

Strand: History/Culture

Theme: History

Purpose for Reading: To build understandings of what a family tree is and how people within families are connected.

Comprehension Strategies: Making connections to self, asking and answering questions, visualizing, analyzing.

Vocabulary

Dictionary Words: father, grandfather, grandmother, mother

Vocabulary Words: black hair, brown eyes, cakes, curly hair, glasses, smile, songs

High-Frequency Words: an, got, have, her, him, his, no, of, our, people, some, too, was, who, your

Before Reading

- Ask students to talk about the people in their families. Draw one student's family tree on the board. Explain that this is called a family tree.
- Read the title and invite students to talk about the cover photo. *What does this picture show?*
- Read the title on the title page together. Read the words in the family tree. Read the words on the family tree and discuss the meaning of *née*. Explain that when a woman marries, she may choose to change her last name to that of her husband.
- Tell students that this book will explain what a family tree is.

Introduce the Picture Dictionary

- Have students turn to the picture dictionary. Read and discuss the photos and labels. Ask students to describe who the people are in each photo. Use

questions such as, *What are other names for father, mother, grandmother, and grandfather? Who are some other people in families? Who are the oldest people on this page? How are grandfathers and grandmothers related to mothers and fathers?*

Take a Photo Walk

- Pages 4–5: Invite students to describe what they see on these pages. *Who is this girl? What do you notice about the family tree? Why is Michelle the only person filled in? Whose names do you think will go on each side of Michelle's name?*
- Pages 6–7: *Who are these people? Are they older or younger than Michelle?* Prompt students to think back to the family tree on the title page.
- Pages 8–9: *Who is this person? Is she older or younger than Michelle's parents?* Have students read the family tree on page 8. *What do you notice about Michelle's mother's and grandmother's last names? What was Grace McIntyre's last name before she got married?*
- Pages 10–11: *Whose mother is this? How many grandmothers does Kate have? What was Melba Devcich's last name before she got married?*
- Pages 12–13: Have students look at these pages. *Who are these men? Who are they married to?*
- Pages 14–15: *How many people are on this family tree? What would the family tree look like if Michelle had lots of brothers and sisters?* Draw an example on the board. Explain that most family trees include uncles, aunts, cousins, and other members of the family.

Read the Book

- Have students turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Have students read these pages independently. *Remember to use your eyes, and point only if you need help to check.*
- Have students continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Invite students to return to the book and talk about the different names for grandparents. Prompt them with questions such as, *If this was your family, what names would be in your parent/s boxes? Do all family trees have four grandparents?* Tell students that even if someone has died, their name will still go on the family tree. Choose someone from the class and show their family tree on the board or a chart.
- Ask students to comment about the changing of surnames after marriage. *How do you feel about that? Do all people change their last name after they get married? Why do you think they might keep their name? Why do you think some people are happy to change their name?*
- Ask students to think about the information found on a family tree. *What does a family tree tell us? What kind of information is not found on a family tree?*

Vocabulary and Word Recognition

- Have students find the word *about* on page 3. Write the word on the board and ask students to find a part of the word they know. Have students think of sentences with *about* in them. Write them

on the board. Ask students to come out to write the word *about* in each sentence. Have students write the word *about* five times, saying it as they write it.

- Ask the names of the people in families from the book. Write these on the board. Have students brainstorm all the other names of family members they know. Prompt them for other words such as *Nanny, Poppy, Ma, Pa, Mummy, Daddy, Aunty*, etc.

Oral Language

- Have students work in pairs. Using the family tree on pages 14–15, have them ask each other questions. Prompt students to think about when to use *is* and *was* when asking their questions. For example, *Who is the youngest person in the family? Who was born in 1941 and got married in 1964?*

Writing

- Have students choose someone in their family to write about. Use this structure: *This is my . . . His/her name is . . . He/she is . . . I call him/her . . .*

Creative Extension Activities

- Have students make a concertina (fold-out) book about their family. On each page have them draw and label a different family member.
- Have students make a portrait tree of their family. Draw the boxes needed for the family tree, and have students write each person's name at the top of their box. Draw a portrait of each person in their box.

Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Who am I?

Use the book to find the names of these people.

I am the youngest. _____

I am Michelle's father. _____

I am Michelle's mother. _____

I am Michelle's mother's mother. _____

What does Michelle call me? _____

I am Michelle's father's mother. _____

What does Michelle call me? _____

I am Michelle's mother's father. _____

What does Michelle call me? _____

I am Michelle's father's father. _____

What does Michelle call me? _____

Name: _____

Draw yourself having fun with someone from your family. Write what you like to do together.


