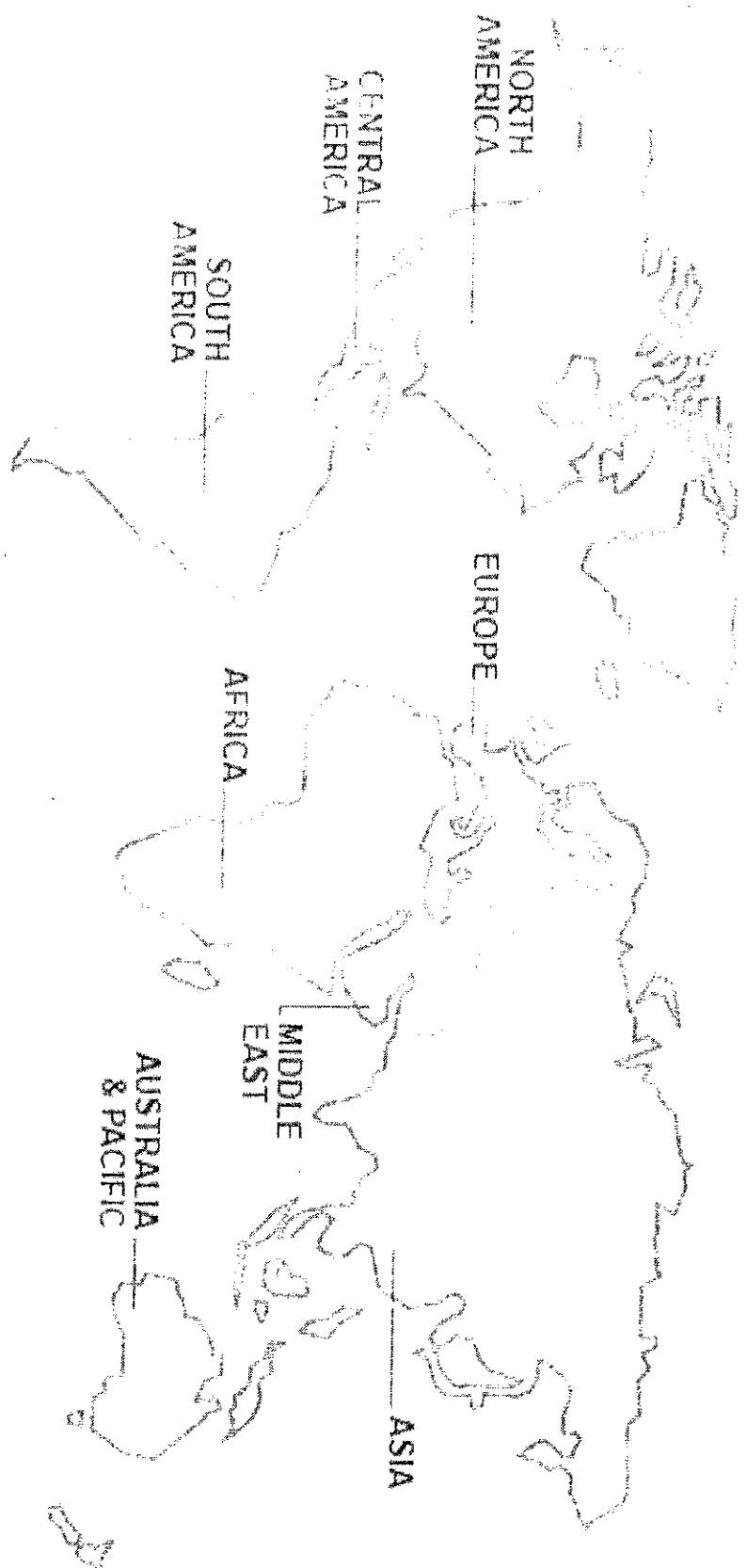
Me on the Map



Illustrated by: _____

Here is how I find my special place on the map.
First, I look at the map of the world and find

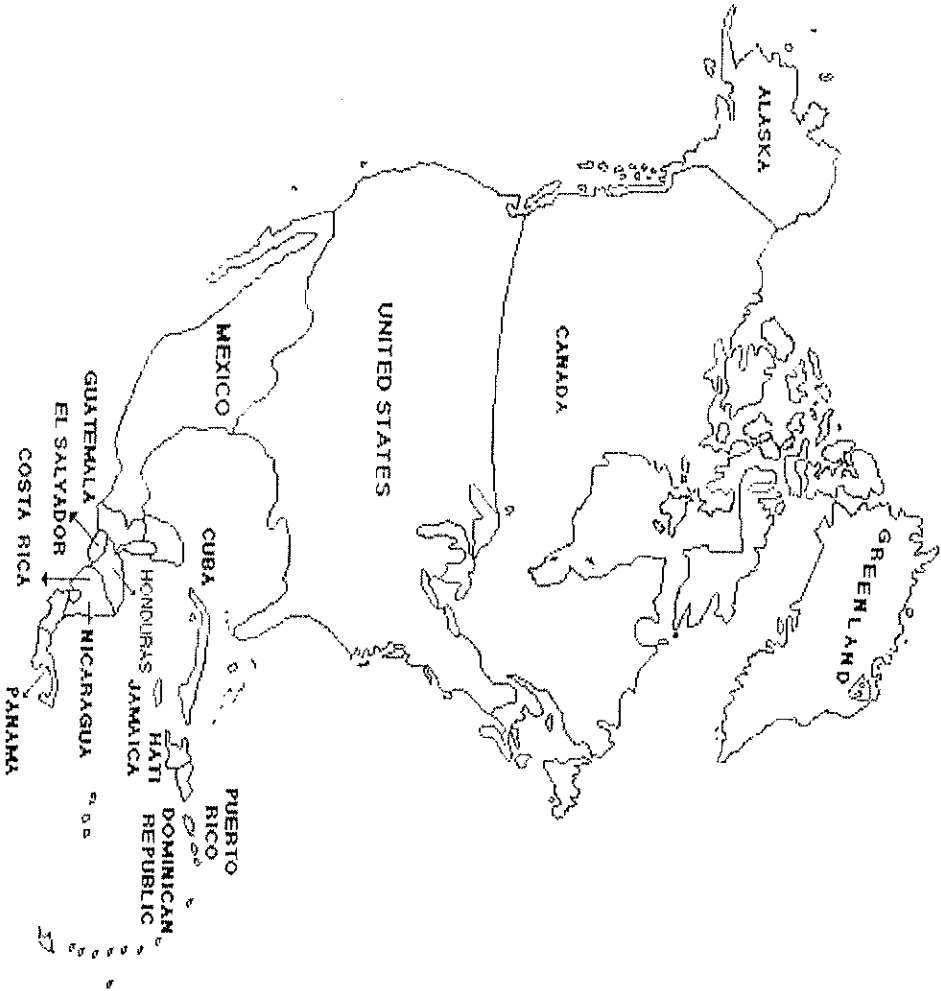
my continent.



I live in _____

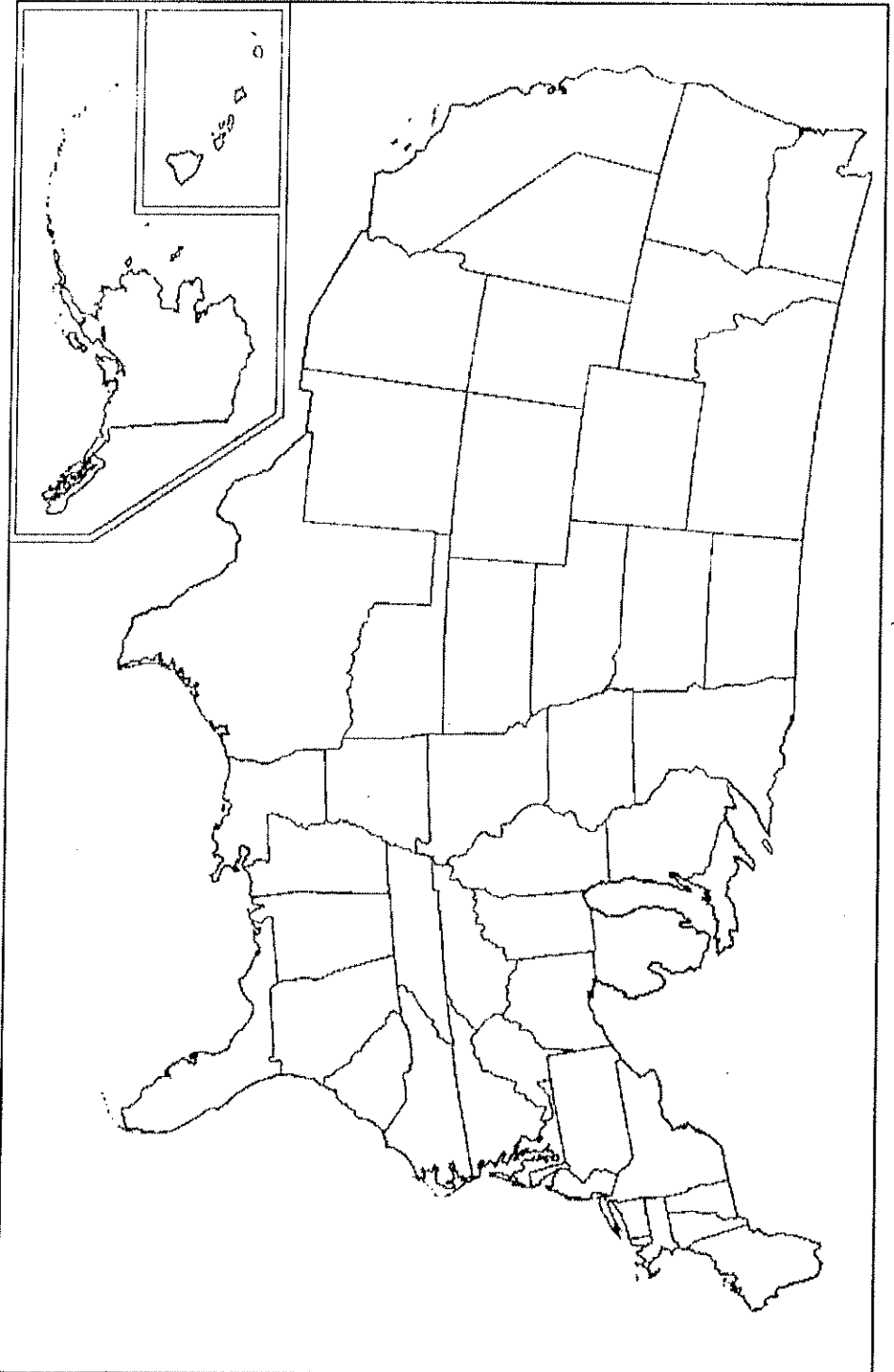
Then I look at the continent and find my

country.



I live in _____

Next, I look at the map of my country and find my state.



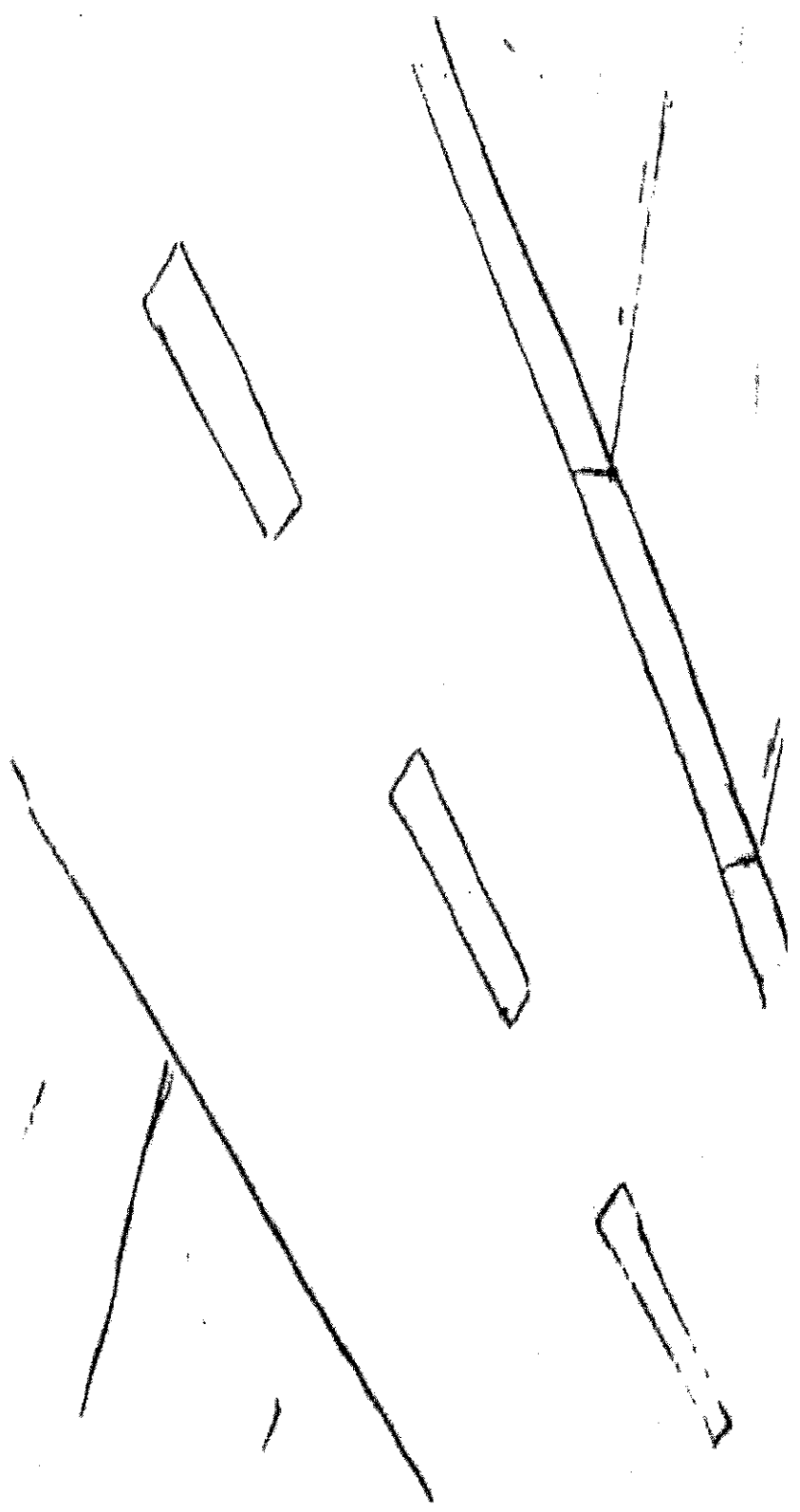
I live in _____

Then, I look at the map of my state and find
my town.

I live in _____.
our state's capital is _____.

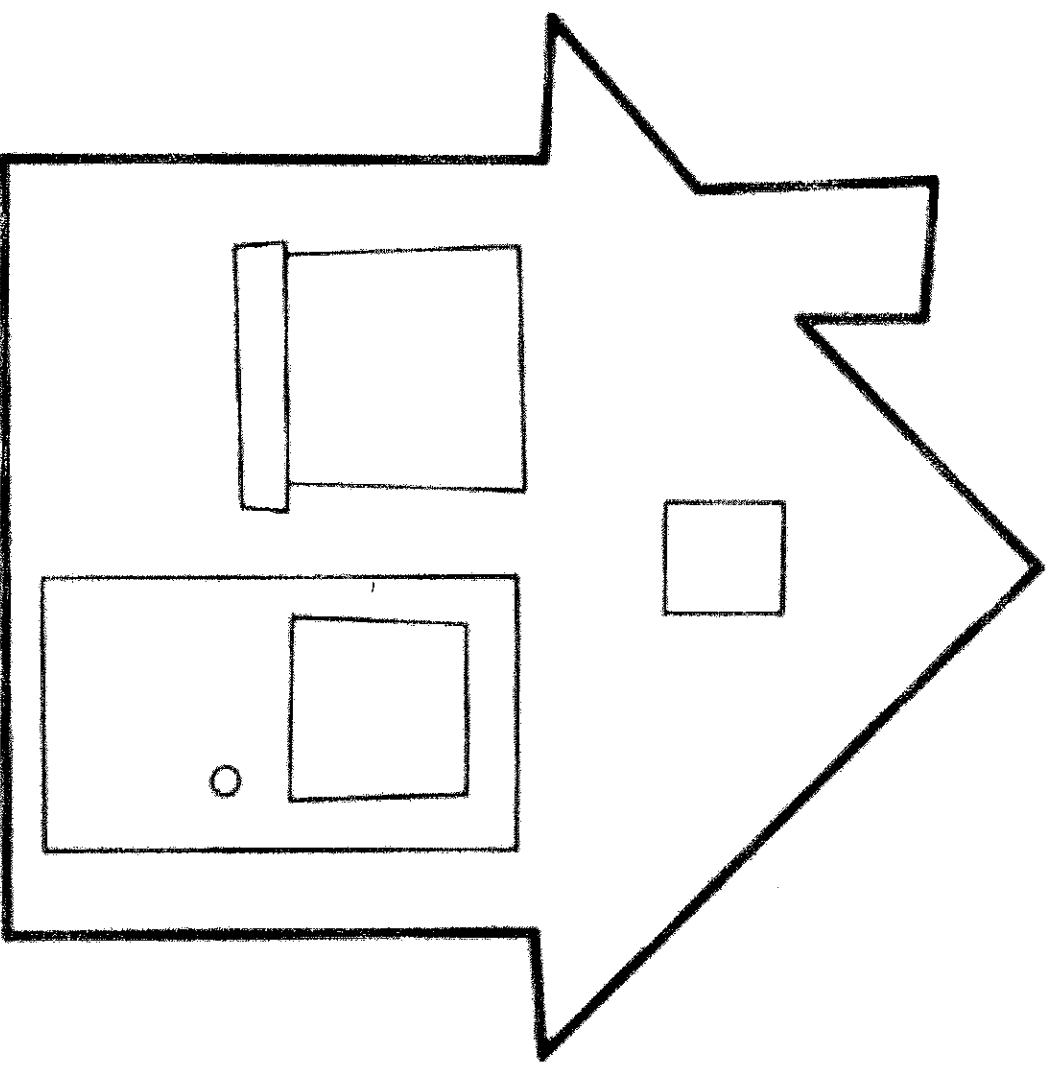
Key: ★ = capital, ● = town

Next, I look at the map of my town and find my street.



My street name is: _____

And on my street, I find my house.



My house number is:

In my house, I find my room.

And in my room, I find ME!

