**Pre-Activities Kindergarten: Home**

In the weeks leading up to the movie…

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| **Grade** | **Curriculum Expectations** | **Activities** |
| JK/SK | **4.**  demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts  **5.**  demonstrate an understanding of the diversity among individuals and families and within schools and the wider community  **1.** communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts  **9.**  demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts  **10.**  demonstrate literacy behaviours that enable beginning writers to communicate with others  **12**. demonstrate understanding and critical awareness of media texts  **\*need to find a leaf cut out picture**  **\*blank tree picture**  **\*printed sheet with labels and pictures of family members** | **The following activities could take place during centres and used as one of the centre activities:**  **Activity One: Getting to Know Your Family (**adapted from “hands-on social studies: An Inquiry Approach)  **Activity: Part One** **Making a Family Tree**  Students will create their own family tree with assistance.  Student Materials:  \*Pre-cut leaf shapes  \*photocopied sheet of blank tree  \*1 blank sheet of paper per student  \*crayons or coloured pencils  \*scissors  \*glue  \*pencil  1. Have a picture of your own family tree taped somewhere for the students to see.  2. Identify the different people in the picture, and your relationship to them, and write this on the board (it will be an example for the students to follow).  3. Explain to students that you would like to learn about their families, and get them to draw a picture of their family. This can happen at a centre, with assistance if necessary. Make sure to tell the students to leave room at the bottom of the page to write about their family—the writing will most likely need to be at a centre with assistance.  4. Have the paper ready for them at the centre and get them to draw their family.  5. Once the students have drawn a picture of their family, have them follow your example on the board to write about their family. Therefore, have them identify each person in the picture.  At the end of centres you could have the students gather in a circle to share their pictures and facts about their family.  Next step: This could happen during the same day or a different day during at another centre.  1. Tell the students you want them to make their own family tree.  2. Have photocopied sheets of the tree and cut out leaves at the centre for the students  3. Have the students use these materials to create their own family tree.  4. Have the students label each leaf with a family title, i.e. Mom, Dad, Sister, Me, etc. (Have the word sheet with pictures on the table for them as well)  Once finished, have the students gather in a circle to compare their family trees with the other students, paying attention to the number of leaves each tree has and the different people represented on each tree. The family drawing and family trees can be displayed around the classroom.  Explain to them that they will be asking at home to see where people in their family came from. (If you choose to do part two of the activity below)  **Activity: Part Two**  Explain to students that they will be collecting more detailed information about their family backgrounds in order to find out about their families’ origins.  Use the world map to share with students your own family origins. Talk about the countries from which your own family originated, and have students locate these countries on the world map.  Provide each student with a copy of the “**Letter to Family**” (which you can change in a manner that suits you, the Grade 2 Unit name has been filled in so it will need to be adapted for Kindergarten, Grade 1 and 3) and a copy of Activity Sheet: “**Investigating My Family’s Countries of Origin**.” Ask students to read the letter together with their parents or guardians, and then also complete the accompanying activity sheet together. In the first column of the activity sheet, have students record the name of the family member. In the second column, have them record that person’s relationship to them (e.g., mother, father, aunt, grandfather, first cousin). In the third column, have them record that person’s country of origin. Model this activity by using your own family as an example.  **NOTE:** Consideration of certain individual circumstances of students will need to be taken into account when assigning this task. Children in foster care, adopted children, those in blended families, and children with other extenuating circumstances should be given options should they need them for proceeding with the activity and deciding whom to include in their research.  Activity Sheet Directions to students: Work with your family to record information about your family’s origins.  **Activity Two: School Survey**  Have students interview and gather data from other students and classes within your school to see where they were born and/ or where their family is from. This may provide a more interesting array of data and give students a better idea of the ethnic makeup of their school.  \*For Kindergarten the most effective way might be through the interactive bulletin board but other options are provided  You could organize this in a variety of ways:   * Have pairs of students arrive at pre-determined times (by contacting teachers ahead of time to determine times that work for them) at various classes and ask students within those classes where they were born or where their family is from (give each pair a different class to interview). * Students could drop off sheets for teachers to hand out to students in their classrooms to fill out and then collect. * A bulletin board outside the classroom could be co-designed and students from various grades could come and fill out their information when they walk by or teachers can take their classes down together * Collect data among teachers which wish to participate: send an email to teachers about participating and have each student (or pair of students depending on staff size) assigned to a teacher and they will go down to find that teacher with a slip of paper to answer their questions. If the teacher is out of classroom when students drop by they can leave their sheet with instructions to fill it out and return it at their earliest convenience. Teacher’s names could be added to a bulletin board and their answers added underneath so other students within the school can view the information as well.   At the end after the data has been collected it could be added to the map of origins (if this was already started) or turned into a graph and discussed as a class.  **Pre-Movie Discussion**  \*discuss with students that they will be going to see a movie which deals with family like they have been talking about—in the movie “Home” an alien ends up at Earth and we see the differences between him and his “family” and humans and our family.  \*Develop a list of different ideas from students when you discuss the following questions, alternatively you could also make a **KWL (know, wonder, learn) chart** to discuss the following and any other ideas they might have—leaving the last column (Learn) blank to fill in for after the movie:  **1)** How would you feel if someone tried to take your home away from you?  **2)** What are some things you and your family do every year? (Think of birthdays, Christmas and other holidays, etc) Discuss that these things are called “Traditions.”  **3)** What type of traditions do you imagine an alien might have? (Do you think they would celebrate birthdays the same as us? Would they have different holidays—if so what types of holidays?  **4)** Do you think the alien will have the same kind of family as us?  A few other KWL questions:  **4)** What do you know about other cultures or about people in our class/school?  **5)** What do you wonder about the movie? (What will happen, who the alien is, why he comes to Earth) |