GP1248 | Roots of Life (Pk/12)

Name_____ Date _____

My Family Has Needs and Wants

Family Member	Needs	Wants

Needs are important because _____

_____.

Wants are important because _____

_____.

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Roots of Life (Pk/12)

PLEASE READ ALL INSTRUCTIONS BEFORE STARTING

YOUR KIT CONTAINS:
- Printed Tree Chart 11" x 14"
- Name Label Sticker Sheet
- Leaf Sticker Sheet
- Markers
- Crayons
- Tablecloth

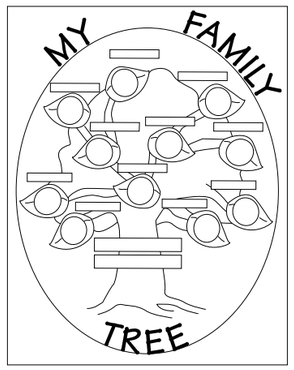
YOU WILL NEED:
- Scissors
- Pencil or Pen

AGE GROUP: 5 and up
PROJECT TIME: 60 minutes

INSTRUCTIONS:

Each family is unique, therefore you may need more or fewer leaf shapes and/or name labels. There are 8 leaf shapes for each project.

1. Choose a tree chart and color it.
2. Use scissors to cut out the number of leaf shapes and name labels you need.
3. Draw faces of family members inside each leaf shape.
4. Use name label sheet to write the members of your family in each rectangle.
5. Peel off paper backing of leaf and name label and stick onto tree chart.
6. Add both family surnames to the rectangle shapes on the trunk of the tree.



This sample shows 11 leaf shapes. If you need more leaf shapes, you may copy them.

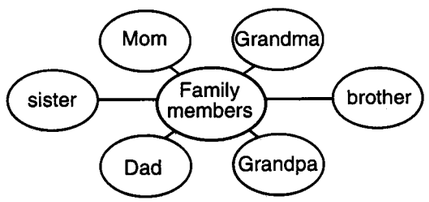
Teaching Activities Inside

SPECIAL EVENT

OBJECTIVE: To visit with and learn from senior citizens in your community.
SUGGESTED TIME FRAME: 45 minutes plus time to create invitations.
ADDITIONAL MATERIALS: Invitations to senior citizens, chart paper, markers, construction paper, crayons, pencils.
PROCEDURE: During your social studies unit on families, make sure to bring attention to the students' grandparents. Teach lessons that relate to the elderly and the stages of life from baby to elderly. These lessons will provide an understanding of the aging process for the students and provide them with some background when their visitors arrive. These lessons help to break the myths that young children may have about the elderly. It is important to highlight that the elderly are active participants in the community. Chart a list of questions that the students want to ask their guests. Send out an invitation to your local senior center to invite one or two seniors, making sure to explain your purpose for the visit. Conduct the visit with students, asking the list of questions. After the visitor leaves, the children should write thank-you notes.

LANGUAGE ARTS

OBJECTIVE: To practice conducting an interview; to practice writing complete sentences.
SUGGESTED TIME FRAME: 45 minutes and homework; additional class time for final copies.
ADDITIONAL MATERIALS: Book making supplies, pencils, chart paper, chart pens; computer (optional).
PROCEDURE: Explain to students what an interview is and give them many examples. Role-play in order to encourage students to ask questions and get responses. Explain that they will be interviewing a family member and writing a book based on this interview. On the chart create a semantic web that centers on family members (see sample below). After naming family members, decide on types of questions to ask. Write student ideas down as they give them. Limit them to 10 questions. Type them up along with your instructions on conducting an interview. When interviews are completed and returned, type them into book form and assemble. Allow students to illustrate and share with the rest of the class.



SOCIAL STUDIES/FAMILY JOBS

OBJECTIVE: To become familiar with the various jobs that family members have.
SUGGESTED TIME FRAME: 30 minutes.
ADDITIONAL MATERIALS: Story of your choice that relates to families and their jobs, chart paper, white construction paper, magic markers, pencils, crayons.
PROCEDURE: During your social studies unit, children discuss the various jobs that family members are responsible for. Read the story you have chosen for this lesson, and discuss. On your chart, list family member in one column. In the other column, list various household jobs and occupations of students' parents. When an extensive list has been created, echo read and then choral read the two lists. Students will fold white construction paper into fourths creating 8 boxes (front and back). Students will write a family member's name at the top of box, the job at the bottom of box and draw a picture in the middle of the box. Names and jobs will correspond according to who does that particular job in the household. Share projects with the whole class.

SOCIAL STUDIES/NEEDS & WANTS

OBJECTIVE: To become familiar with needs and wants.
SUGGESTED TIME FRAME: 45 minutes.
ADDITIONAL MATERIALS: Story related to needs and wants among family members and/or children, chart, magic markers, pencils, copies of EduCraft® worksheet.
PROCEDURE: Read the story that you have selected for this lesson, and discuss. On the chart write these two headings: NEEDS and WANTS. Draw a line down the middle of the chart to divide the two headings. Create a list of needs and a list of wants with the children. Prompt them by reminding them of the examples in the story or examples that they know of with their own family. Create an extensive list of ideas. Read and then choral read each list. Ask what is important about these NEEDS (for your life, health and safety) and what important about these WANTS (for fun and enjoyment). Hand out the worksheet and explain directions for filling in a chart of needs and wants of their own family. Students work independently. Offer assistance as needed. Complete bottom of worksheet together. Allow time for students to share their information.

MUSIC/MOVEMENT

Follow-up to previous lesson.
OBJECTIVE: To enhance student understanding of needs vs. wants.
SUGGESTED TIME FRAME: 30 minutes.
ADDITIONAL MATERIALS: Song All I Really Need by Raffi on cassette or CD, copies of words to the song, big book containing pictures and words to the song (optional).
PROCEDURE: Remind students of the activity that they did previously relating to NEEDS and WANTS. It you are using the big book for the song, play the song and show the pages of the book while tracking the words. At this time, students should just be listening. Play the song again and have students join in as you display the book and track the words. Pass out copies of the song for each student. Play the song while students just listen and track the words. Play the song again and students can sing as they track the words. Once the song can be sung confidently by the whole class, try standing up and adding corresponding movements to the song. Children are great at this step and will have a fun becoming more familiar with the needs of a family.

SCIENCE/SOCIAL STUDIES

OBJECTIVE: To learn about growing and changing; to create an individual timeline.
SUGGESTED TIME FRAME: 30 minutes.
ADDITIONAL MATERIALS: Non-fiction, age appropriate book detailing growing and changing of a child; simple timeline model of your own life from birth to present, a notice to parents explaining project, adding machine tape (1 long strip for each student).
PROCEDURE: During your unit on families, it is important to discuss how family members grow and change. Discuss with children how they have grown and changed since they were babies. Read the book that you have chosen and discuss. Bring attention to the ways children grow and change. Explain to students their homework project on creating a timeline about their lives. Show your sample timeline about your life and highlight the dates and important events/ages throughout your life. Distribute parent notices that explain this project and due date. Hand out the strips of adding machine tape that will be used for this timeline project. Students will take the notice and tape home to complete their timeline with parent assistance. Once all timelines have been completed and returned, have a total class sharing session. Display on bulletin board!

MATH

OBJECTIVE: To practice writing number stories.
SUGGESTED TIME FRAME: 30 minutes.
ADDITIONAL MATERIALS: Paper, pencils, crayons, pictures of family members, chalkboard, chalk.
PROCEDURE: Using the pictures of family members, create a number story. Model the technique of using pictures, numbers and words to create a number story. For example:

(picture models are placed here)

There is one mom and one dad.
There are two daughters.
There are four people in this family.

2 + 2 = 4

(picture models are placed here)

There is one big sister.
There are two little brothers
There are three children altogether.

1 + 2 = 3

Allow students to come to the board to write the equations for your pictures and number stories. Pass out paper and work on one number story with the whole group. Students should all have one sample on their paper before they work independently. Students should be reminded to have words, pictures and an equation for each number story.

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