

Literature Selection - *Down the Road* by Alice Schertle

Look and Listen for ...

Intelligent Behaviors

Story Focus Creating, Imagining, and Innovating
Taking Responsible Risks

Student Activities Creating, Imagining, and Innovating
Persistence
Metacognition
Posing Questions

Thinking Skills Focus – *Beginning Building Thinking Skills* – Parks and
De Armas
Describing Family Members—E2 (pg. 125)

Topic Focus – Family

Concept Focus – Relationships

Generalizations

Everything is related in some way.
Relationships are important.
Relationships are helpful.
Relationships may be good or bad.
Relationships change over time.

Directions for Teachers

Display sentence strips with the generalizations on a bulletin board. Discuss topics and vocabulary words needed to deep understand of the conceptual lessons. Suggested topics for discussion: relationships, helpful or unhelpful, and responsibilities. Suggested vocabulary words for discussion: allowed, agreed, dozen, meadow, emporium, cluttered, and magpie.

A Six-Step Process for Teaching Academic Vocabulary Terms

1. Provide a description, explanation or example of the new vocabulary term.
2. Ask students to restate the description, explanation or example in their own words using complete sentences.
3. Ask students to construct a picture, symbol or graphic representing the term or phrase.
4. Engage the students periodically in activities that help them add to their knowledge of the terms in a booklet that they have created (Keep it simple.)
5. Periodically ask students to discuss the terms with one another (**Think** of your favorite vocabulary words from the unit; **pair** with a vocabulary buddy, **share** by discussing the vocabulary terms with your vocabulary buddy.) Teacher should model process each time before students do the Think, Pair, Share with Vocabulary Buddy.
6. Construct games to periodically involve students and allow them to play with the terms.

Robert Marzano

Hook Activities

- A. Teacher will bring in a picture of her family and share with students. Discuss activities families do together and then have students draw a picture of themselves with their families or a family member participating in an activity together. How are family relationships important? How may intelligent behaviors support family relationships (example: How family may help one another be creative or innovative when trying to solve a problem.)
- B. Complete a web or a thinking map on “How Family Members Help One Another.” What intelligent behaviors would family members possibly use when helping one another? Why?
- C. Create a flannel board story about family relationships in terms of how family members help one another. Include how intelligent behaviors help family members within their relationships with one another.



Task Rotation Learning Activities

K-2

Selected Generalizations

- Everything is related in some way.
- Relationships are important.
- Relationships are helpful.
- Relationships may be good or bad.
- Relationships change over time.

<p style="text-align: center;">Mastery Learner (A) Sensing-Thinking</p> <p>Use pictures from magazines to create a matching game of “parent—child” relationships. Students will match pictures according to the relationship. Select a matched pair and begin a problem-solving story with the parent-child relationship by saying, “One day as _____ was working in the yard with his/her _____, suddenly a bee (problem) started chasing me. My mother (family helper) ran How did relationships impact what happened in your story? How were intelligent behaviors helpful in solving a problem or issue when the solution was not immediately clear? Discuss how relationships are important, are helpful and may be good or bad.</p> <p>Ex. Tree—Apple Hen—Egg Parent—Child Peanut—Peanut butt</p> <p style="text-align: center;">V *L *S M B P * I N *</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Feeling</p> <p>In a Think-Pair-Share activity, discuss how students would feel if they had broken the eggs in the story and what they would have done. Is the response to the problem (broken eggs) a responsible risk or choice? Then discussed in your Think-Pair-Share group if something similar to this has ever happened to you. Select one of the shared stories and draw or write what happened and how you creatively solved the problem. Would you solve the problem the same way again or would you select another way? Why? How were family members helpful in resolving your problem? How were intelligent behaviors used? Discuss how relationships may change over time.</p> <p style="text-align: center;">V * L S * M B P I * N</p>
<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <ul style="list-style-type: none"> • Collect 12-18 eggs (different sizes, colors, design, thickness, etc.) and have students describe and categorize eggs according to their attributes. What intelligent behaviors are applied when describing and categorizing the eggs? Within the categories what relationships existed. Explain how everything is related in some way. • Using a dozen eggs, children will problem-solve how to divide the eggs equally. <p style="text-align: center;">V L * S * M B P * I N</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <ul style="list-style-type: none"> • Teach the song “This Is The Way.” • Allow students to create new verses to the song that illustrate personal family practices. Ex. “This is the way we wash our clothes, wash our clothes, wash our clothes...” • Brainstorm in a group possible problems that families might have. Divide students into groups of two or three and each group selects a different problem from the brainstorming session to solve. Have students to share their solutions with participating groups. What intelligent behaviors did the family members have to use to solve the problems? How may relationships change when solving problems? <p style="text-align: center;">V L S M * B * P I N</p>



MetaCognitive Discussion (Essential Questions)

(Whole/Small Groups)

Conceptual Perspectives

1. What is a relationship?
2. What are some relationships you have?
3. What are some of your family relationships?
4. How are relationships helpful?
5. How are relationships good or bad?
6. How are other relationships similar to family relationships?

Intelligent Behaviors

1. As a member of a family, which intelligent behaviors could we demonstrate to have good family relationships?
2. How do you demonstrate these intelligent behaviors on a daily basis with your family and your school family? (Discuss different types of families - church families, community family, etc.)
3. In what way(s) can we demonstrate the following intelligent behaviors in our families?
 - * persistence
 - * creating, imagining and innovating
 - * metacognition
4. How did Hetty demonstrate the following intelligent behaviors?
 - * posing questions
 - * metacognition
 - * questioning and problem posing
 - * creating, imagining and innovating

5. Why is it important to remain open to continuous learning when it comes to the subject of families?
6. Based on what you have learned about families and relationships in this unit of study, how can you apply this new knowledge to future family relationships (remember family is more than your immediate family members)?
7. What intelligent behaviors do you feel is most important in family relationships and why?

Literary Perspectives

1. Identify (name) the family members in the book.
2. Describe the relationship between Hetty and her parents.
3. Predict what Hetty will do the next time she goes to get eggs for the family.
4. Compare the way Hetty's parents handled the broken eggs to the way your parents would.
5. Create another ending for the story.
6. Would you recommend this book to a friend? Why or why not?

Task Rotation for Student Reflections and Assessment K-2

Selected Generalizations

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- Relationships may be good or bad.
- Relationships change over time.

<p style="text-align: center;">Mastery Learner (A) Sensing-Thinking</p> <p>Cut and paste or draw pictures that show different types of families and their relationships. Discuss the following generalizations:</p> <p style="text-align: center;">Relationships are important. Relationships are helpful. Relationships may be good or bad. Relationships change over time.</p> <p>In your opinion, what are the most important intelligent behaviors in family relationships? Why?</p> <p style="text-align: center;"><u>V L S M B P I N</u></p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Feeling</p> <p>Hetty made a mistake in the story. Draw or write about what your family would do if you made a mistake. Discuss the following generalizations in relation to your story:</p> <p style="text-align: center;">Relationships are important. Relationships are helpful. Relationships may be good or bad. Relationships change over time.</p> <p>What intelligent behaviors did you use? If you used different intelligent behaviors from the ones you may have used in your story, how might your ending be different?</p> <p style="text-align: center;"><u>V L S M B P I N</u></p>
<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>Sort a group of attribute blocks. Describe the relationship within each group? Can you sort them in other ways? Discuss the following generalizations as they relate to your groups:</p> <p style="text-align: center;">Everything is related in some way. Relationships are important. Relationships are helpful. Relationships may be good or bad. Relationships change over time.</p> <p>What intelligent behaviors did you use in grouping your attribute blocks? Why?</p> <p style="text-align: center;"><u>V L S M B P I N</u></p>	<p style="text-align: center;">Self Expressive Learner (S) Intuitive-Feeling</p> <p>Create a book about different family relationships. Discuss the following generalizations as they relate to your book:</p> <p style="text-align: center;">Relationships are important. Relationships are helpful. Relationships may be good or bad. Relationships change over time.</p> <p>What intelligent behaviors did you use in creating your book? Why? If you created another book, would you use the same intelligent behaviors? Why or why not?</p> <p style="text-align: center;"><u>V L S M B P I N</u></p>



Materials Needed

- Copy of *Down the Road*
- Magazine pictures of people, animals, or things that show a “parent-child” relationships
- 12 construction paper eggs of 2-3 different sizes, design, color, etc.
- Magazines
- Glue
- Scissors
- Construction paper
- One booklet per child of approx. 4 pages
- Attribute blocks
- Generalizations