



Objectives (Letter People & Common Core)

Students will be able to...

- Identify roles (student, family member, peer, consumer). (LP: SS)
- Understand that writing communicates thoughts. (LP: W)
- Write letters on request; apply print directionality. (LP: W)
- Write own name. (LP: W)
- Understand that print represents oral language and can be read. (LP: R, CAP&B)
- ❖ Identify family members, family characteristics, and functions. {CC.SS.1G.c}
- ❖ With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. {CC.CLL.TT&P.1}
- ❖ Print some upper- and lower-case letters (e.g., letters in their name). {CC.CLL.1CSE.a}
- ❖ Capitalize the first letter in their name. {CC.CLL.2CSE.a}
- ❖ Recognize that spoken words are represented in written language by specific sequences of letters. {CC.CLL.1PC.b}

Materials

- ✓ Family Photo (optional; not required) (*see parent/guardian letter for more information*)
- ✓ Glue / Markers
- ✓ Leaves and Apples (*materials are below*)
 - Print on green (leaves) and red (apples) construction paper.
- ✓ Family Tree Poem (1 per student) (*materials are below*)
- ✓ Parent/Guardian Letter (1 per student) (*materials are below*)
 - Teachers may have sent home Parent Questionnaire Forms at the beginning of the year that listed the names of who lives with each student. If you have these, you do not need to send home a parent/guardian letter.
 - Teachers may write their own parent/guardian letters.

Prep: Create an example of your family tree.

Anticipatory Set

1. Ask: **What is a *family*?**
 - a. **A *family* is a group of people related to one another and/or living together, especially parents or guardians and their children. People in a *family* love and care for each other, help each other, do things together, and have fun with one another.**
2. Ask: **Who (or what people) might be in a family?**
 - a. Have students share the names of some of their family members that live with them. (Teachers may need to use the child's family photo, parent letter, or parent questionnaire to help them name the people each child's family.)
3. Ask: **Does every family have the same people in it?**
 - a. Remind students that every family is different and special.



Activity

1. Explain to students that they are going to make a family tree.
2. Ask: **What is a *family tree*?**
 - a. **A family tree is a picture that shows the names of many of the people in your family.**
3. Show an example of your family tree.
 - a. Point to and read each name on the leaves/apples.
 - b. Explain that these are just some of the people in your family.
 - i. Say: **These are just some of the people in my family. I only put the names of the people who live with me on my tree. I even included the names of my pets because they are part of my family, too.**
4. Provide each student with a Family Tree Template. (If making the handprint family tree, provide each student with a piece of construction paper; *see below for example*.)
 - a. Point to the words at the top of the page and ask the students to do the same.
 - b. Tell students: **At the top of the page, you are going to write your name on the line. The sentence tells us that it is your family tree. My sentence says “Miss/Mr. <_____>’s Family Tree.”**
5. Have the students write/trace/ their names on the line (see differentiation/modifications).
6. Have students share *how many* people are in their family.
 - a. Ask students to count out that many leaves or apples.
7. Have the students complete their family trees based on differentiation/modifications.
8. Once students have completed their family trees, the teacher will provide each student with a poem.
 - a. The teacher will read the poem aloud, tracking the words as he/she reads. Encourage students to track the words as you read.
 - i. Optional: Ask students to identifying the rhyming words they heard in the poem (*me, tree*).
 - b. Students will glue the poems onto their papers.
9. After students have completed their family tree, have them share it with the group.
10. If time permits, discuss how many people are in each student’s family. The teacher can ask the following questions to prompt discussion about each student’s family:
 - a. **Who has 2/3/4/5/6/etc. people in their family?**
 - b. **Does anyone have the same number of people in their family?**
 - c. **Who has the most people in their family?**



Differentiation

- Higher:
 - Students will write their names.
 - Students will write/trace the names of their family members on their leaves/apples.
 - For these students, teachers may want to write a list of family member names on a piece of paper for them to copy.
- Lower:
 - Students will trace their names.
 - Some students will trace the names of their family members on their leaves/apples.

Possible Modifications

- ❖ Provide as much assistance as students need for those that are younger or if writing is a challenge (monitor closely so students don't become challenged by the writing aspect). Hand-over-hand assistance will be provided as students write.
- ❖ Provide a highlighted outline of the names of their family members for the students to trace over.
- ❖ Allow students to scribble write the names of their family members. Have students identify what they have "written." Teachers may write what the students have dictated underneath their scribble attempts.
- ❖ For students who are not ready to write, provide them with leaves/apples with their family members' names prewritten on them.
- ❖ Some students can draw pictures of their family members on the leaves/apples. Ask students to name the person they drew. The teacher will write the name of the family member on the leaf/apple.
- ❖ Make an X on the tree branches to indicate where to glue the leaves/apples.
- ❖ Use sign language to represent the names of their family members (mom, dad, grandma, etc.).

Assessment

- Informal observation of where each student is at in their development of all writing & pre-reading skills in the objectives (will vary greatly from student to student). Record notes of abilities and how much assistance was needed to complete the page or part of the page.
- Informal observation of where each student is in his or her development of listening skills.
- Informal observation of students' understanding of the new vocabulary word "**family**" and "**family tree**."
- Informal observation of students' ability to identify and state how many people they have in their families.

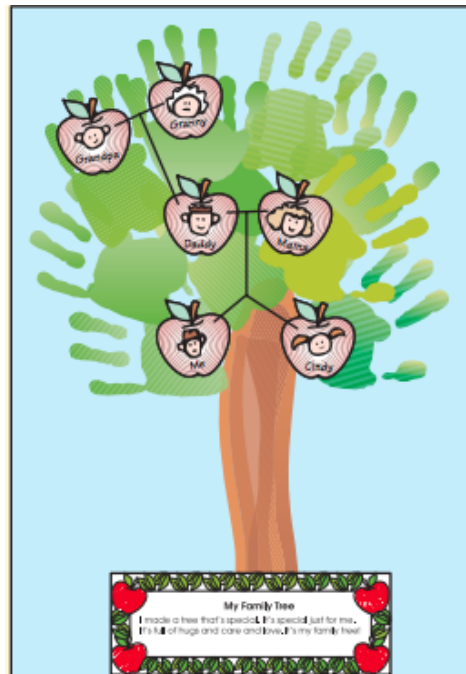


Optional: Teachers may wish to have students make their family trees using their handprints.

- **If teachers choose to make this type of family tree, it will need to be done in advance. This step should not be completed during center time as the paint will not be dry.**

How To Make:

1. Paint the child's forearm with brown paint. Help them to press their arm onto a large sheet of light blue or white paper to make a tree trunk.
2. Paint one hand with green paint. Have the child make several handprints at the top of the trunk to represent the leaves and branches.



Optional: Teachers may wish to attach pictures to each leaf/apple. This will help students make associations between the words and pictures.

_____ 's Family Tree



