

My Family

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Project Description	The children will build a mind map about their families using Kidspiration. There will be a brainstorming session in the classroom encompassing the following areas: who is in our families, how our families make us feel, things we do with our families, where we go with our families. The children will use the computers to display this information in a concept map. The children will then use the writing tool to complete one sentence for each bubble/symbol used in the program.
Grade(s)	One
Subject(s)/Strand(s)	Social Studies - Heritage and Citizenship: Grade One - Rules and Relationships
Estimated Time Frame	Two 40 minute periods in class and two 40 minute sessions in the computer lab
Computer Time Required	One hour
Prerequisite Skills	<ul style="list-style-type: none"> • log in procedures, opening programs • use symbols to create concept map using Kidspiration, • use the text box • save to their personal space and print.

NETS Addressed	
✓	Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, telephones, and other technologies. (1)
✓	Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
✓	Communicate about technology using developmentally appropriate and accurate terminology. (1)
✓	Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopaedias) to support learning. (1)
✓	Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
✓	Demonstrate positive social and ethical behaviours when using technology. (2)
✓	Practice responsible use of technology systems and software. (2)
✓	Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)
✓	Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
	Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

Ministry Expectations Addressed

Grade	Subject/Strand	Expectations
1z1	Social Studies	<ul style="list-style-type: none"> • identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives and communities;
1z7	Social Studies	<ul style="list-style-type: none"> • describe significant people and places in their lives (e.g., parents, sports figures; bedroom, park, playground, community centre) and the rules associated with them;
1z8	Social Studies	<ul style="list-style-type: none"> • identify significant events in their lives (e.g., their first day of school, a trip) and the rules associated with them;
1z10	Social Studies	<ul style="list-style-type: none"> • brainstorm and ask simple questions (e.g., How? Why?) to gain information about relationships, rules, and responsibilities;
1z11	Social Studies	<ul style="list-style-type: none"> • use primary and secondary sources to locate information about relationships, rules, and responsibilities in their home, school, and community (e.g., primary sources: interviews, eyewitness visitors, class trips; secondary sources: maps, illustrations, print materials, technology);
1e1	Writing	<ul style="list-style-type: none"> • communicate ideas (thoughts, feelings, experiences) for specific purposes
1e2	Writing	<ul style="list-style-type: none"> • organize information so that the writing conveys a clear message
1e3	Writing	<ul style="list-style-type: none"> • write simple sentences using proper punctuation
1e4	Writing	<ul style="list-style-type: none"> • produce short pieces of writing using simple forms
1e5	Writing	<ul style="list-style-type: none"> • use some materials from other media (e.g., computer clip-art) to enhance their writing;
1e7	Writing	<ul style="list-style-type: none"> • use and spell correctly the vocabulary appropriate for this grade level;
1e8	Writing	<ul style="list-style-type: none"> • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level

Teaching/Learning (Lesson Outline)

In Class:

Read a related story about families such as David's Father by Robert Munsch

Put "family" in the center of your white board/chart paper or smart board

Create a concept map as a class

Suggested links to the surrounding symbols could consist of: possible members in our families; how our families make us feel; things we do with our families; where we go with our families.

In the Lab:

Have the children complete their own concept map using Kidspiration

1. Use the symbols icon - put the word "family" in the center position inside the oval
2. Add more symbols around the center one and insert the appropriate words into the symbols
3. Go to the writing icon and write one sentence about each category
4. Save in their personal space
5. Print when all of the children have completed their work

One Computer/Pod Classroom Suggestions: rotate the children through using the class copy as a model. Have the children draw four pictures of the information they want to include so that less time is taken at the computer generating ideas

Suggested Extension Activities: After the children illustrate their copies, put the printed versions together as a class book and send home to share with their families

Assessment of Information Technology:

1. Uses tools appropriately
2. Adds symbols
3. Adds text in the boxes
4. Printing/Saving
5. Computer basics, (eg. opening programs, logging on, etc.)

Assessment of Ministry Expectations:

Level 1	Level 2	Level 3	Level 4
Demonstrates limited understanding of identifying people with whom they have significant relationships,	Demonstrates some understanding of identifying people with whom they have significant relationships,	Demonstrates understanding of identifying people with whom they have significant relationships,	Demonstrates complete understanding of identifying people with whom they have significant relationships, Includes many examples.

Report Card Comments:

Level 1: *N* demonstrates limited understanding of relationships. *1* experienced difficulty using Kidspiration to create a graphic organizer of relationships.

Level 2: *N* demonstrates some understanding of relationships. *1* required some assistance using Kidspiration to create a graphic organizer of relationships.

Level 3: *N* demonstrates understanding of relationships. *1* used Kidspiration to create a graphic organizer of relationships with very good results.

Level 4: *N* demonstrates excellent understanding of relationships. *1* used Kidspiration to create an excellent graphic organizer of relationships.