**1st Grade** [**Family Inquiry**](http://www.c3teachers.org/inquiries/family/)

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| How Can Families Be the Same and Different? |
| **Staging the Question: Brainstorm responses to the question “Who am I in my family?”** |
| **Social Studies Practices** |  **Gathering, Using, and Interpreting Evidence Civic Participation** **Comparison and Contextualization**  |

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| **Supporting Question 1** | **Supporting Question 2** | **Supporting Question 3** |
| What does my family look like? | What do families do? | What special things do families do together? |
| **Formative Performance Task** | **Formative Performance Task** | **Formative Performance Task** |
| Draw and label a picture of family members.  | Brainstorm activities that families do to support one another.  | Draw a picture of a family tradition or celebration and describe what it is and why the family does this together.  |
| *Integration of Inquiry Process and Skills* |
| Supporting Question 1 | Supporting Question 2 | Supporting Question 3 |
| Connect: Connects ideas to own interests about what roles they play in their families. Graphic Organizer: [Connect#1](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect1) | Connect: Shares what is known about the general topic to elicit and make connections to prior knowledge about activities families do. Graphic Organizer: [Connect#4](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect4) | Connect: Shares what is known about the general topic to elicit and make connections to prior knowledge about special things families do together. Graphic Organizer: [Connect#4](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect4) |
| Wonder: Formulates questions related to listening activities about what families look like. | Wonder: Formulates questions related to listening activities about what families do to support one another.  | Wonder: Adds to K-W-L chart constructed by class by helping develop questions for W-Wonder about the kinds of cultural activities and traditions in which families engage. |
| **Investigate: Uses materials provided** **to find answers to questions posed** about what families look like by examining photographs and/or video clips of the teacher’s family and watching three short videos showing the diversity of family structures.  | Investigate: Distinguishes between fact and opinion while reading three short articles describing typical family activities. Graphic Organizer: [Investigate#6](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate6) | Investigate: Finds facts and briefly summarizes them to answer research questions about special things families do together while examining an image bank of families engaged traditions and celebrations and student-generated images and artifiacts representing family traditions and celebrations.Graphic Organizer: [Investigate#7](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate7)[C3 Resources](http://www.c3teachers.org/wp-content/uploads/2015/09/NewYork_1_Family.pdf)  |
| Construct: Draws and labels a picture of family members. | Construct: Brainstorms activities that families do to support one another. | Construct: Draws a conclusion about the main idea with guidance.Graphic Organizer: [Construct#2](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct2) |
| Express:  | Express:  | Express: Draws a picture of a family tradition or celebration and describe what it is and why the family does this together. |
| Reflect:  | **Reflect:**  | **Reflect:** **Identifies own strengths and sets goals for improvements.** **Graphic Organizer:** [**Reflect#3**](http://inquiryk12.ischool.syr.edu/esifc-assessments/reflect/#reflect3) |
| **Summative Performance Task: *Argument:* How can families be the same and different? Construct an argument that addresses the compelling question using specific claims and relevant evidence.** |