**SIOP® LESSON PLAN**

Date: November 13  
Grade/Class/Subject: Kindergarten Social Studies

Unit/Theme: Family  
Standards: SS 0.2.1 Students will recognize people make choices because they cannot have everything they want.

Content Objective(s):  
The students will demonstrate knowledge about the things a family needs to survive versus the things a family wants by creating a family book.  
The students will discuss the differences between families in the classroom.

Language Objective(s):   
The students will relate a picture book to their own life during class discussion.  
The students will discuss diversity in families that were represented in the book.   
The students will show understanding of differences between wants vs. needs by creating a chart in their family book.

Supplementary Materials  
- The Family Book by Todd Parr  
- pre made Manila paper books for each student  
- pencils, markers, crayons for each student

Key Vocabulary  
Family – group of people who live in the same home  
Want – desire or wish fire  
Need – required because it’s important

SIOP Features

Preparation Scaffolding Grouping Options

x Adaptation of Content x Modeling x Whole class

x Links to Background x Guided practice \_\_\_ Small groups

x Links to Past Learning x Independent practice \_\_\_ Partners

x Strategies incorporated x Comprehensible input x Independent

Integration of Processes Strategies Assessment

x Reading x Hands-on x Individual

x Writing x Meaningful x Group

x Speaking x Linked to objectives x Written

x Listening x Promotes engagement x Oral

Lesson Sequence

**Building Background**:  
 Teacher will start out by reading The Family Book by Todd Parr. Before actually reading, teacher will gather students on the rug and have them sit in their assigned spots. Go over what it looks and sounds like when listening to the teacher read. Teacher will hold up the book and show the students the cover and flip through the pages and explain that we are reading a book about families. Tell the kids, “Parts of the book might sound like your family, while other parts might sound like a different family.” This will give the students something to look for during the book and keep them engaged.

**Lesson:**  
 After reading the book to the kids, the teacher will guide a discussion about families. Let the kids take turns sharing what sounded like their family, and something that might have been new. Talk about how families are sometimes alike and sometimes really different, and this is okay. It is important to learn about other families in our world. Briefly assess what the students retained from the book by really paying attention to what is shared in discussion. (about 3-4 minutes for the discussion)  
 The teacher will use the board and together, the class will make a list of wants vs. needs. This might be the first time the kindergarteners have learned about this so help them by really defining what it takes for something to be a “need” rather than something they might want before starting the list. Once the list is filled with about 5 things for each section, the teacher will say “Now that we have talked about what some families might want and need, we are going to each take the time to make a book about our own family’s wants and needs.” (explain wants/needs for 2-3 minutes; take 2-3 more minutes to make the class list)  
 The students should stay at their tables for the rest of the lesson. The teacher will have already made books with construction paper and staples for the kids to make their own family books. The teacher will show her model before passing out the books so the kids don’t start working ahead of time. The teacher will show the cover page first which the students will copy onto their book when they are passed out. This should include a title “My Family Book” and then their first name. The model’s second page will be a drawing of the family. The students should be instructed to draw with pencil or black crayon first before filling in with color. They should then label each person in their family, teacher and para will help for spelling when time permits. After sharing the cover page and first page, pass out the construction paper books to each student. Instruct them to use their pencil to write the title page in their very best big kid handwriting. Then they can write their name directly underneath. The kids who use their best handwriting and follow the directions will be allowed to trace their pencil words with a marker later. Once the kids are finished with their title pages, we will move onto the next page. Remind the kids to use pencil or black crayon to sketch their family drawings first. Once they draw everyone who lives in their house/apartment/building they will be able to color the drawings in. Tell the kids that there is a timer set for how long they have to work on their drawings and that we will have time to work on them more the next day. Set the timer for about 8 minutes for the kids to complete the family drawing. It is important for teacher to keep them on task during this so we can move forward; walk around the room to answer any questions and help with spelling labels for the family members/pets. Encourage good sketches and no scribbling on our pictures. (total work time for this part should be about 15 minutes)  
 Once the first two pages are worked on, we will go back to the teacher book model. The teacher will show her next page. “My family has needs” will be written at the top of this page. The kids are then allowed to draw and label the things they think their family needs on this page. The teacher will be clear to pre-teach appropriate things like we made from our class list, which will be posted up for reference. The next page will be “My family wants things” and then the kids are allowed to draw some things their family wants. Refer to the list the same way that was done for needs. This should be guided so that the kids are successful and accurate. Allow the kids to label their next two pages at the top. Tell them to use their best handwriting again and that they will be able to use a marker to trace once they finish writing it nicely. Make sure to remind them to use a period to stop their sentences. The students will be given time to sketch the items for needs/wants on their pages and to fill in some color. Remind students to “color the truth in their pictures.” Teacher and para should be available to help the kids write their words correctly and answer questions students may have about wants/needs. (allow 10 more minutes for this part)

**Review of Key Vocabulary and Key Concepts**:

For closure, review family book we read in the beginning. Differences in families are okay and we should embrace learning about other peoples’ families. Discuss wants vs. needs. Let two kids who work the hardest share the things their family wants/needs.

**Assessment:**

Assessment for understanding wants and needs of families will be done at the end of the book. The topic will be discussed again since repetition is important for such young kids, but it is important to assess where they are after the first lesson.

**Reflections:**   
How did the kids seem to do with understanding wants vs. needs? Should more time be spent on this next time? I will plan on going back over family and wants vs. needs for a couple of days in social studies and relating back to our family books so they can relate it to their own life.