

For Ages 6 - 8

Family Fun

Exploring the roles
and traditions within
the family.

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Published by Ready-Ed Publications P.O. Box 276 Greenwood WA 6024
Email: info@readyed.com.au Website: www.readyed.com.au

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ISBN 1 86397 570 5

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Teachers' Notes

This fully revised series was initially devised as a means of providing extension for students within the regular classroom, whilst catering for the needs of the teacher and providing materials that were designed along educationally sound lines.

Although the content and layout for the revised series has been completely updated, the principles behind the series remain the same, using **CONTENT LEVELS** as a basis for categorising activities. The key to this approach, which we term the appropriate curriculum model, is that students are presented with activities appropriate to their levels of understanding of the content together with their mastery of the requisite higher-order thinking processes. The levels are an adaptation of Bloom's Taxonomy of Educational Objectives, still a widely accepted and valued model of education.

Below are the Content Levels and Indicators used in this book:



Content Level 1

What it means FINDING OUT: Recalling data, showing understanding through restating or extending ideas.

What the student does Answers factual questions, interprets information, describes or illustrates events.



Content Level 2

What it means USING INFORMATION: Using information in a new situation through extending or breaking down concepts being studied.

What the student does Problem solving based on knowledge gained. Making assumptions.

Content Level 3



What it means CREATING / EVALUATING: Putting together ideas to develop new products, making judgements based on new information.

What the student does Puts forward theories or original ideas and designs, forms and states opinions on theories.

Moving Through the Content Levels

It is important that higher-order activities such as those at Content Level 3 are underpinned with a solid base of knowledge – the tasks and activities aligned with Levels 1 and 2 are designed to establish and expand this. It should never be assumed that students have the requisite content knowledge, but be prepared to advance students quickly to higher-level activities if they demonstrate a sound understanding of the facts and concepts presented in Levels 1 and 2.

In considering the structure of this material, it is envisaged that in the heterogeneous classroom situation, the series can be implemented as follows:

Child Ability Level

Interpretation

→ Above Average _____ Emphasis on Level 2/3

→ Average _____ Emphasis on Level 2

→ Below Average _____ Emphasis on Level 1

Many pages contain activities from more than one level. In this case, the **TIME** taken on each part will change focus, according to the outline above.

Teachers' Notes

Using the Pacemaker Packs in the Classroom

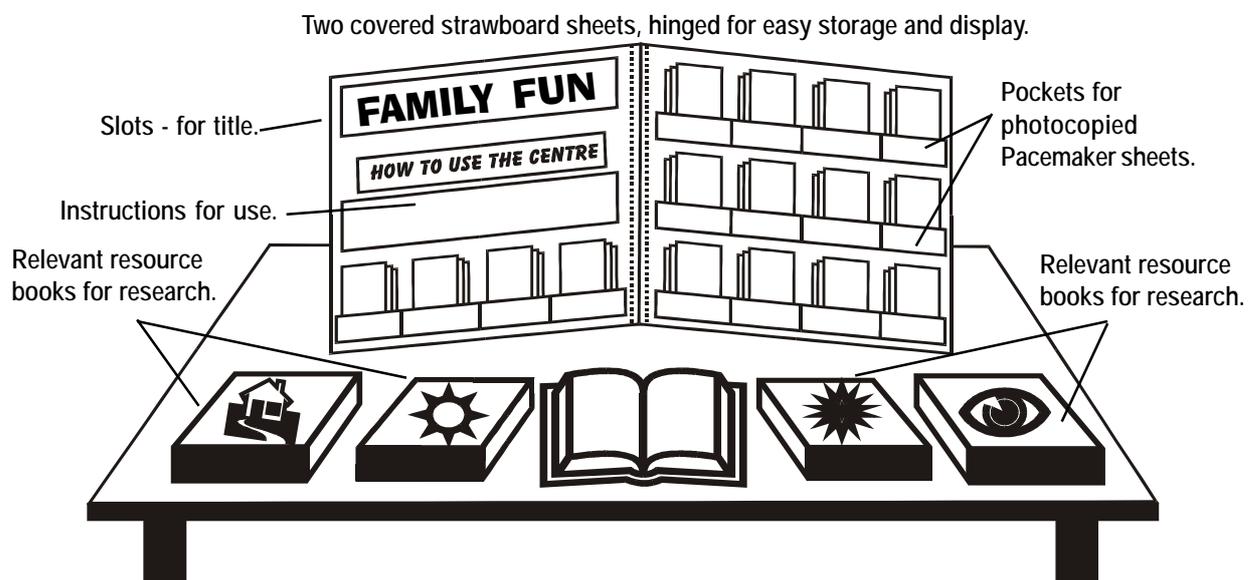
※ **Promote interest in the theme – set up a classroom learning centre that may contain:**

- Books and posters;
- Models and artefacts;
- CD-ROMS;
- Art supplies and plenty of writing and drawing paper;
- A “theme” table with items brought by students from home.

※ **Decide on the approach to the theme that suits you and your students best:**

- Teacher-directed with the whole class completing teacher-assigned sheets at a specified time (teacher records progress).
- Student-directed with students working through materials at their own pace at a specified time (student records progress).
- As an interest-based approach with students working from a selection of photocopied worksheets at their own pace (student monitored and recorded).
- As supplementary materials to a unit of study.

You may wish to use this series as a Learning Centre, with photocopied sheets displayed in pockets that students can select from, perhaps set up like this:



Before commencing, talk over the activities contained in the book with your class. Encourage students to broaden their thinking to suit the open-ended nature of the upper-level activities, helping them to understand that there is not “one correct answer”.

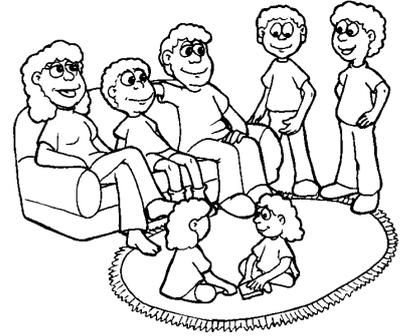
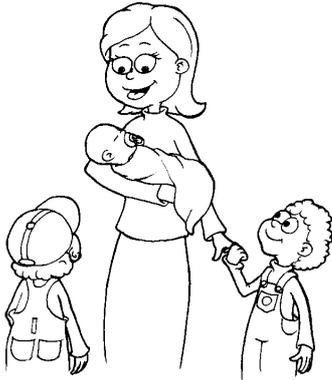
Outline a procedure for the activities:

- How will students store and present their completed worksheets? (In a file, a booklet, a plastic sleeve.)
- How can students work on the contents? (Individually, in pairs, in small groups.)
- From where can further research sources be obtained?
- What people or organisations might be able to help?
- How and when will the sheets be available?

My Family

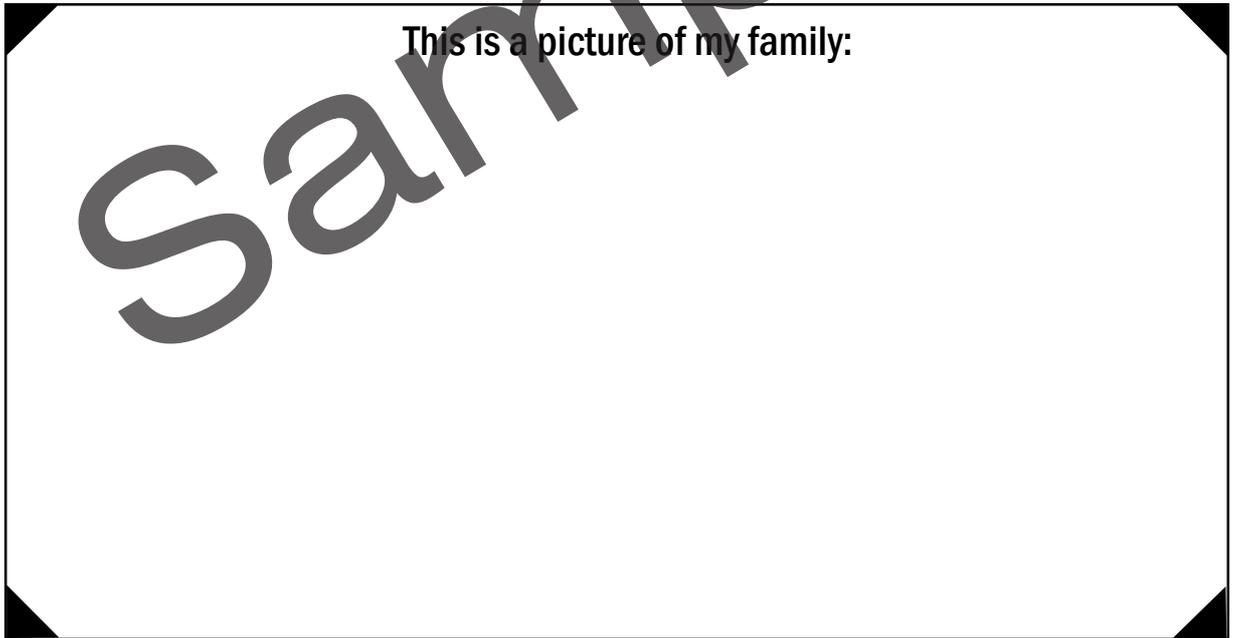
Name:

There are lots of different types of families.



The people in MY family are:

This is a picture of my family:



1] What is a family?

A family is... _____



Related Outcome: Students will demonstrate understanding of a family by relating to their own family.
Subject Area/s: Health and Physical Education - Human Development, Human Relations.

All About ...

Name:



Tell all about ONE person in your family. It might be Mum, Dad, your sister, brother, grandmother or uncle. Try to write in FULL SENTENCES.

All About _____ (Name)

Appearance (what do they look like?): _____



Likes and Dislikes: _____

What do they do during the day? _____

What is special about them?



Related Outcome: Students will investigate the characteristics of one chosen family member.
Subject Area/s: Society and Environment - Culture, Investigation.

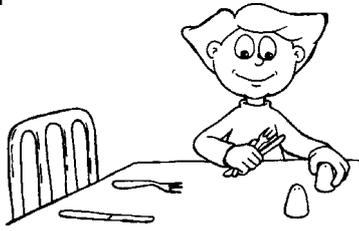
Busy Bees At Home

Name: _____

 Family members do different jobs around the home. Name three people in your family, and write down the jobs that they do.

Name: _____

Jobs: _____

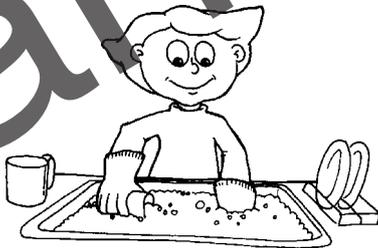


Name: _____

Jobs: _____

Name: _____

Jobs: _____



You have a visitor who would like to help around the house. Write some instructions for a household chore.

How to _____

1] _____

2] _____

3] _____

4] _____



Related Outcome: Students will identify roles and responsibilities within their own family unit.
Subject Area/s: Society and Environment: Resources, Culture.

My Own Rules

Name: _____



When you grow up you will make rules for your own family. Look at the headings below and think of two rules for each area that will make your future family run well.

Safety Rules

① _____

② _____

Going to Bed Rules

① _____

② _____

Manners

① _____

② _____



Helping Each Other

① _____

② _____

Write down two things you might do if your children DO NOT follow the rules:

① _____

② _____

Draw a reward that your children might get for BEING WELL BEHAVED.

