



Primary Success Publications

Successful Social Studies Grade One



By Jean Roberts

Practical sequential lessons to teach
Social Studies in this important grade



Primary Success Publications®

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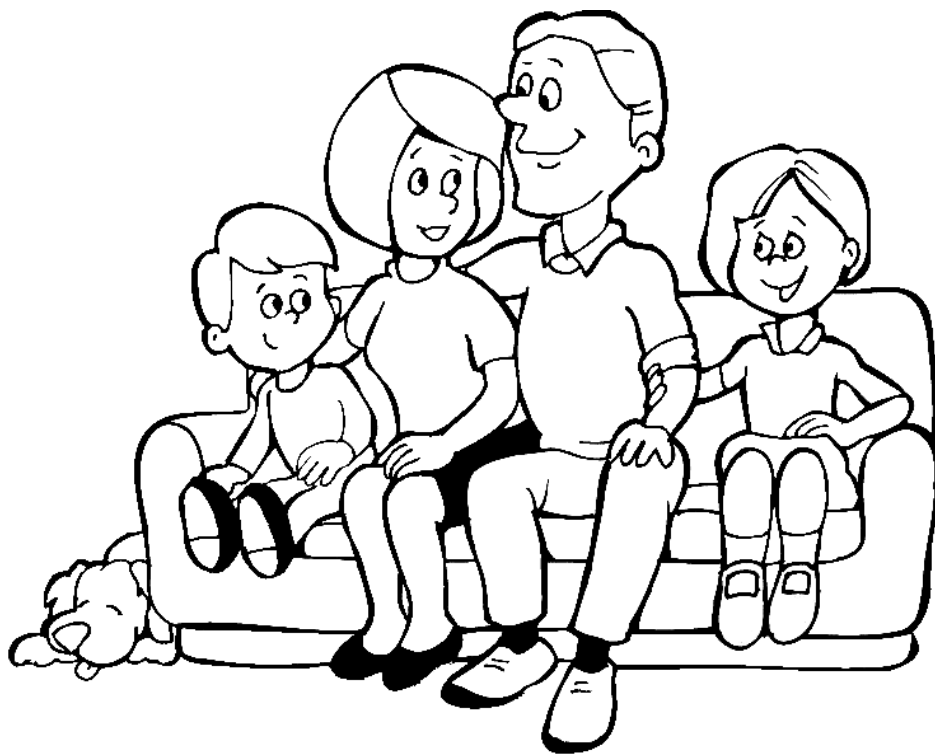
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Our Families



Expected Outcomes for this unit:

Understand the word 'family'.

Know that families are different.

Know that all families are special.

Learn the needs of all families.

Know the difference between needs and wants.

Understand that families have rules and responsibilities.

Understand the relationships in extended families.

Understand the ways families work together.

Understand the ways families play together.

Understand that we work and play in groups, and that we belong with many different groups of people.



Lesson 21: This is my family

Review:

Discussion:

What is a family? Family can mean people who are related, but can also mean others who live within this group. It can also mean extended family, For this purpose, we will first talk about the people who live in each household and make up the family.

Bring the group together and talk about your own family. Children often do not realize that teachers have homes and families! Bring in a photo of your immediate family and discuss the relationships.

As you talk about your family, put a sheet of paper on the chart or board, and draw pictures of the people in your family. Discuss whether a pet is part of the family - most people think that the pet is an important part. Model how you want the students to draw (and colour) their pictures later. Talk about the peoples' heights so they are in approximate proportion.

Make a graph on a chart to show the number of people in the families. Put numbers of people across the top, and print the child's name below the matching number. When this is finished, ask questions about the chart. Who has the smallest family? Who has the largest family?



How many people in your family?

| 2 | 3 | 4 | 5 | 6 | 7 |
|---------------|---------------------|--|---------------------------------|---------------|-------|
| Karen John | Mike Pat Mary | Katie Henry George Peter Terry | Vickie Jill Brad Billy | Sam Sidney | Jenna |

Exercise:

Give the following sheet to the children. They print their names in the blank and read the sentences. Then they carefully draw and colour their families. Ask questions as they draw. Who is the tallest person in your family? Who is the shortest? Does Mom have long or short hair? Etc. Label the people in the family - you can print Mom and Dad, brother, sister on the board and help with family given names.

Who are the members of your family? What are their names? How old are your brothers/sisters?

My name is _____.

This is my family!

Lesson 22: Our families are different

Review: What is a family?

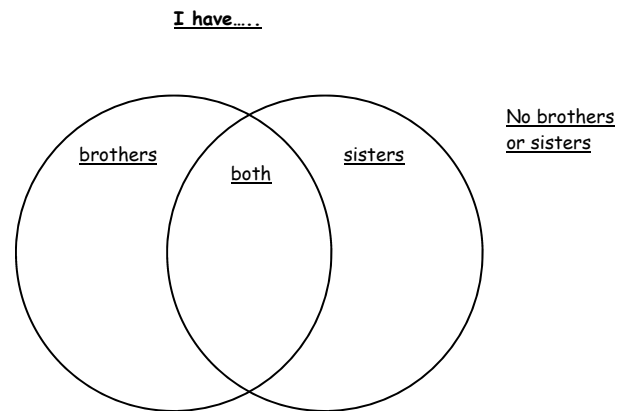
Discussion:

Talk about the pictures that were done in the previous lesson. Your class will likely have a wide variation in family make-up. Some have a mom and dad, some a parent and a step-parent or partner, some a single parent, some grandparents who live with them, and some may have two moms or two dads. Take all of these as common and matter-of-fact ways that families can be - just different.

How many children are in the families? Make a bar graph of the number of children in the family by having the students place their names under the number.

What siblings do each of your students have? You can do a Venn diagram by using the three circles - as above. This can be done on a chart, or lay two hula-hoops on the floor and the children put their name tags into the correct place.

Some children may want to expand the family that lives in the house to include parents or siblings that live elsewhere - this is fine as long as the children do not want to expand the parents and siblings to include other family relationships.

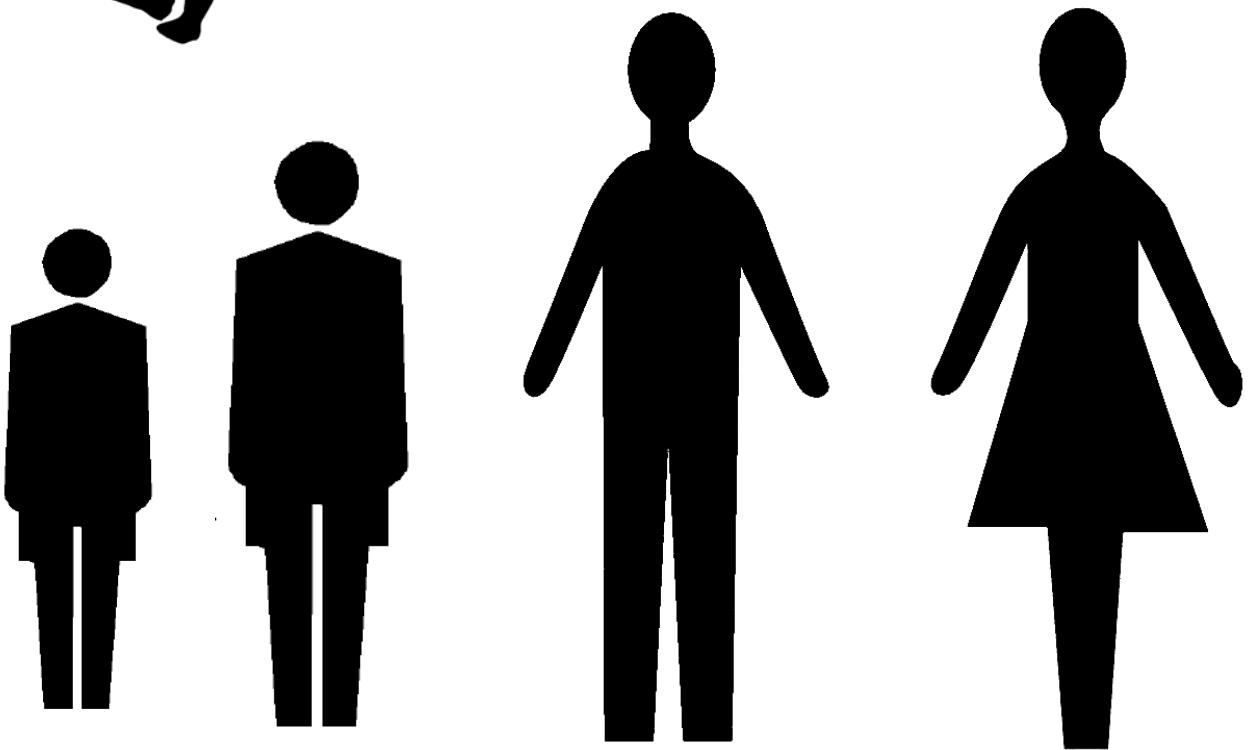
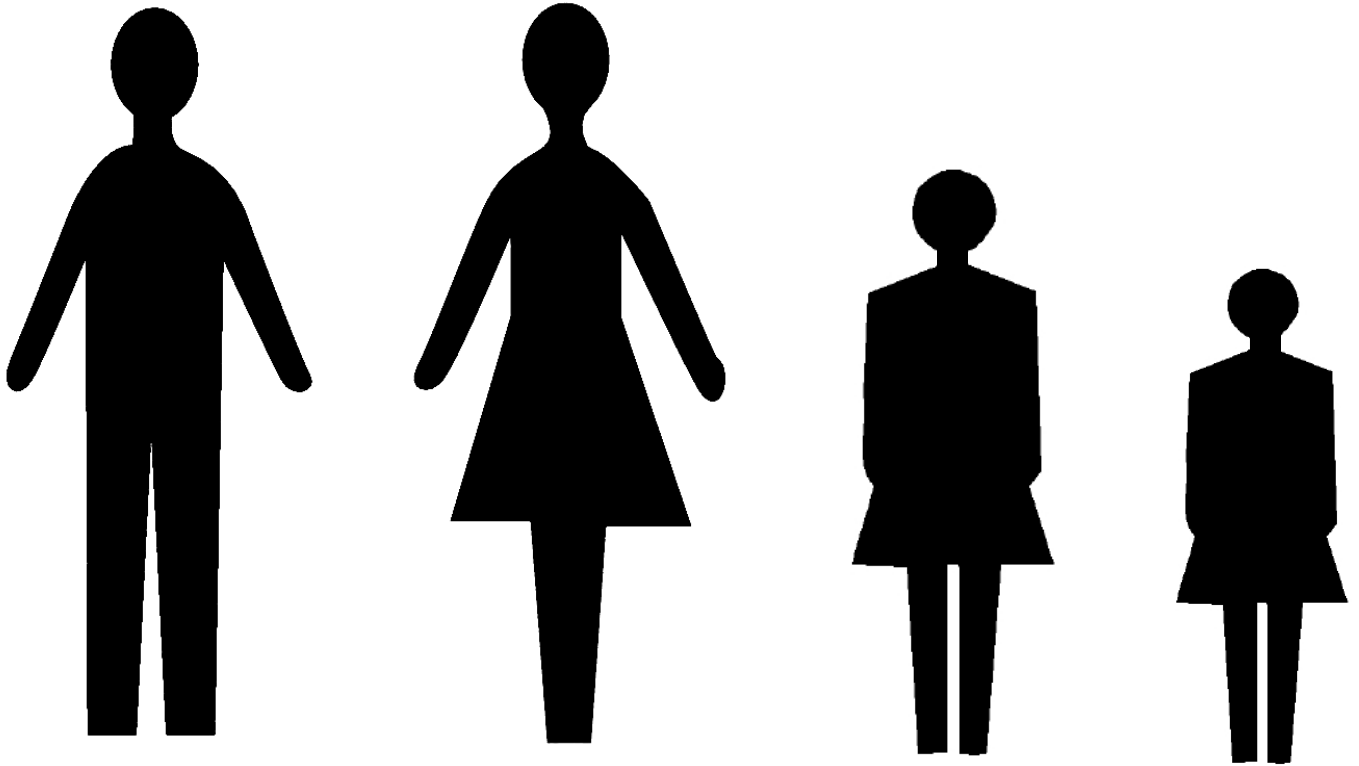


Exercise:

Give the students each a blank piece of paper and have them cut around the silhouettes of the figures that make up their families. Glue the family onto white paper and label the figures. (Cut 'around' rather than cut 'out' - when glued on white paper the white around the figures doesn't matter,)

If the students need more people for their family group, they can see if other children have left-over figures.





Lesson 23: Families are special

Review: What is a family?

Discussion:

In the last lesson we talked about the make-up of families.

Do a guided reading lesson to teach the little book. Teach the reading vocabulary, and read the pages together, discussing the ways that families are different.

Read the little book in groups and with partners.

Exercise:

The children can colour the pictures in the little book.



Lesson 24: Families have needs

Review: Review how families are special.

Discussion:

Pretend you are shipwrecked on a desert island. (If your students have seen Survivor, this can be linked.) You found a bottle with a genie in it. The genie can't take you off the island but can give you things to help you there. What will you wish for? Make a list of things the children think are important. Separate needs and wants. Some things we need in order to be healthy and safe.

Have the children begin sentences with, "I need....." Collect a list. Discuss whether these are really needs or things wanted. Did you really NEED this thing? What does the word 'need' mean? It means you must have this in order to be safe, healthy and happy.

What do people in a family need? Look at the pictures of the families that were done previously. Families are very different but they all need the same things.

Talk about needs that you can see or touch (tangible needs) - a place to live, clothes, food, water to be healthy. We also need things that we can't see or touch - intangible needs - love and kindness, hugs and smiles to be happy. We need to feel safe.

How does the family give the children these needs? Discuss working to provide the needs, having a home and food to eat, water to drink, clothes to wear. Do all families in the world have the same needs?

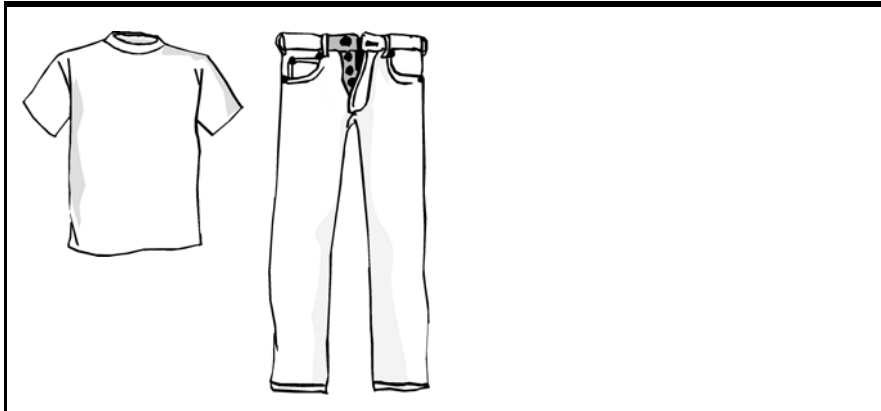
Exercise:

Do the exercise on needs. Teach the reading vocabulary on the page. The children cut out the word square and glue it beside the right picture.

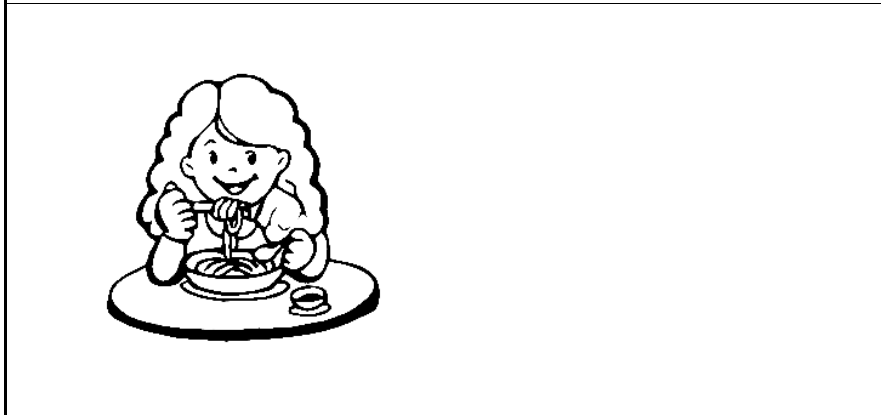


I need:

Name: _____



a home



**water to
drink**



**food to
eat**



**clothes
to wear**

Lesson 25: Families have wants

Review: Review family needs.

Discussion:

Have the children complete the sentence, "I want". Make a list of the answers on a chart. Compare this with the list of family and personal needs. What would happen if you didn't get these wants? How are these different from needs? Talk about things that members of the family want. Perhaps father wants a new car. Does he need it? (perhaps, if the old one is not working!) Perhaps mother wants a new computer. Is it a need or a want? It may be a need if she uses it for work, a want if she has one that works well. Can we live without these things? What would we do if we could not get them? Do all families want the same things?

Bring the discussion to the classroom. What things are needs and what are wants? Talk about items in the classroom. If we didn't have pencils, for example, can we make-do with something else? We might want desks, but could we learn without them? What things do we truly need? Books, the freedom to learn to read, a teacher, something with which to write, something on which to write, etc. Talk about needs and wants.

Put the children into two groups. Have the children in each group take turns telling a want or a need.

Exercise:

Talk about the pictures on the following page. Are these things needs or wants? This can be done with the group, or each child can get a page and circle the things that are needs and draw a box around the wants.

What do we **really** need to have a good life?
Are there 'things' we could do without?

Do 'things' make us happy - or are there other values in life?

