

Literature-based,  
Integrated Thematic  
Unit Project  
1st Grade

FAMILY

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Grade Level Content Expectations  
English Language Arts  
First Grade

- Make text-to-self and text-to-text connections and comparisons.  
5.EE.2
- Tell/retell familiar stories using proper sequence while maintaining appropriate posture and eye contact. 3.EE.4, 8.EE.2
- Connect personal knowledge and experience to ideas in texts.
- Identify sequence of events
- Students will respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections. 1.EE.5, 2.EE.1, 8.EE.4
- Students will make credible predictions based on preview of book cover and pictures.
- Discuss the most important ideas and themes in a text.
- Students will write three or more connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word.

## **Concept map**

Book	Big Idea	Learning Activity	GLCE
The Relatives Came	Families share memories	Draw pictures of own family memories, discuss who immediate/ extended family includes	<ul style="list-style-type: none"> <li>Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding. 1.EE.5, 2.EE.1, 8.EE.4</li> <li>Activate prior knowledge</li> </ul>
When I Was Young In the Mountains	Memories, old times vs. now	Students interview family member about a childhood memory, make a then/now chart	<ul style="list-style-type: none"> <li>Make text-to-self and text-to-text connections and comparisons. 5.EE.2</li> <li>Speaking clearly and audibly in complete sentences students will tell/retell familiar stories using proper sequence while maintaining appropriate posture and eye contact. 3.EE.4, 8.EE.2</li> </ul>
The Keeping Quilt	Memories, generations	Students create own quilt piece with something special they do with their family, sequencing game	<ul style="list-style-type: none"> <li>Connect personal knowledge and experience to ideas in texts.</li> <li>In context, determine the meaning of words and phrases (objects, actions, concepts, content, and English language arts vocabulary) using strategies and resources.</li> <li>Identify sequence of events</li> </ul>
Voices In The Park	Families come in all different shapes, sizes, and colors	Student write about different types of families and think about what all families have in common.	<ul style="list-style-type: none"> <li>Students will respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections. 1.EE.5, 2.EE.1, 8.EE.4</li> </ul>
The Friend	Friendship versus	Students discuss how the characters in the	

	family	story make up a family	
Our Granny	Families come in all different shapes, sizes, and colors	Students illustrate and talk about their own families are notice differences among class.	
Harriet, You'll Drive Me Wild	Families love each other even through the hard times	Students illustrate and discuss a time they got in trouble and how the situation turned out.	
A Chair For My Mother	Hard times-dealing with adversity, Going through changes	Students relate to book by thinking of a hard time they have been through and how they got through it with the support from their family.	<ul style="list-style-type: none"> <li>• Students will make credible predictions based on preview of book cover and pictures.</li> <li>• Discuss the most important ideas and themes in a text.</li> <li>•</li> </ul>
Coming On Home Soon	Hard times-dealing with adversity, Going through changes	Discussion on how to overcome difficult events, how families help each other get through these hard times.	<ul style="list-style-type: none"> <li>• Students will write three or more connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word.</li> </ul>

<b>Teaching Scdedule</b>				
<u>Monday</u> Lesson 1 - <i>Families Are Different</i>	<u>Tuesday</u> Lesson 2 – <i>The Relatives Came</i>	<u>Wednesday</u> Lesson 3 – <i>When I Was Young in the Mountains</i>	<u>Thursday</u> Lesson 4 - presentations	<u>Friday</u> Lesson 5 – The Keeping Quilt
<u>Monday</u> Lesson 6 – <i>The Keeping Quilt</i>	<u>Tuesday</u> Lesson 7 – <i>No, David</i>	<u>Wednesday</u> Lesson 8 – <i>Love You Forever</i>	<u>Thursday</u> Lesson 9 – <i>A Chair For My Mother</i>	<u>Friday</u> Lesson 10 – <i>A Chair For My Mother</i>

## 10 Literacy-Based Lesson Plans

### **Day 1**

**Lesson Topic:** Families are different

**Goal(s):**

- Students will respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections. 1.EE.5, 2.EE.1, 8.EE.4
- Discuss the most important ideas and themes in a text.

**Objective(s):** Student will gain an awareness of the different kinds of families that exist and have an understanding of the one thing all families share (love).

**Time needed:** 30 minutes

**Special materials:** Book *Families Are Different*, pictures of various types of families, precut construction paper resembling a house.

**Procedures:**

**Opening-** Share a picture of a family where there is an obvious family resemblance between the children and the parents. Ask, “What are some things you notice about this family?” “Who are the members of the family?” Discuss if any of the students in the class have had the experience of being told they resemble their own parents. Then show a couple other examples of non-traditional families and discuss their observations. Ask, “Who are the members?” “What do you notice?” Then ask, “How many of you thought that being a family meant that it had to have certain members or everyone had to look the same?”

**Procedure-** Read the book, *Families Are Different* to the class. Throughout the book, pause and discuss observations about families shown in the book.

Have students draw a family picture on precut construction paper that resembles a house with open doors that show the family inside the home.

Then have students share their family pictures with the whole group, mentioning who they included in their drawing (pets? Grandma and grandpa? Aunts, uncles, and cousins?) Talk about the different kinds of families that we have among our class.

**Simplifications and Extensions-** Have capable students label their drawings. If students are having trouble drawing their family picture, have them first verbalize what they are going to draw.

**Closing-** Revisit the idea that there is not just one definition for a family.



Then ask, “Even though there are many different kinds of families, what do all families have in common?” Discuss how all families care for one another.

**Informal Assessment-** Observations of drawings and discussion- looking to see that students drew a complete family picture and labeled if capable of doing so. Also looking to see an awareness of the different kinds of families that there are.

## **Day 2**

**Lesson Topic:** Families share memories / Extended family

**Goal(s):**

- Make text-to-self and text-to-text connections and comparisons. 5.EE.2
- Connect personal knowledge and experience to ideas in texts.
- Students will respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections. 1.EE.5, 2.EE.1, 8.EE.4

**Objective(s):** Students will make connections with the book and understand that families share memories. Student will also understand that families are made up of more people than those in the immediate household.

**Time needed:** 30 minutes

**Special materials:** Book *The Relatives Came*

**Procedures:**

**Opening-** Pose the question, “Can you remember a time when you had relatives over to your house and it made things different?”

**Procedure-** Begin by reading *The Relatives Came*. Pause throughout the book to share own memories of family gatherings. Also, ask children if they can relate to particular parts. For example, ask if they have to make changes to their regular routine when they have relatives staying with them. Also ask, “How is your house different when you have relatives visiting?” “Do you have certain special things you do with certain relatives?” (maybe they always do crafts with their Grandma)

Have students write about something they like to do with their relatives and draw a picture to show. Encourage children to label the parts of their drawing using best-guess spelling in order to tell a story.

**Simplifications and Extensions-** If students are unable to write, they can just draw pictures and label to tell the story. As an extension activity, students can add more ideas to their story and make it into a book form.

**Closing-** Have a few students share their pictures and stories with the class.

**Informal Assessment-** Observations, on-the-spot individual student conferences to check student progress as they are working.

**Formal Assessment-** Checking to make sure students' work followed the idea of writing about a favorite time with relatives. Also looking to see that students used conventions and spelled word wall words correctly.

**Rubric:**

<b><i>The Relatives Came Writing Activity Rubric</i></b>	
<b>3</b>	Student makes connections between main ideas of book and own life.
<b>2</b>	Student makes minimal connections between main ideas of book and own life.
<b>1</b>	Student shows no evidence of connections made between main ideas of book and own life.

### **Day 3**

**Lesson Topic:** Similarities and differences between the past and present

**Goal(s):**

- Connect personal knowledge and experience to ideas in texts.
- Students will respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections. 1.EE.5, 2.EE.1, 8.EE.4
- Make text-to-self and text-to-text connections and comparisons. 5.EE.2

**Objective(s):** Student will develop an awareness of the differences that exist between the past and present. Students will connect their own lives to the book read.

**Time needed:** 30 minutes

**Special materials:** Book *When I Was Young in the Mountains*, pictures from the past and present, chart paper, description of assignment to be sent home

**Procedures:**

**Opening-** Show the students two pictures, one from a long time ago and one from now. Have them compare the two pictures.

**Procedure-** Before reading, tell students that parts of this book may not seem realistic and familiar to them. While I am reading the story, students need to listen for things that are the same and different from the way we live today. Read the book *When I Was Young In The Mountains* to the class. Pause at points throughout the book to give students ideas of what is different in this book than their lives today. For example, pause at the page with the illustration of the woman carrying a candle for light, and ask students if they notice anything unfamiliar. After reading the book, create a then/now chart and have volunteers point out something they found to be different in the book. Every time we write something different down, ask students what we do/use now instead of whatever it is, and write that in the now column.

Have students go home and interview an older family member about a childhood memory. The parent/grandparent/aunt/uncle may write the story down for the child after telling them the memory. The student should practice retelling the story at home so they are able to come back to class and retell the story to the class.

**Simplifications and Extensions-** Give students prompts if they are struggling to think of an idea when making the then/now chart. For students who need an extra push, have them create a future column and make predictions.

**Closing-** End by asking students if they think they would have rather lived in the past or if they like their lives better now. Make sure to discuss the advantages and disadvantages of both sides.

**Informal Assessment-** Observation checklist- looking to see that students are participating, engaged, and showing an awareness of the differences that exist between the book and now.

**Day 4**

**Lesson Topic:** Families share memories

**Goal(s):**

- Tell/retell familiar stories using proper sequence while maintaining appropriate posture and eye contact. 3.EE.4, 8.EE.2

**Objective(s):** Students will connect to the book *When I Was Young in the Mountains* by retelling a family member’s memory.

**Time needed:** 30 minutes

**Special materials:** chart paper

**Procedures:**

**Opening-** Begin by modeling for the students how to tell a story about a family memory using good eye contact and good expression.

**Procedure-** Remind students that before telling their family member’s story to the class, they should tell us whom they talked to. Then have students share their family member’s memory with the class. Students should try to retell the stories they were told as best they can. If necessary, prompt students by hinting at parts of the story to help them recall. After each student presents, allow for two questions from the rest of the class. Prior to doing this, review what constitutes a question as opposed to a comment.

**Simplifications and Extensions-** If students have trouble telling their family member’s story read from the written out story and ask questions to trigger their memories. As an extension, have students try to tell the story from the family member’s perspective.

**Closing-** Make a chart with each student’s name and have the class try to recall what the students’ stories were about using one word. If the class is having trouble recalling, have the student give a hint.

**Informal Assessment-** Observations- looking to see that students are engaged and listening to the presentations of their peers.

**Formal Assessment-**

**Rubric:**

<b>Presentations/Retelling of a Family Memory</b>	
<b>3</b>	Student uses good eye contact and expression. The student’s memory is retold in a way that is easily understood

	by others.
2	Student uses eye contact and expression some of the time. The student's memory is retold in a way that is somewhat clear to others.
1	Student does not use eye contact and expression. The student's memory is retold in a way that is unclear to others.

### **Day 5**

**Lesson Topic:** Memories / Multiple uses

**Goal(s):**

- Make text-to-self and text-to-text connections and comparisons. 5.EE.2
- Connect personal knowledge and experience to ideas in texts.
- Identify sequence of events

**Objective(s):** Students will make text-to-self connections and understand the various uses of the quilt in the story.

**Time needed:** 40 minutes

**Special materials:** Book *The Keeping Quilt*, coffee cup, quilt, sentence strips

**Procedures:**

**Opening-** Bring in a coffee cup and ask students what it is used for (the response will most likely be that it is used to drink coffee from). Then ask students if we also use the coffee cup for anything else (there should be at least one example in the classroom). If students are stuck, show them how I have a coffee mug on my desk holding pens and pencils. There is also a coffee mug on the shelf being used as a vase to hold flowers. Sometimes coffee cups are also used to hold candy or other knickknacks.

**Procedure-** Show the book cover to the class and ask them what they think it might be about (a quilt is the likely response). Ask the class if anyone has ever seen a quilt, do any of you own a quilt? Then show students a quilt of my own, that my mother made for me for my high school graduation. Talk about how quilting is a craft from a long time ago. Many women used to pass their time by doing it all by hand.

Read the book *The Keeping Quilt*. Pause when needed to define any vocabulary that is new to the students. Talk about why the author chose to make all of the illustrations black and white with only minimal color. After reading the book, play a sequencing game and have student try and remember the different uses of the quilt in the correct order. Have sentence strips made, which will be arranged in order on the board. May need to flip back through book and look at the illustrations to spark memories. Talk about how some of the uses of the quilt repeat themselves (the quilt as a huppa and as a blanket).

**Simplifications and Extensions-** If students are having trouble remembering the different uses of the quilt and in which order they were used flip back through the

book to trigger their memories. As an extension, have students think of other things that can have multiple uses.

**Closing-** Ask the students, “Why do you think I brought in a coffee cup today? How does the coffee cup tie into the book? How is the coffee cup like the quilt?”

**Informal Assessment-** Observation checklist- looking to see that students are engaged and participating, and are able to decipher the different uses of the quilt.

## **Day 6**

**Lesson Topic:** Family traditions

**Goal(s):**

- Students will respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections. 1.EE.5, 2.EE.1, 8.EE.4

**Objective(s):** Student will make text-to-self connections by illustrating their own family traditions.

**Time needed:** 30 minutes

**Special materials:** Book *The Keeping Quilt*, precut construction paper quilt pieces, yarn

**Procedures:**

**Opening-** Introduce the word tradition. Brainstorm a list of activities that families do together year after year. Ask about what students do for holidays every year or if they have any special traditions that center around vacations. Talk about one of my own family traditions.

**Procedure-** As a follow-up activity to *The Keeping Quilt*, have students draw something special they do with their family year after year (maybe for a holiday or another special occasion). The drawings will be on construction paper quilt pieces of different shapes and colors, which will be tied together with yarn at the end to create a class quilt.

**Simplifications and Extensions-** As an extension, have students think of something that is not a tradition for their family now, but they would like to make it one in the future. As a simplification, give students ideas if they are having trouble thinking of a family tradition.

**Closing-** Tie the quilt pieces together with yarn and make into a class quilt. Look at everyone’s quilt pieces together and compare the various family traditions.

**Informal Assessment-** Observations, on-the-spot individual student conferences to check student progress as they are working.

**Formal Assessment-**

**Rubric:**

<b>Family Tradition Quilt Piece</b>
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3	Student's drawing shows understanding of what a tradition is. Student's work is of high quality.
2	Student's drawing shows some understanding of what a tradition is. Student's work is of satisfactory quality.
1	Student's drawing shows no understanding of what a tradition is. Student's work is of poor quality.

**Day 7**

**Lesson Topic:** Forgiveness

**Goal(s):**

- Make text-to-self and text-to-text connections and comparisons. 5.EE.2
- Students will respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections. 1.EE.5, 2.EE.1, 8.EE.4
- Students will write three or more connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word.

**Objective(s):** Student will relate the book to their own lives and write text to the illustrations.

**Time needed:** 40 minutes

**Special materials:** Book *No, David*, photocopies of illustrations from book

**Procedures:**

**Opening-** Show the book *No, David* to the class and have them predict what the book will be about. Have students share a time when they got in trouble, then ask how it turned out. Based on student responses, ask what this shows about families (talk about forgiveness).

**Procedure-** Read the book to the class, giving students plenty of time to observe the pictures since they play such a crucial role in the story. Have photocopies made of each illustration in the book. Have students work in pairs or small groups and write text to one page from the book. Then put the pages back together to make a class book. Prompt student: "What is the setting in this picture?" "What do you think has happened here?" "Use your imagination to tell the story."

**Simplifications and Extensions-** Arrange the groups so that different ability levels are working together so that all groups are able to complete the task.

**Closing-** Read the completed class book to the class. Talk about how the separate written pages fit together and how they made the story more interesting. Also discuss why the author chose to use minimal words in the book, leaving the pictures to tell the story (use of imagination).

**Informal Assessment-** Observations, on-the-spot individual student conferences to check student progress as they are working.

**Formal Assessment-**

**Rubric:**

<b>Text to Pages from <i>No, David</i></b>	
<b>1</b>	Students write text that relates to the illustrations from the book using conventions previously learned.
<b>2</b>	Students write text that somewhat relates to the illustrations from the book using conventions previously learned some of the time.
<b>3</b>	Students write text that does not relate to the illustrations from the book. Students do not use conventions previously learned.



## **Day 8**

**Lesson Topic:** Families take care of one another

**Goal(s):**

- Students will respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections. 1.EE.5, 2.EE.1, 8.EE.4
- Identify sequence of events
- Make text-to-self and text-to-text connections and comparisons. 5.EE.2

**Objective(s):** Student will make connections with the book and understand the responsibilities that come along with being apart of a family.

**Time needed:** 40 minutes

**Special materials:** Book *Love You Forever*, card from home, chart paper, project paper

**Procedures:**

**Opening-** Introduce the book *Love You Forever* to the class. Show the class how this book connects to my own life (bring in a card from dad with the words, “Love you forever, like you for always...”)

**Procedure-** Read the book twice through, the first time just listening to the story, the second time analyzing the pictures. Ask students questions like, “Who is taking care of who now?” “Do you notice anything different about this picture?”

Make a chart showing beginning, middle, and end. Have students think about who took care of who at different points throughout the book (1<sup>st</sup>- mother takes care of baby, 2<sup>nd</sup>- mother takes care of teenager, 3<sup>rd</sup>- Man takes care of mother)

Relate the book to the students by starting a discussion about something they take care of at home (could be a baby brother or sister, a dog, a fish, or even a plant). Ask, “What kinds of things do you have to do to take care of \_\_\_?” “What would happen if you didn’t take care of these responsibilities?” “Who takes care of YOU at home?”

Have students use a pre-folded piece of colored paper with the outside flaps reading, “I take care of...” and “I’m taken care of by...” Underneath each flap should read, “Here’s what I do...” and “Here’s what they do...” Students should illustrate who or what they take care of and who takes care of them.

**Simplifications and Extensions-** If students cannot do the writing have them dictate it to you. As an extension, have students write out directions for how to take care of a dog/plant (whatever they take care of).

**Closing-** Talk about how people take care of each other in families, and as people grow and change, who is taking care of whom also changes. Ask the students what is one thing they learned from this book.

**Informal Assessment-** Observations, on-the-spot individual student conferences to check student progress as they are working.

**Formal Assessment-**

**Rubric:**

<i>Love You Forever Project</i>	
<b>3</b>	Student identifies someone that they take care of and someone that takes care of them. Student shows an understanding of the responsibilities that go along with taking care of someone.
<b>2</b>	Student identifies someone that they take care of and someone that takes care of them. Student shows some understanding of the responsibilities that go along with taking care of someone.
<b>1</b>	Student identifies someone that they take care of and someone that takes care of them, but does not show an understanding of the responsibilities that go along with taking care of someone

## **Day 9**

**Lesson Topic:** Families go through hard times

**Goal(s):**

- Connect personal knowledge and experience to ideas in texts.
- Students will respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections. 1.EE.5, 2.EE.1, 8.EE.4
- Students will make credible predictions based on preview of book cover and pictures.

**Objective(s):** Students will understand how families help each other through hard times by making connections to the book.

**Time needed:** 30 minutes

**Special materials:** Book *A Chair For My Mother*, chart paper, book about a good deed

**Procedures:**

**Opening-** Show the book *A Chair For My Mother* to the class, and do a picture walk to make predictions about what the story will be about. Then show the class my picture of our old brown chair that I associate many memories with.

**Procedure-** Read the book to the class, and throughout make observations of how the predictions matched up to what really happened. Begin a discussion about other hard times that families may go through. Make a chart with the first column listing some hard times the class comes up with, a second column brainstorming what families do to help each other, and then a third column listing what others can do to help. When discussing the book, bring up the idea that when you save up for something and work hard for it, it makes it more meaningful.

**Simplifications and Extensions-** As an extension have students read an available book about a good deed someone did and then write a response. Add my own ideas to the list to help generate more ideas if students are struggling to come up with ideas.

**Closing-** Ask students what is one way they have helped a family member get through a hard time.

**Informal Assessment-** Observation checklist- Looking to see that students are engaged and participating as well as making connections to their own lives.

## **Day 10**

**Lesson Topic:** Memories

**Goal(s):**

- Students will respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections. 1.EE.5, 2.EE.1, 8.EE.4
- Students will write three or more connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word.

**Objective(s):** Students will connect to the book by creating a chair associated with memories of their own.

**Time needed:** 40 minutes

**Special materials:** Book *A Chair For My Mother*, picture of old chair, cut out overstuffed chairs on construction paper

**Procedures:**

**Opening-** Briefly review *A Chair For My Mother*. Show my picture of our old brown chair again and talk about what it reminds me of. Also show how I made this chair of mine from home into artwork (what the students will be creating today).

**Procedure-** Have an outline of an overstuffed chair on colorful paper, one for each student. Have students design their own chair or make it like a favorite chair they have at home. Students will then write about and show in their picture what they like to do in their chair and why their chair is so special. Do a mini-lesson on adjectives so students learn some describing words to use when talking about their chairs.

**Simplifications and Extensions-** Challenge students to think of another object that they associate memories with. If students are unable to write about what they like to do in their special chair, then have them dictate to you.

**Closing-** Have students share their pictures and tell the class what makes their chair so special. Talk about how even though a favorite chair might be old and worn, it is comfortable and has memories attached to it.

Compile overstuffed chair pictures in a class book and have available for students to look at.

**Informal Assessment-** Observations, on-the-spot individual student conferences to check student progress as they are working.

**Formal Assessment-**

**Rubric:**

<b>Overstuffed Chairs</b>	
<b>3</b>	Student gives a clear picture of the purpose of the chair and describes why it is special using descriptive language.
<b>2</b>	Student gives a somewhat clear picture of the purpose of the chair and describes why it is special using minimal descriptive language.
<b>1</b>	Student gives an unclear picture of the purpose of the chair and why the chair is special to them.

**Informal Assessments:** Example Observation Checklist

<b>Observations Checklist</b>					
<b>Student Name</b>	<b>Engaged and Participating</b>	<b>Works Independently</b>	<b>Makes Connections</b>	<b>Works with Accuracy and Neatness</b>	

**Formal Assessments:**

\*Three-level rubrics included above for all formal assessments.

\*Each formal assessment will be recorded and will be worth 15% of grade for the Family Unit. The last 10% of the Family Unit grade will be based on observations and conferences done in class, looking at students' overall attentiveness and engagement as well as participation.

- *The Relatives Came* Writing Activity 15%
- Presentations/Retelling of a Family Memory 15%
- Family Tradition Quilt Piece 15%
- Text to Pages from *No, David* 15%
- *Love You Forever* Project 15%
- Overstuffed Chairs 15%

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