

Tiered Lesson (Differentiated by Readiness)

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Lesson Topic: Personal and Family Histories

Curriculum Area: History

Year Level: Foundation

Brief description (2-4 sentences) of the broader unit into which this lesson fits, and where it fits into that unit:

The purpose of this unit is to develop student understanding of their personal family history and to investigate the relationships in their families. The concept of family will be further explored by comparing different familial structures and how/why these might change over periods of time (e.g. new siblings, marriage, divorce and even family members passing away). This lesson will sit early within the unit and focuses on concreting the students' awareness of who the people are in their immediate and extended family, how they are related, and how their family might change in the future. This lesson will be followed by an investigative inquiry into their personal family history, involving activities such as interviewing family members and collecting evidence/sources of family history (such as photographs, journals, baby albums etc.). Students will look at families in popular culture/media/literature etc. and compare their own families with one another, and the families they are familiar with, to identify what makes a family different or similar.

Learning Objectives. As a result of engaging with the lesson, students will:

Understand

Students will understand that:

The structures of families are different and can be impacted by change over time.

Know

Students will know:

What a family is

A range of different familial structures (e.g single-parent, no children, different sibling configurations, adoptive, extended etc.) and some of the similarities between them (adapted from ACHHK002)

Who the people in their family are and how they are related to each other (Adapted

Be able to (do)

Students will be able to:

Define the term 'family'

Identify the members in their family and describe their relationships

Use appropriate terms for describing relationships e.g. sibling, parent, grandparent etc.

Analyse different and similar family

from ACHHK001)	structures Identify factors that may influence the structure of families
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Essential Questions

What is a family?
 What different types of families are there?
 What is the structure of your family?
 Who is in your family? How are they related?
 How do families change?

Lesson Title: Extending branches -My family tree!

Pre-assessment of Students' Readiness

In a short activity session prior to the lesson, students will be provided with a template (**see Appendix 1**) in which they will create a picture of themselves and the members of their family. Students will be instructed to label their diagram and attempt to show how the people drawn are related. Following this, students will be grouped by readiness, based on the following criteria:

Tier 1: Students were able to independently represent themselves and members of their immediate and extended family, as well as to identify family members by name and/or title. Students will have attempted to label picture. Students will also be able to make initial connections between family members by beginning to describe their relationships

Tier 2: Students were able to independently represent themselves and their immediate family members. Students could identify the depicted family members by name or title (verbal or written identification). Students do not describe relationships.

Tier 3: Students required assistance to visually represent themselves and some of their immediate family members. Students required prompting to identify members of their family by name or title (verbal or written identification) and were unable to describe relationships.

Lesson Plan

Lesson Sequence	Explanatory notes
<p>Tuning in: >Establish open discussion forum -ask students essential questions: What is a family? What different types of families are there? How might families change?</p> <p>>Whole class on mat – read fiction text <i>Double the Love</i>.</p> <p>>Ask: What do you notice about this family? Record answers on IWB or butchers paper.</p>	<p>Essential questions have been posed to the student to introduce the concept of family and to stimulate thinking, but most significantly to make links to the big idea of the unit of work. Wiggins and McTighe (2011) state that “explicit and frequent reference to essential questions sends a powerful signal that a unit is about understanding, not merely the acquisition of knowledge and skills” (p. 73).</p> <p>The text was selected as it focuses on a child and her relationship with two different grandparents from either side of her family, as well as the impact of a</p>

List characters from the text and question students on how they are related. E.g. How is Rosie related to City Nan? How is Dad related to Country Gran?

Tiered Activities:

Use cards with 'animal' symbols placed on each student's desks to identify which tier they will be in. Owls will be Tier 1, Dolphins will be Tier 2 and Monkeys will be Tier 3.

Tier 1 – Students will be provided with a tree structure diagram and separated leaves. Students will work independently and use this template to show their family (immediate and extended) by writing their names/titles or by drawing them on the leaves and attaching them to the tree in an organised way. Students will be invited to be creative in showing the relationships (for example using string to make links between people) and labelling the connections. Students will be expected to include their extended family (showing at least three generations) where appropriate. Students will then be able to brainstorm other information that may be important to include (e.g. date of birth, place etc.) and discuss with one another how they might go about finding this data.

Tier 2 – Students will be given a family tree with leaves already attached. Bonds between certain family members will be already established on the tree and students will be given a word bank to aid them in labelling their diagram. Students will work independently to create their family tree by representing their family members on the leaves of the tree, as well as to use their word banks to describe the relationships between those who appear. The expectation for this group is that they will at least attempt to include extended family members where appropriate.

Tier 3 – Teacher will work with this tier as a whole group and students will work collaboratively to create a family tree on the IWB using the digital tree template for the characters described in the story. Teacher will prompt with questions such as “where does the little girl belong?”, “Where do you think her mum and dad should go?”. Model to students the use of correct terminology. Students will then be asked to work on their own family tree using the same template and word bank as tier 2. Teacher will continue to work with this group and provide prompts and guiding questions where necessary

new child being born in a family (celebrations) – there is also a large emphasis on multiculturalism within family groups. Questioning about relationships is used to stimulate student thinking about how different people might be related

Resources:

Double the Love by Bernard Ashley (2003).
IWB or Butchers Paper

The purpose for tiering groups at this stage of the lesson is to cater for the different levels of readiness of the students in the class, and to provide them with appropriate challenge. The task is, in essence, the same for all students – to create a family tree and show relationships - but with different expectations for different groups of students, and with varying degrees of support and scaffolding. Tomlinson (2004) notes that “we know that students learn better if tasks are a close match for their skills and understanding of a topic” (p. 45). It is further stated that there is an intention for students to begin working independently, but that “some will be ready for greater independence earlier than others” (Tomlinson, 2004, p. 48). It is for this reason that students in tiers 1 and 2 are expected to be operating independently, while tier 3 students are supported with modelling, group work and teacher support. Tier 2 students are additionally provided with word banks to support their independent work. Independence is a particular quality that will be monitored in the pre-assessment, and this will play a significant role in determining student readiness for working in this lesson. The teacher's expectation of the students is also different for the varying levels of readiness. For example, students in tier 1 are expected to produce work that is considerably more challenging than that of tier 3, despite the all tasks achieving the same objectives.

Tomlinson (2004) draws on the idea that in an effectively differentiated lesson the teacher will adjust tasks to equalize the chances of all students being appropriately challenged, and suggests that tasks can shift between foundational and transformational (p. 46). That is the underpinning principle behind this lesson – to create tasks that are in various positions on the continuum between foundational (i.e tier 3 is a foundational task that gives students a base knowledge in this topic area) to transformational (i.e. tier 2 falls in the middle of the continuum giving some basic structure in the topic area, but also extends students to finer details and transforms their understanding, and tier 1, which aims to provide greater intricacies of the key principles of the lesson and to stretch them further).

(e.g. Where are you on the tree? Who else do you need to show?). Teacher will need to help students who may have difficulty in representing their ideas by transcribing the student's verbal communication. Students will only be expected to represent their immediate family.

Taking it further:

>As a whole class group, students will be given the opportunity to describe their family tree to others in the class. Ask guiding question: What is the structure of your family? How can you describe it?
>With teacher guidance students will find others in the class who have a similar family. For example, all the students with one sibling may group together, students with step-family may group together etc. Ask students to share some of the similarities that were found in their group. If any children are not in a group ask what is different about their family.
>This will lead in to a whole class discussion about similarities and differences in families. What is similar? What is different? Are all families the same? Ask students: Whose family has changed? E.g. ask if anyone has a new baby sibling, or if someone in their family has gotten married.
Ask: How else might a family change?
Make sure to emphasize that families love each other no matter what they look like.

Resources:

>Pre-prepared animal cards that will be placed on each student's desk to identify tier group. Using animal cards has been chosen as it does not identify any group number as having greater or less readiness for the tasks, and therefore does not demean any students, or place greater pressure on top-tier students.
>Family tree template and separate leaves (**see Appendices 2 and 3**).
>Family tree template with leaves attached and relationships marked out. (**this will be pre-prepared by the teacher using Appendices 2 and 3**)
>Word Bank (**see Appendix 4**)
>IWB and digital tree template (<http://kids.familytreemagazine.com/kids/FamilyTreeForm.asp>)

Lesson Closure/ Check for Understanding

To conclude, distribute to students an exit card (**see Appendix 5**). This will also be displayed on the IWB and expressed orally to students to address UDL for all students and to support students who may need scaffolding. Students will be guided as a whole class through the process of responding, they may use pictures, words or verbally express ideas directly to the teacher to be transcribed/recorded. There will not be a high expectation for students to be proficient in completing these cards, but they will be used to help establish the process of using this type of activity to assess their understanding. Exit cards will be used in conjunction with other means of assessment to identify whether students have met the objectives of the lesson.

The teacher will check for understanding by completing the following checklist:

- Collect exit cards and review student responses:
 - Can the child, in some way, express what a family is?
 - Does the student identify that families can be different?
 - Has the student identified factors that may influence change in families?
 - What does the student identify as key learning from the lesson?
- Collect work samples:
 - Has the student identified the members of their family and described their relationships?
 - Has the student used appropriate terms (written or verbally) to describe family relationships?
- Record anecdotal notes:
 - Has the student contributed to class discussion about family structures?
 - Was the student able to group with other students with similar family structures?
 - Did the student recognise that there are many different familial structures?
 - Was the student able to recognise factors that change family structure?

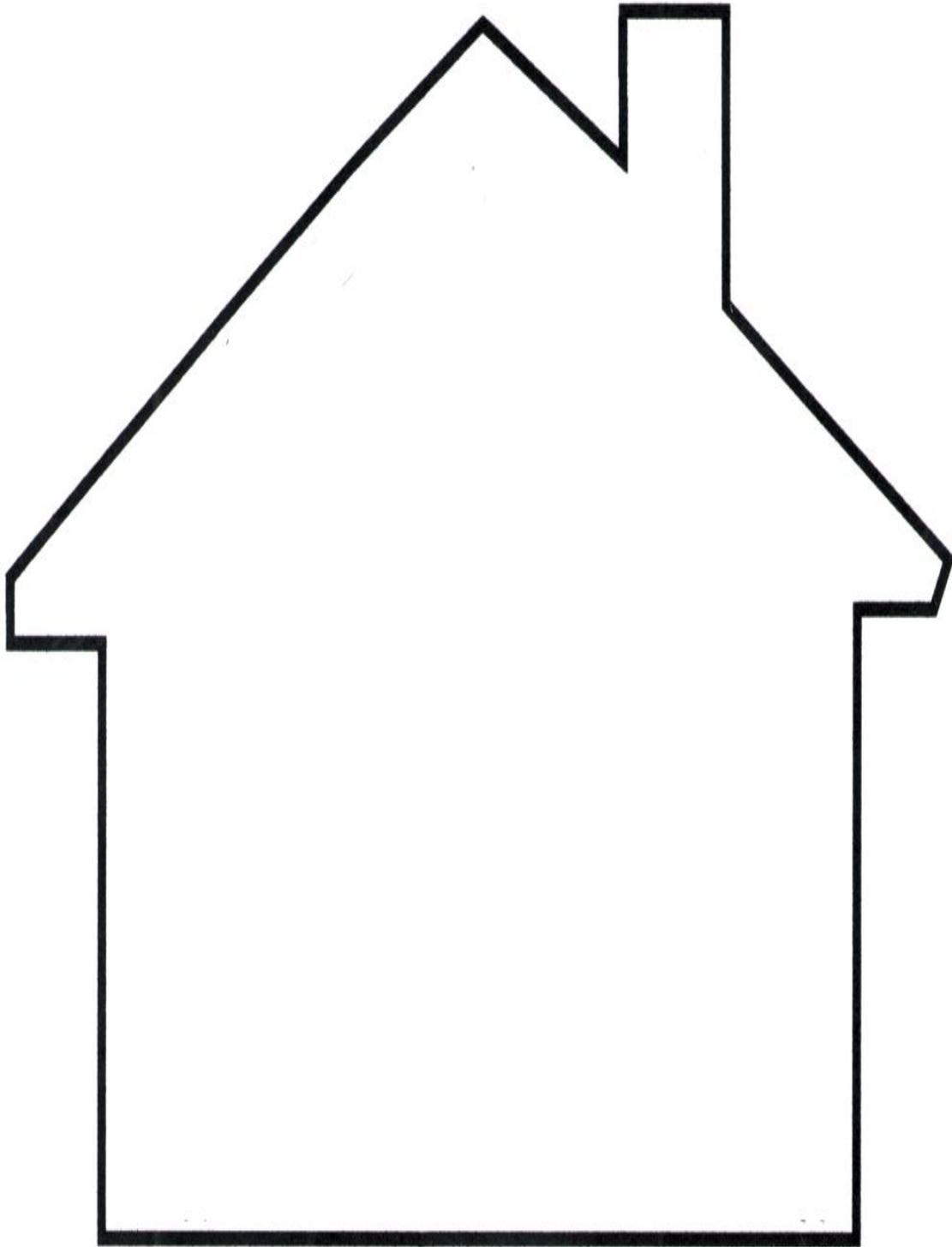
Checklist of assignment components:

- Complete, step-by-step lesson description, with notes explaining how the lesson represents an example of a tiered lesson to address various readiness levels
- Supplementary materials (e.g., copies of directions, handouts, etc. provided to students)
- Copy and/or description of preassessment task used to assign individual students to appropriate “tiers”
- Evaluation/ assessment criteria (e.g., rubric or checklist used to guide evaluation of student work)

References

- Ashley, B. (2003). *Double the Love*. London: Orchard Books.
- Wiggins, G., & McTighe, J. (2011). *The Understanding by Design Guide to Creating High-Quality Units*. Alexandria: ASCD.
- Tomlinson, C. (2004). *How to differentiate instruction in mixed-ability classrooms*. Alexandria: ASCD.

Appendix 1 – Pre-assessment Template



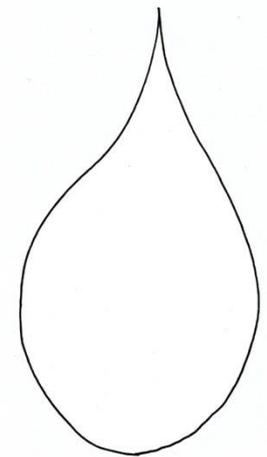
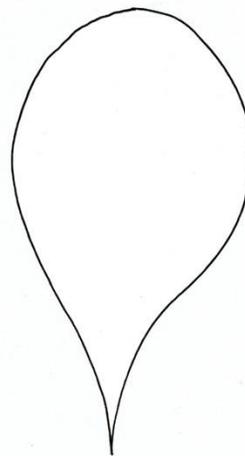
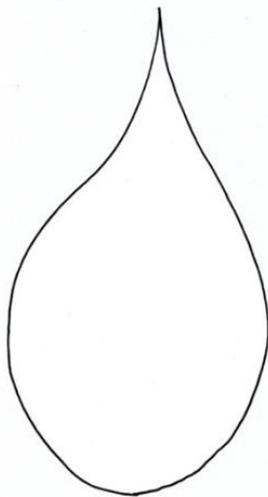
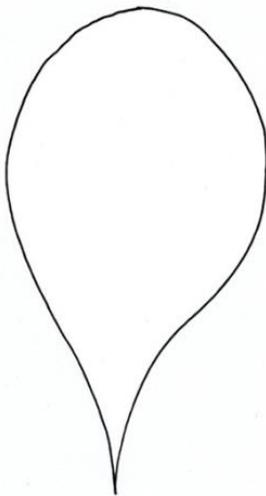
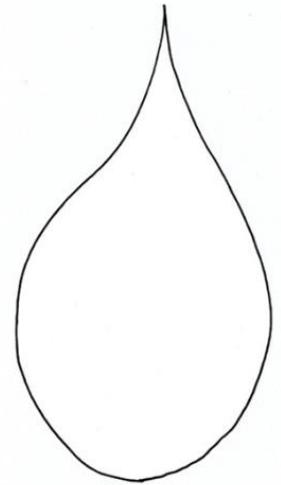
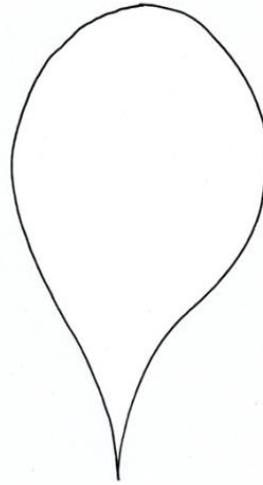
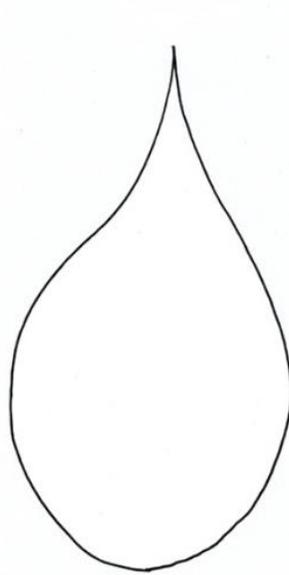
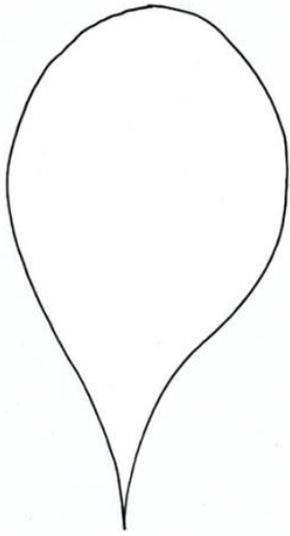
My Family

Appendix 2 – Family Tree Template



www.family-tree-template.org

Appendix 3 – Leaves Template



Appendix 4 – Word Bank

Mother
(mum)

Parent

Sibling

Grandparent

Child

Brother

Sister

Father
(dad)

Step-Brother

Son

Step-Mum

Daughter

Step-Sister

Grandma
(Nanna)

Grandad

Step-Dad

Appendix 5 – Exit cards

A family is...

Are ALL families the same?.....

Can families change?.....

I have learnt...