# Grade K: Unit 1, Lesson: 1

**Title:** *What Makes a Family?*

**Essential Question:** What makes a family special?

**Week 1 Comprehension**

**Knowledge Journal**

1. Read aloud the selection for the week.
2. After you read, stop and think about what you learned and the questions. What did you learn that was new *and important* about the topic from *this* resource? Use large public notes (chart paper) or individual note catchers to capture student learning. Use the optional questions to prompt reflection; sample answers provided for teacher reference.

**Sample Chart Responses**

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| **Title: *What Makes a Family?*** | |
| Write, Draw, or List | |
| **Questions (optional)** | **New and important learning about the topic or evidence** |
| Family members can be the people we live with. Who else could be part of a family? | *My grandmother. Friends and neighbors. Aunts and uncles. Godparents. Cousins.* |
| “Families celebrate together. Everybody's family is special.” What do the words say? How do the pictures show this idea? | *That families celebrate together. That every family is special.*  *They show families having parties. They show big families. They show old people and young people together.* |
| What are the children doing to help their families? How do the pictures show different ways family members can help each other. | *The children are watering flowers, fixing the bike, washing the car, and cooking. The pictures show that kids can do chores to help.* |
| How do the people in the photo know one another? | *They are a family.* |
| How are the families in the photos spending time together? | *They are having fun together. They are going to eat together. They are going to visit the family at their house. They are at a park together. They are going to play with the dog.* |
| How can families who live far apart still come together | *They can visit each other. They can talk on the phone to each other.* |
| What activities do you enjoy with your own family? | *Having my birthday party. Eating together. Playing with my cousins.* |

**Written Response #1**

Using the pictures and the text, describe what makes a family.

**Sample Student Response**

(Students will illustrate their response. Students will label their illustration with assistance from the teacher.)

What to look for:

Students draw a picture that includes people. Students are able to label family members and explain what makes the members a family.

Example:

Student draws family and dictates, “Families help each other.”

**Written Response #2**

Choose one family from the text. Explain what makes that family special by using pictures and evidence in the text.

**Sample Student Response**

(Students will illustrate their response. Students will label their illustration with assistance from the teacher.)

What to look for:

Students draw a picture that includes people. Students are able to explain why the family in their illustration is special.

Example:

After looking at pages 18-19, the student draws a family working together and dictates, “The family is special because they cook together.”

**Written Response #3 (Optional)**

Think about your family. What makes your family special?

**Sample Student Response**

(Students will illustrate their response. Students will label their illustration with assistance from the teacher.)

What to look for:

Students draw a picture that includes people. Students are able to label family members and explain what makes their family special.

Example:

Student draws family and dictates, “My family is big.”

*Students may illustrate a time that their family did something special and use vocabulary words to describe (memories, family, celebrate). Students will include the family members that they celebrate with.*

**Week 2, Building Knowledge: Extending the Topic**

**Essential Question:** What makes a family special?

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| **Cumulative Activities** – The following activities could be completed and updated after reading each resource this week. The purpose of these activities is to capture knowledge building from one resource to the next and to provide a holistic snapshot of central ideas of the content covered in response to the essential question. *It is recommended that the class and/or students complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for Week 2.* |

**Rolling Vocabulary: “Tremendous Two” Sample**

* Read each resource then, with students, pick 2 important words. The Rolling Vocabulary may be kept as a large public interactive chart with words and pictures or drawings.
* Collaboratively use the word to write about the most important ideas of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections on the topic, go back and review your words.
* Now select the “Tremendous Two” words from ALL the word lists.
* Use the “Tremendous Two” words to write an interesting sentence or sentences about the topic.

**Sample Student Response**

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| **Title** | **Two Vocabulary Words & Sentences (with a few extra)** |
| *Dear Juno* | **Words: wondered, stamp, letter, envelope, photograph**   1. He **wondered** where they were going. 2. But best of all, the special **stamp** on the corner told Juno that the **letter** was from his grandmother. 3. Very carefully, Juno opened the **envelope**. 4. He pulled out a **photograph**, a picture of his grandmother holding a cat. |
| *Visiting Grandma and Grandpa* | **Words: grandmother, grandfather**   1. We like to cook. (Text Feature Labeling: Grandmother) 2. We like to walk. (Text Feature Labeling: Grandfather) |
| *My Family Pictures* | **Words: mother, father**   1. Look at my **mother**. 2. Look at my **father**. |
| *When I Was Little* | **Words: aunt, grandmother**   1. I can read with my **aunt**. 2. I can walk with my **grandmothe**r. |
| *Sisters and Brothers* | **Words: ride, hug**   1. I can **ride** with you. 2. I can **hug** you. |
| *Caden’s Day* | **Words: evening, job**   1. Mom works in the **evening**. 2. She has an important **job**. |
| *Family Song* | **Words: uncle, near**   1. Soccer with your **uncle**. 2. Sometimes they’re **near**, sometimes they’re far, they’re still your family wherever they are. |
| **Tremendous Two: near, grandmothers** | |
| **Summary:**  **Mothers**, **fathers**, **uncles**, **aunts**, **grandmothers**, and **grandfathers** can all be part of your family no matter if they live near or far away. | |

**Rolling Knowledge**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you already know about this from your other reading? Write or draw in the first box. This can be done collaboratively in small groups or individually depending on your students.
3. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).

**Sample Student Response (answers can be written, drawn, or given orally)**

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| **Write, Draw, or List** | | |
| **Title** | **What I already knew from my other reading…** | **What I learned from reading this…** |
| 1. *Visiting Grandma and Grandpa* | Everybody’s family is special. | Families can do different things together like cooking, riding bikes, and playing games. |
| 1. *My Family Pictures* | Families can be big or small. | Some families have a mother, father, sister and brother. |
| 1. *When I Was Little* | Families do many things together. | Children grow and then can do more things with their family. They can read, ride bikes, and swim with their families as they get older. |
| 1. *Sisters and Brothers* | Some families have sisters and brothers. | Sisters and brothers can do different activities together. They can read, ride bikes, jump, run, and hug each other. |
| 1. *Caden’s Day* | Some families have a mother and a father. | Some mothers and fathers have jobs and work during the day. Sometimes they might have to work at night too. |
| 1. *Family Song* | Some families live close to each other, but other families live far away from each other. | No matter if families live near or far, they are still a family. |

**Written Response Week 2**

What makes Juno’s family special?

**Sample Student Response**

Even though Juno’s family lived far apart and spoke different languages, they talked to each other with pictures and objects.

# Picture a cute kid drawing here!

# Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Title:** *What Makes a Family?*

**Essential Question:** What makes a family special?

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| **Title:** | |
| Write, Draw, or List | |
| **Questions** | **New and important learning about the topic or evidence** |
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**Writing Prompt #1**

Using the pictures and the text, describe what makes a family.

**Student Response**

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**Writing Prompt #2**

Choose one family from the text. Explain what makes that family special by using pictures and evidence in the text.

**Student Response**

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**Writing Prompt #3**

Think about your family. What makes your family special?

**Student Response**

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**Building Knowledge: Extending the Topic**

**Essential Question:** What makes a family special?

**Rolling Vocabulary**

As you read each book, keep track of the new words you are learning. Collect the most important words from each book, website or video as you read and learn. Think about the words and write or draw a picture to help you remember them.

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| --- | --- |
| **Title** | **Vocabulary Words & Sentences** |
| *Dear Juno* | Words: |
| *Visiting Grandma and Grandpa* | Words: |
| *My Family Pictures* | Words: |
| *When I Was Little* | Words: |
| *Sisters and Brothers* | Words: |
| *Caden’s Day* | Words: |
| *Family Song* | Words: |
| **Tremendous Two:** | |
| **Summary:** | |

**Rolling Knowledge**

As you read each book, keep track of what you are learning. Write and draw what you already knew in the box on the left. In the box on the right, write and draw about what you learned from this book.

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| --- | --- | --- |
| **Write, Draw, or List** | | |
| **Title** | **What I already knew from my other reading…** | **What I learned from reading this…** |
| 1. *Visiting Grandma and Grandpa* |  |  |
| 1. *My Family Pictures* |  |  |
| 1. *When I Was Little* |  |  |
| 1. *Sisters and Brothers* |  |  |
| 1. *Caden’s Day* |  |  |
| 1. *Family Song* |  |  |

**Written Response Week 2**

What makes Juno’s family special?

**Student Response**

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