### Social Studies Standard(s): Standard I Objective 1

<table>
<thead>
<tr>
<th>Content Objective(s):</th>
<th>Language Objective(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will identify the number of people in my family.</td>
<td>Students can say the number of people in their family.</td>
</tr>
</tbody>
</table>

**Required Academic Vocabulary for Word Wall:**
- **Listen:** mom, dad, sister, brother, family
- **Speak:** mom, dad, sister, brother
- **Read:**
- **Write:**

**Sentence Frames:**

**Additional Lesson Vocabulary:**
- Change, needs, graph

### Materials:
- Chart paper with graph on it with student names and numbers
- Picture of Family
- Family pictures already drawn by students
- Post-it (1 for each student)

### Lesson:

**Opening:** *(4 minutes)*

**T:** “¡Hoy vamos a volver a hablar de nuestras familias!
**T:** “Esta es una imagen de mi familia. Este es mi papá. Esta es mi mamá...”.

- Pass out student drawings of their families.

**T:** “Diríjanse a un compañero y cuéntenle acerca de sus familias. Díganle: ‘Esta es mi mamá. Este es mi papá...’”

- S: will turn to their neighbor and tell them about their family.

**Introduction to New Material (Direct Instruction):** *(8 minutes)*

**T:** “Hoy vamos a contar y a poder decir cuántos miembros tiene nuestra familia”.
- Put blank family graph on the board.

**T:** “Miren esta imagen de mi familia. En mi familia hay ____ personas. Cuenten conmigo”.

- S: will count the number of people in the teachers’ family with the teacher.

**T:** “En mi familia hay ____ personas. Escribiré ese número en una nota autoadhesiva y la colocaré en el gráfico”.

**T:** “Les pido que cuenten la cantidad de miembros de su familia”.

- S: will count the number of people in their family.
- Pass out marker and post-it.

**T:** “Ahora les pido que escriban el número en su dibujo y en la nota autoadhesiva”.
- Demonstrate again for the students.

- S: will write the number of people in their family on their drawings and their post-it.

**T:** “Muéstrenme sus notas autoadhesivas.

- S: will show the teacher their post-its with a number written on it.

**T:** “Buen trabajo. Ahora, cuando diga sus nombres, tendrán que colocar la nota autoadhesiva en el lugar correcto. Yo les ayudaré”.

- Quick call on the students and have them come up and put their number on the graph.

- S: will come up and put their numbers on the graph.

**T:** “Miren este gráfico. Es un gráfico de nuestras familias”.

**T:** “Señalen al estudiante que tiene la familia más numerosa”.

- S: will respond.

**T:** “Sí, ___ tiene la familia más numerosa. ¿Quién tiene la familia menos numerosa? Señalen a ese estudiante.”

- S: will respond.

**T:** “Sí, ___ tiene la familia menos numerosa.”

- Continue to ask questions referring to the graph.

**Closing:** *(1 minutes)*

**T:** “¡Muy bien hecho!” Hemos contado cuántos miembros tienen nuestras familias. Sus familias son maravillosas. Voy a volver a recoger los dibujos y los colocaré en las paredes”.

**Assessment:**

Class Family Graph
Extra Ideas:

- Have the children line up in columns according to how many people in their families. (i.e. All students with 3, then those with 4, then 5, on up.) Then when you ask who has the biggest family they can look to see who is standing in that column. They can also look to see who has the largest family. You can also ask if there are some people who have the same number in their family.

- Do an Inside/Outside circle or Bicycle Chain to have the children show their pictures and tell how many in their family to another student in the class. When the teacher tells them to move, they will have a new partner to tell how many in their family.