

# *Activities for the* Differentiated Classroom

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# Connections to Standards

This chart shows the national academic standards that are covered in each chapter.

<b>MATHEMATICS</b>	<b>Standards are covered on pages</b>
Numbers and Operations—Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	12
Algebra—Understand patterns, relations, and functions.	14
Geometry—Use visualization, spatial reasoning, and geometric modeling to solve problems.	17
Measurement—Understand measurable attributes of objects and the units, systems, and processes of measurement.	9, 10, 22
Data Analysis and Probability—Formulate questions that can be addressed with data, and collect, organize, and display relevant data to answer them.	19
Problem Solving—Solve problems that arise in mathematics and in other contexts.	24
Communication—Organize and consolidate mathematical thinking through communication.	26

<b>SCIENCE</b>	<b>Standards are covered on pages</b>
Physical Science—Understand properties of objects and materials.	38, 40
Life Science—Understand characteristics of organisms.	36
Life Science—Understand life cycles of organisms.	33
Life Science—Understand organisms and environments.	31, 42
Earth and Space Science—Understand changes in the earth and sky.	28
Science in Personal and Social Perspectives—Identify types of resources.	44

<b>SOCIAL STUDIES</b>	<b>Standards are covered on pages</b>
Understand culture and cultural diversity.	63
Understand the ways human beings view themselves in and over time.	47
Understand the interactions among people, places, and environments.	61
Understand interactions among individuals, groups, and institutions.	57
Understand how people create and change structures of power, authority, and governance.	53
Understand how people organize for the production, distribution, and consumption of goods and services.	65

Understand relationships among science, technology, and society.	55
Understand the ideals, principles, and practices of citizenship in a democratic republic.	49

<b>LANGUAGE ARTS</b>	<b>Standards are covered on pages</b>
Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.	72, 78
Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. Draw on prior experience, interactions with other readers and writers, knowledge of word meaning and of other texts, word identification strategies, and understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).	67, 77
Employ a wide range of strategies while writing, and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.	80
Apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.	75
Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.	70

# Families Are Alike and Different

## Standard

Understand interactions among individuals, groups, and institutions.

## Objective

Students will compare families of storybook characters.

## Materials

Family Information Chart reproducible

Comparing Families reproducible  
books about families

Enrich your instruction about families by incorporating literature about different kinds of families. Provide books and the accompanying activities to help students focus on social studies concepts. Use the graphic organizers to enhance students' understanding of family characteristics.

1. Your students may already have experience analyzing their own and others' family trees. To further explore the concept of how families are alike and different, provide books you can read aloud or have students read independently.

*The Best Single Mom in the World* by Mary Zisk

*The Chalk Doll* by Charlotte Pomerantz

*A Koala for Katie* by Jonathan London

*The Little Green Goose* by Adele Sansome

*People of the Breaking Day* by Marcia Sewall

*There's Only One of Me!* by Pat Hutchins

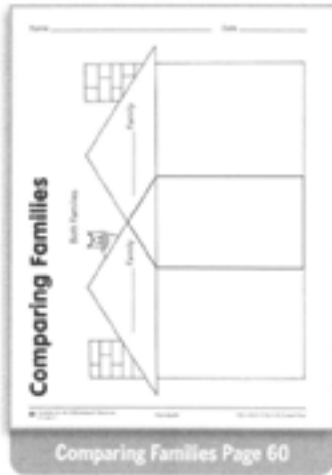
2. Give students a copy of the **Family Information Chart reproducible (page 59)**. After they read one of the selected family stories, show students how to complete the chart. Invite them to list the book title and family members from the story. In the remaining sections of the chart, have students take notes or draw pictures to show how the family's basic needs (e.g., food, housing) are met, what they do for fun, and what traditions they share.
3. After a period of several days, students will have collected a number of Family Information Charts about the books they have read. Tell them they will choose two families to compare similarities and differences.

## Strategies

Graphic organizer

Bloom's Taxonomy:  
analysis

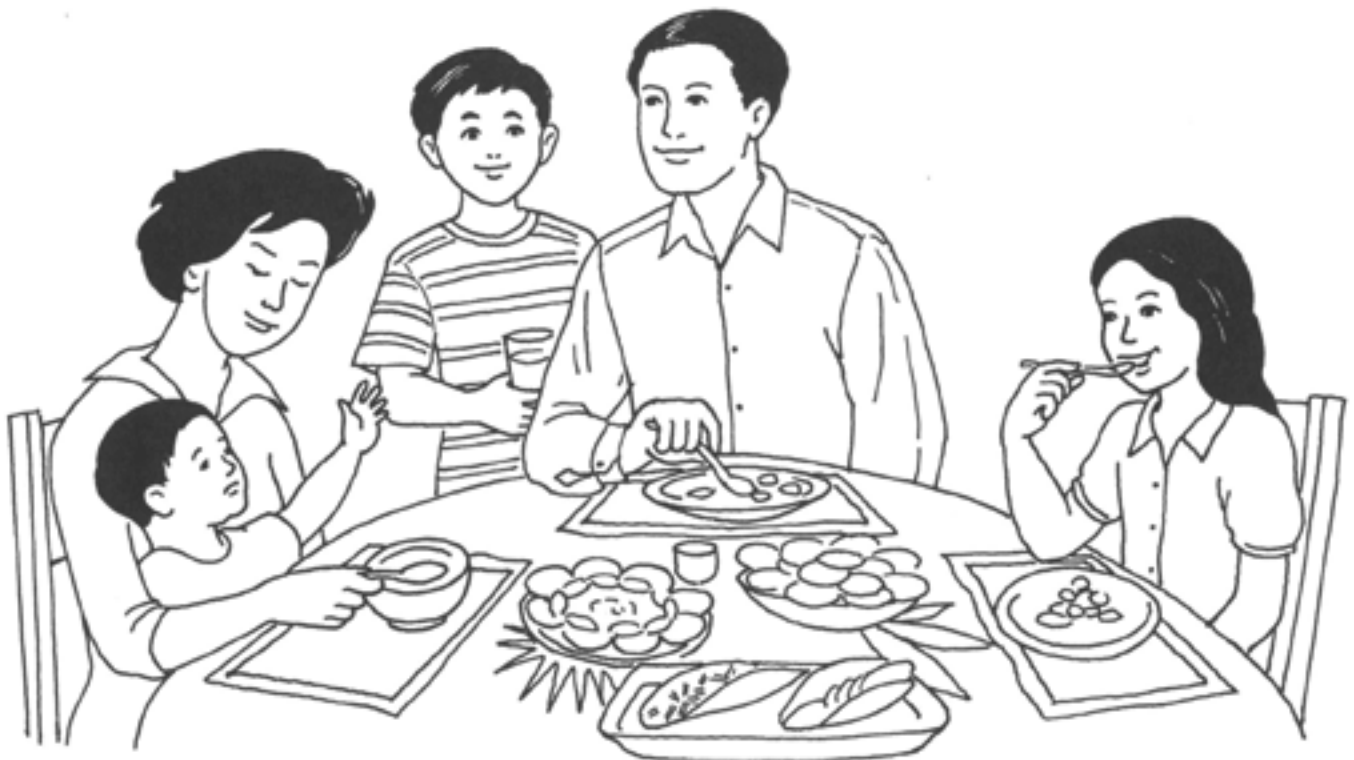




4. Give students a copy of the **Comparing Families reproducible (page 60)**, and place a transparency of the reproducible on the overhead. Demonstrate how to use this Venn diagram to compare two different families. Point out how to write differences in the two different houses and similarities in the overlapping section between the houses. Invite them to use the reproducible to write or draw their ideas.
5. When they are finished, have students share their Venn diagrams in small groups. They can work in pairs to compare and contrast their own families. Ask pairs to share information about siblings, pets, family traditions and celebrations, and more.






### Ideas for More Differentiation

Have students work with a partner to compare two families using one chart from each of their collections. Invite them to share with the class the resulting Venn diagram they create.



# Family Information Chart

**Directions:** Read a book about a family. Fill in as much information as you can about the family in the story.

<p><b>Book Title and Author</b></p> 	<p><b>Family Members</b></p> 
<p><b>Home</b></p> 	<p><b>Food</b></p> 
<p><b>Traditions</b></p> 	<p><b>Fun</b></p> 