

Jessica Zilles  
Kindergarten  
Writing

**Content Objective:**

Students will identify what a family is and who makes up a family. Students will learn the vocabulary words associated with a family.

**Language Objective:**

Students will listen and read along with a story about a family.  
Students will participate in a discussion about what a family is.  
Students will draw and write about their own family.

**Vocabulary words:** grandma, grandpa, uncle, aunt, mom, dad, sister, brother, cousin, family

**Activities and Procedures:** Introduction of families. Explain that we will be learning about families in the next couple of days and today we will figure out what a family is. State objectives. Ask student's, "What is a family?" ask them to talk with their partner to answer the question. We will first read the book, *Bear's Busy Family* by Stella Blackstone. As we read each page we will talk about one of the vocabulary words that are mentioned on that page (daddy, sister, uncle, etc) and put it on our word wall. Once the book is over the teacher will ask, "Who is in a family?" and the student's will turn to a partner and answer. The teacher will show a picture of her family and point to her daddy, sister, brother etc. and say a little bit about them like the book did. The teacher will explain that the student will make a family book about their families today and the teacher will demonstrate as she draws and writes about her own family. She will then dismiss the class to go to their seats and start their book. Once complete, the students will read their stories to the teacher.

**Adaptations**

Pre-emergent and Emergent	These students will fill in helper sentences that talk about their family for example, "In my family, I have a _____, he/she likes to _____". Students will be allowed to use their L1 to fill in the "she likes to _____" part of the sentence. As well as the word wall, students will have a glossary with the key words and pictures to use when talking with partner and writing. Students will have the vocabulary words on Popsicle sticks to hold up when they hear the words that are being read. The teacher will write down in the book what the student says about what a family is and who is in a family.
Intermediate	Students will also use the helper sentences but will have to fill in more. Students will use the word wall to write their story. Students will be able to use either L1 or L2 to fill in "he/she likes to _____" part. They will also be able to use the vocab glossary. They will also have the Popsicle sticks to hold up. The teacher

	will write down in the book what the student says about what a family is and who is in a family.
Advanced and Fluent	Same as above

**Grouping:**

Heterogeneous Grouping. Students with the same ability will be able to talk about families at their level, and pre-emergent and emergent students will be able to talk about their families in the L1 with the question asked before the new vocabulary words are learned.

**Strategies:**

Cognitive

Talking to someone. Students will talk to each other as they decide who is in a family.  
Background Knowledge: Students will make personal associations with their own families as we talk about families in general.

Metacognitive:

Self Questioning. Students will think about their own family to answer the teacher's questions.

Visualizing: Students will draw and think of their own family as they complete the assignment.

Herrell and Jordan Strategies:

Strategy #8: Academic Language Scaffolding. The teacher and students will have numerous opportunities to hear and use the vocabulary

Strategy #15: Partner Work: Practicing Verbal Interaction. Students will work with their partner to establish who is in a family

Strategy #31: Word Walls. Students will use word walls while they write and talk about their families.

Strategy #41 Cloze: Student will use cloze sentences in their family book to write about their family.

**Assessment:**

Formative:

The teacher will ask questions during the lesson, "What is a family?" "Who is in a family", etc to check the student's comprehension. The teacher will also walk around and visit with students as they are working on their book. If they need help she will assist them. The teacher will listen to student's conversation as they are talking to their partner.

Summative:

Student's Books about their families. The first two pages of the book have the sentence, "A family is \_\_\_\_\_" and "Who is in my family?" The teacher will be able to use the responses to check their understanding of the content objectives. The teacher will be able to look through the book and see if the students used the vocabulary words in the correct way.