Subject: Integrated Studies

Duration: 1 week

Unit Title: My Family

Focus question: Who are my family members?

Attainment Targets:

- Give and receive information.
- Use recognizable handwriting, appropriate vocabulary and spelling.
- Apply relevant decoding skills to the reading process.
- Know and use basic Language skills and the conventions of the spoken and written language.
- Respond critically and aesthetically to literature and other stimuli.

Objectives

Students should be able to:

- Talk about themselves in home language;
- Form letters and copy a sentence;
- Define what a family is;
- Identify their family members;
- Draw a picture of their family and label each member;
- Identify and spell the names of some family members independently and from word cards.
Activities

Day 1

- Students will identify what a family is.
- Students will talk about their families.
- Students and teacher will view a picture of David’s family from page 1 of their Integrated Studies Workbook.
- Students will compare their families to David’s family.
- Individual students will talk about their families in comparison to David’s family – is their family bigger or smaller than his family?
- Students will identify the names of some family members.

Assessment

Students will make a drawing of their family and label each family member.

Day 2

- Students and teacher will review what was done on the previous day.
- Story time: Teacher and students will read the story “Happy Family” from Literacy 1-2-3 storybooks.
- Teacher will stop at regular intervals to facilitate discussions.
- After the reading process students and teacher will engage in a discussion about the story.

Assessment 1 (Oral questioning)

- Students will identify each family member.
- Students will tell how many members are in the family.
- Students will also identify the role each family member plays in the story.
Assessment 2

Students will make a drawing of their favourite part of the story and write two sentences about it.

Day 4

- Students and teacher will review what was done on previous days.
- Students and teacher will identify that not all families are the same. Some children live with both or only one parent. Some children live with grandparents and other relatives. Some children also live with stepparents, foster parents or other guardians.
- Students will openly talk about the type of family to which they belong.
- Pupils will view pictures of the different kinds of families and identify with each where possible.
- Students will do activity from pages 4 and 5 of their workbooks. They will write the names of the family members in each picture. For example; mother and son; father, mother, daughter and son, etc.

Assessment

Fill in the missing letters to complete each word.

M_th_r

F_the_

S__ter

B_oth_r

A_nt

G_andm_the_
Day 5

- Students will review all that was done during the course of the week.
- Students will identify and spell the names of family members from word cards.
- Students and will read a short story written on the chalkboard.

“Kim has a big family. She lives with her mother and her father. She has two sisters and one brother. She also lives with grandmother and her uncle. Kim loves all her family members.

Assessment

Questions (write the numeral name for each answer)

How many members are in Kim’s family? __________

How many of Kim’s family members are females? __________

How many males are in Kim’s family?

Evaluation