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Lesson Plan: Grandparents' Day; Family History

Subjects: Language Arts, Social Studies, Art, Music

Grade Levels: Grades K-4

Introduction: To honor and show appreciation to grandparents and “adopted” grandparents, our school hosts a special celebration each year. We usually have this in the middle of September on a date close to the national Grandparents’ Day holiday. This is a relatively new and not so well-known national holiday celebrated on the Sunday after Labor Day.

Description: Each student will meet with a grandparent (they may choose to “adopt” a grandparent if their own grandparent is unavailable). They will interview the grandparent with an audio tape recorder or may video tape the interview. After the interview, the student will choose one of the following projects:

- a) Write an essay about your grandparent.
- b) Compose a song about/for your grandparent.
- c) Write about a favorite memory you share with your grandparent.
- d) Write a story about an event in your grandparent’s life.
- e) Create a poem about your grandparent.
- f) Create a scrapbook or memory book pages of you and your grandparent.

Faith Integration: “You shall rise before the grayheaded and honor the presence of an old man, and fear your God. . .” Leviticus 19:32 “The silver-haired head is a crown of glory, if it is found in the way of righteousness.” Proverbs 16:31.
“Wisdom is with aged men, and with length of days, understanding. With Him are wisdom and strength, He has counsel and understanding.” Job 12: 12, 13.
“Only take heed to yourself, and diligently keep yourself, lest you forget the things your eyes have seen, and lest they depart from your heart all the days of your life. And teach them to your children and your grandchildren;” Deuteronomy 4: 9.

Curriculum Benchmarks:

English Language Arts Standards

~ Students use a variety of technological and information resources (library,

internet, audio and video recordings) to gather information and to create and communicate knowledge.

- ~ Students use spoken, written, and visual language to communicate effectively with a variety of audiences.
- ~ Students apply knowledge of language structure, language conventions (e.g. spelling, punctuation), media techniques, figurative language to create, critique, and discuss print and nonprint texts.
- ~ Students use spoken, written, and visual language to accomplish their own purposes.

Social Studies Standards

- ~ Students use appropriate resources to generate and interpret information.
- ~ Students examine the interaction of human beings and their physical environment.
- ~ Students create, interpret, and use photographs and maps.

Technology Standards/NETS

- ~ Students use input devices and output devices to successfully operate computers, VCRs, audiotapes, and other technologies.
- ~ Students work cooperatively with peers, family members, and others when using technology in the classroom.
- ~ Students gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners.

Materials/Hardware/Software:

- ~ Library books for children about grandparents-- Grandfather's Journey; Nana Upstairs & Nana Downstairs; Grandpa's Town; My Great Grandpa. The Keeping Quilt; Somebody Loves You, Mr. Hatch, Something to Remember Me By.
- ~ Computers/Printer
- ~ Software: KidPix Deluxe
- ~ Websites
 - National Grandparents' Day (www.grandparents.day.com)
 - "A Song For Grandma And Grandpa" (www.johnnyprill.com)
 - "Grandparent's Magazine" (www.grandparentsmagazine.net)
 - Legacy Project (www.legacyproject.org)
 - Annie's Grandparent's Day Links (www.annieshomepage.com/grandparentsdaylinks.html)
 - Grandparents Day Crafts and Cards--Enchanted Learning (www.enchantedlearning.com/crafts/grandparents)
 - Intergenerational Grandparent Books for Children (www.cynthialeitichsmith.com/grandparentbooks.htm)

- Grandparents in Picture Books (www.monroe.lib.in.us/childrens/grandbib.html)
- ~ CD player & song, “A Song for Grandma and Grandpa” by Johnny Prill
- ~ Tape recorder & blank tapes
- ~ Cameras
- ~ World Map
- ~ Scott Foresman 2005 Social Studies Textbooks: Here We Go, K-level; People and Places, Gr.2; Communities, Gr.3.

Teacher Preparation:

The teacher will need to:

- ~ Preview National Grandparents’ Day web site to get background information.
- ~ Preview other websites as listed in materials.
- ~ Gather library books.
- ~ Make available to students tape recorder, CD player & song, cameras.
- ~ Give students lessons and practice on KidPix.
- ~ Make copies of interview questions for each student.
- ~ Prepare a letter to parents explaining the project.
- ~ Prepare a letter to grandparents explaining the purpose of the interview with the grandchild/student.
- ~ Prepare an invitation for guests to attend the Grandparents’ Day celebration.
- ~ Work with Home & School Leader and other teachers to plan the celebration.

Student Preparation:

The student will need to know how to:

- ~ Use the mouse and keyboard.
- ~ Use the KidPix program.
- ~ Use the printer.
- ~ Take pictures with the camera.
- ~ Use the tape recorder to record an interview.

Activities/Procedures:

I will introduce the lesson by reading aloud one of the library books listed in the materials section of this lesson. After discussion of the book, I will use the Scott Foresman social studies textbooks (see list). With K level, I will use “Families”, pages 19-30; for grades 1&2 students, use grade 2 textbook lesson “Family History”, pages 246-253; and for grades 3 & 4 students use grade 3 textbook lesson “Respect in a Community”, pages 16, 17.

After reading, we will discuss the following main ideas:

- 1-- Each family member is important. Each has responsibilities to fulfill for the well-being of the family.
- 2-- There are similarities and differences between families everywhere.
- 3-- Family members love, respect, help, and care for each other.
- 4-- We are following the golden rule when we show respect for others. We are also being a good citizen.
- 5-- Taking an interest in the life of an older person shows respect and admiration for that person.

I will tell students about our school's plan to have a celebration to honor grandparents and other older adults by inviting them to a special celebration. I will explain that they will participate in this celebration by creating a project to present to our guests at that time.

They will choose one of the following projects after interviewing their grandparent or another adult:

- ~ Write an essay about your grandparent.
- ~ Compose a song about/for your grandparent.
- ~ Write about a favorite memory you share with your grandparent.
- ~ Write a story about an event in your grandparent's life.
- ~ Create a poem about your grandparent.
- ~ Create a scrapbook or memory book pages of you and your grandparent.

I will discuss procedures for conducting the interviews. I will give each student written guidelines to follow. (See example)

I will give each student a copy of the sheet "Sample Questions for Interviewing Your Grandparents". (See example)

I will schedule time for each student to work at the computer to create his/her project after the information has been gathered.

I will pair an older student with a younger student to help as needed.

Assessment/Evaluation:

Teacher evaluation and student self-evaluation are included, in the form of a teacher rubric and student self-check evaluation.

Follow-up Activities:

Students share their projects with grandparents and other guests at the Grandparents' Day Celebration.

Students perform the song “A Song for Grandma and Grandpa” during the Grandparents’ Day Celebration.

Students make a family tree with their grandparents’ help at another time after the celebration.

Tips For Conducting An Interview

- An interview is just like talking with someone, but with prepared questions.
- Ask questions clearly and slowly, giving the person time to answer. Repeat questions if necessary.
- Listen carefully to what the person says: don't interrupt or correct. Maintain eye contact and show interest by leaning forward and nodding.
- It's okay for there to be moments of silence or emotion. A person's life is important, and emotion is natural. Accept emotion as part of the process.
- If the person doesn't want to talk about something, that's okay-- just go to the next question.
- If the person has a lot to say in response to a particular question, summarize the key ideas to fit in the space available.
- An interview shouldn't last more than an hour. People do best when they're not tired. You can always finish the interview at another time.
- Don't forget to thank the person you've interviewed. Let them know you value what they've shared.

Sample Questions for Interviewing Your Grandparents

1. Where were you born? What year?
2. What are the names and birthdates of your brothers and sisters?
3. Did you have a pet when you were growing up?
4. Did you get an allowance?
5. Who was more strict, your mom or dad?
6. What were your favorite games and activities?
7. What chores were assigned to you?
8. What did your house look like? Is it still the same?
9. Did your house have electricity when you were young?
10. What traditions did your family have?
11. Did your family have big reunions?
12. Did you like school? What kinds of grades did you get?
13. What were your favorite subjects?
14. When you were a teenager, what time did you have to be home at night?
15. How old were you when you met grandma/grandpa?
16. How old were you when you got married?
17. What was your first job?
18. Tell me about my mom/dad when he/she was growing up.
19. What makes you proud of my mom/dad?
20. Have you accomplished what you wanted in life?

21. What do you think the President should do for the country now?

22. What advice would you like to give me?

Student Self Evaluation of Grandparent Day Project

Student Name: _____ Date: _____

Following Directions

yes no

I used the “Tips for Conducting An Interview”.

I used the sample questions for the interview.

I did things in the right order.

I followed the directions of the older student helping me with my project.

Cooperation

yes no

I was courteous during my interview.

I behaved well while working at the computer.

I listened to the older student helping me with my project.

I worked well with other students.

I didn't waste time.

I helped others.

Written Work

yes no

I completed my project on time.

My project was neatly written.

I used correct capitalization, punctuation, and spelling.

I used my own ideas.

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6+1 Trait Writing Model : Grandparents' Day Project

Teacher Name: **Mrs. Hughey**

Student Name: _____

CATEGORY	4	3	2	1
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or cliches may be present and detract from the meaning.
Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Originality	Product shows a large amount of original thought.	Product shows some original thought.	Uses other people's ideas (giving them cred).	Uses other people's ideas, but does not give them credit.
Writing Mechanics	Capitalization and punctuation are correct throughout the project.	Capitalization and punctuation are correct after feedback from an adult.	There are 1-2 capitalization and/or punctuation errors in the project even after feedback from an adult.	There are several capitalization or punctuation errors in the project even after feedback from an adult.

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