



My Family Tree

by Marvin Buckley

Overview

This book explores the concepts of family and ancestry by describing one boy's family tree.

Literacy Focus *Word Count: 229 words*

High Frequency Words

little, my, name, old, same, school

Content Words

family tree, sister, mom, dad, grandparents, grandma, grandpa, Nana, Pop, family

Reinforcing Decoding Skills

- Long Vowel Sounds: *a* (*name, same*)
- Compound Words: *grandparents*

- Word Endings: *-ed* (*lived, started*)

Print Conventions

- Capitalization: Personal pronoun *I*, proper nouns
- Punctuation: Question marks

Comprehension/Thinking Skills

- Making inferences
- Relating information to prior knowledge
- Summarizing main ideas

Text Features

- Diagrams

Writing/Speaking and Listening

- Labeling a family tree
- Describing how people are related
- Listening for the names of family members

Observe/Assess

See Retellings on page 170.

Social Studies Focus

Content and Thinking Skills

- Understanding that a family tree tells the story of a family
- Recognizing that families may consist of grandparents, parents, sisters, and brothers

Background Information

A family is a group of related individuals. The nuclear family may consist of two parents and their children. The extended family may include married children and their children as well as aunts, uncles, and cousins. A family tree is a graphic organizer that illustrates the relationships between the members of a particular family from one generation to the next.

Correlation to National Standards Social Studies

- Culture

See Standards Chart on page 218.

Literacy Focus

Set the Scene

Talk about your own family and show pictures. Then ask:

How do you think all families are alike?

What are some ways in which families differ?

Read and Discuss

Cover and Title Page

Show children the cover and title page. Read the title and have children predict what the book is about.

Pages 2–5

Read the text with children. Discuss that some people have brothers and sisters and some people do not. Then have children predict who might be next on the family tree.

Pages 6–13

After reading about each part of the family tree, discuss with children why the pictures are arranged as they are on the diagram of the family tree.

Pages 14–16

Have children think about why every family has a different family tree.

Respond

- Point out the word *name* and its long *a* sound. Ask children to find more long *a* words in the book (*same, place, state*). Then list other words with the long *a* sound.

Long <i>a</i> words			
name	same	place	state
game	tame	face	gate

- Write the word *grandparents* and have children say the two words that make up this compound word. Then write these on the board: *footstep, newspaper, seafood, watchdog, fingerprint*. Have children define each word and tell what words make it up.

- Point out the words *lived* and *started*. Remind children *-ed* is added to many action words to describe past actions. Explain that when action words end in *e*, the last *e* is dropped before *-ed* is added. Demonstrate with the words *live* and *lived*. Help children write sentences using words with *-ed* endings.



Composing Sentences

Activity Master, page 88

Have children complete the Activity Master, page 88, by writing a sentence about each person listed.



English Language Learners

Discuss the term *family tree*. Explain that it is not literal but refers to a person's family members and how they are related. Discuss how *family tree* might have gotten its name.

Social Studies Focus

Social Studies Concept

Each person comes from parents, grandparents, great-grandparents, and so on. These ancestors can be identified on a family tree.

Activities

Your Family Tree

Have children draw and color a tree like the one on page 3. They can draw small pictures of themselves, their siblings, parents, and grandparents to make their own family tree.

Family History

Have children interview an older relative about his or her life in the past. Instruct them to find out how they are related and where the relative lived when he or she was their age. Have children present their findings to the class.

Who Am I?

Play a “Who Am I?” game, emphasizing family relationships in the clues. For example, you might say, “You’re my brother, but I’m not your sister. Who am I?” (*your brother*)



My Family

Activity Master, page 89

Have children complete the Activity Master, page 89, by writing about and illustrating their own family trees.

Name _____

My Family Tree

Write a sentence telling about each of the people below. Use your book for help.

Will

Will's mom

Will's dad

Will's grandma and grandpa

Name _____

M y F a m i l y T r e e

Complete each sentence to tell about you and your family.
Then draw a picture of your family tree.

My name is _____.

I have _____ **sisters.**

I have _____ **brothers.**

I live with _____.

Here is a picture of my family tree.