



Common Core Winter Family Project

December 2013 – January 2014

Big Idea:

Your Traditions and Culture Shape your Own Story

Essential Questions:

Why are family traditions important?



How do we preserve our traditions and culture within our family?



How are new traditions created?



Common Core Home Connections

As a way to connect your home with our district's goals and Common Core shifts, a menu of activities and projects has been designed for you to share and do with your family during your winter holiday break. Here are three components of the Common Core that you can practice at home throughout these activities:

1. Collaborative Conversations:

Talking represents our thinking. At home, we engage in conversation about our daily lives: what we do, think or feel, read, and learn through our experiences. Talking

with your children is an essential part of these lessons.

2. Providing Evidence:

When your child tells you what he or she thinks, a great question to ask is, "Why?" Students must learn to cite or provide evidence of their thinking, either from what they have read or experienced. It's not just about how they feel about something, but **why** they feel the way they do through the evidence they have gained.

3. Researching:

Children have a natural curiosity. When they are interested in something, they will want to learn more about

it. When they research, they are gathering information about something they want to learn more about.

Students can research by talking or interviewing a person. They can write to a person who is far away through letters or email. They can read, use the internet, or watch quality television programs. Research is about gathering and building knowledge to help them come up with new ideas.

By working with these Common Core components as a family, you can build valuable relationships as well as skills.

What are the Common Core State Standards?

The Common Core State Standards set grade-by-grade learning expectations for students in grades K-12 for Mathematics and for English Language Arts and Literacy. While California has had standards for many years, this set of standards is more **focused on preparing students for success in college and career**. Learn more about the SAUSD plan for Common Core at <http://www.sausd.us/commoncore>.



Sharing our SAUSD Family Stories - January 22, 2014, 6:00-7:30

Please join us January 22, 2014, 6:00 pm -7:30 pm, at the **Delhi Center**, 505 E. Central Ave., Santa Ana, 92707, as we celebrate our family stories in a culminating event. Bring writing, drawing, photos or other items from the suggested activities in this newsletter. **Suggested items to share are bolded** for your reference. Feel free to bring one or multiple items to share.

Weekly Focus:

This week will focus on your family recipes. Cooking and eating is often an important part of family tradition.

Week 1: The Foods We Treasure**Family Conversations**

Here are some ideas for conversation with your family this week:

1. How are family recipes a part of your traditions or memories?
2. How does food bring your family together?
3. How is our country's diversity reflected in the traditional foods we eat?

Suggested Projects and Activities**Grades K - 2**

1. Talk about a family recipe you want to make during this holiday season. Where did you get the recipe? Who cooks it?
2. Make a trip to the market with your child. Read the ingredients on the recipe and have your child/children help you shop, count, and estimate amounts, etc. of the ingredients.
2. Prepare and cook a family recipe together: demonstrate and help your child measure, count, blend and stir the ingredients.
3. Have your child retell or summarize all the steps in making the recipe. They can also make a **flow map** of the steps they took to making the special food.
4. **Rewrite** and/or **illustrate a recipe**.

Grades 3 - 5

1. Talk about a family recipe you want to make during this holiday season. Where did this recipe originate? Who makes it in your family? Why is it a part of your family's celebration?
2. Create a **new family recipe** or **revise an old one**.
3. Help your child learn how to double a recipe for more people.
4. **Write a story** about why a certain recipe is important to your family or what it would be like if you didn't have it one year.
5. **Interview** someone who wrote a recipe about its importance.

Grades 6 - 12

1. Think about the traditional recipes in your family. Compare your recipes with another family's recipes. What are the ingredients of each?
 - How are they similar or different?
 - Are they savory or sweet?
 - Are they new or old recipes?
 Write or represent (**photo, song, illustration, Thinking Map**) the comparison of these two recipes.
2. Determine the cost of preparing a favorite recipe for your family. How would this cost change if more people were invited? Create a **table** of how the cost would change based on the number of people you invite (your cousins, extra friends, etc.).
3. Research new recipes that reflect your culture and introduce them to your family. How do these recipes express your culture? What are their origins? Choose one or more that you and your family would like to try and do the cooking together. Share what you learned about the recipe(s) with your family orally or in a **short written piece**.



Don't forget to save your family projects to share at our celebration in January! Items you might share are **bolded**.

Week 2: The Artifacts We Cherish



Family Conversations

Here are some ideas for conversation with your family this week:

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| 1. What artifacts do you value in your family? Where did they come from? | 2. What do your artifacts represent? What stories are told about your family artifacts? | 3. How will you preserve both the artifacts and stories that are told about them? |
|--|---|---|

Weekly Focus:

This week will focus on your family artifacts. Artifacts can be your **family photographs, family videos, mementos, clothing, furniture**, etc. that symbolize a person, event, or place. Artifacts help keep memories alive.

Suggested Projects and Activities

Grades K - 2

1. Look through some family photographs together. Talk about what the photos mean and the stories they represent. What memories are preserved? **Write or draw about the photo.**
2. Use some **artifacts**, special things in your home, to tell a story about a time or event.
3. **Find, take, or draw** a picture of **your family** and write about the members of your family.

Grades 3 - 5

1. The activities above are also appropriate for this age group. The product will be different according to their age
2. **Interview** a family member about an important artifact. You may want to videotape the person holding and talking about the artifact.
3. Locate some new artifacts you have and take a **picture** of them. Write a **paragraph about the artifact** and why it should be saved.
4. Select one or more important family artifacts. Imagine they will be part of a museum display. Take a **photograph** and/or write a **description of the display**.

Grades 6 - 12

1. Choose a **family photo** or **special artifact**, such as a **piece of jewelry, art, tool, book**, or other object that has meaning for your family. **Research** the origins of the photo/artifact by interviewing family members and **writing down what you discover**. If you're researching an ancestor, you might want to use some of the free genealogical sites online; for example, Ancestry.com (<http://home.ancestry.com/>) offers a certain number of free search services. Visit the Bower's Museum to see how they preserve their artifacts and talk to a docent.
2. Research how to preserve your family heirlooms so that future generations can enjoy them. By following this link: http://genealogy.about.com/library/weekly/aa_preserving_heirlooms.htm, you can learn how to display and store your family photos and artifacts safely by reading Kimberly Powell's article, "Preserving Family Treasures & Heirlooms: How to Protect and Save Them for Future Generations."
3. You are an archeologist at a dig site. You have just uncovered one or more of your family's artifacts. Write **an article for the Bower's History Museum** describing your find and its significance. Be creative!



Which family projects will you share to the Delhi Center on January 22? Items you might bring are **bolded**.

Weekly Focus:

This week will focus on oral history. Oral history is the recording of interviews with people who lived through an event or a period of time.

Week 3: The Stories We Share

Family Conversations

Here are some ideas for conversation with your family this week:

1. What are some important family events for us to remember?
2. Why is it important to preserve the stories of our family?
3. How do our family stories shaped or make us who we are today?

Suggested Projects and Activities

Grades K - 2

1. Teach your child a song or poem that you learned as a child.
2. Tell story about something funny that happened in your family. Have your child retell it.
3. Share a story about an important event that happened in your family (ie. The day a child was born, arrival in this country, or trip.)
4. **Draw pictures or write** about the stories you heard.
5. Write a **thank you card** to someone mentioned in the story.

Grades 3 - 5

1. Your child can join in on any of the activities from above. S/he can write a **letter** or **thank you card** to a family member who has contributed to the family or influenced them.
2. Your child can create a tribute to a family member. They can make a **diorama**, **art piece** or **portrait**, **PowerPoint** presentatoin, or a **scrapbook**. They can write a **song** or **biography**.
3. Have your family gather in a circle and retell a time of importance. Each person can tell another part of the story.
4. Write down an **oral story** (memory) from your family and **illustrate** it. It can be in a **book format**.

Grades 6 - 12

1. Share your hopes and dreams for your child's future. Together create a **visual map** of the journey they will take to make that dream come true.
2. Protect your family's stories for future generations by making **recordings of their oral histories**. By using the free resources available to you at Storycorps.org (follow this link: <http://storycorps.org/>), you can preserve your family's stories at the American Folklife Center at the Library of Congress. Even if you choose not to record your interviews, Storycorps.org provides great questions that you can use to get good conversations going (Visit the following page: <http://storycorps.org/great-questions/>). You may also wish to visit Storycorps.org's *Historias Initiative* page (<http://storycorps.org/historias/>) to get inspired by the collected oral histories of Latinos living in the United States.

Don't Forget to come to "Sharing our SAUSD Family Stories" - January 22, 2014 6:00-7:30

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