

# Our Changing Roles and Responsibilities

## *Heritage and Identity*

— Grade 1 —

Written by Bill Gowsell

**BRIEF OVERVIEW:** This unit is designed to expose grade 1 students to the many roles and responsibilities that help make a community a success. The goal of the book is get students familiar with their growing role in the community and an acceptance and willingness to take part in the many activities that make a community successful.

**MEETING YOUR STUDENT'S NEEDS:** Depending on the needs of the students in your class, the teacher may want to scan any Teacher Notes into Kurzweil on the computer. By doing this, no matter the reading abilities of your students, they will be able to access the information of the text. Teachers are also encouraged to allow their students to collaborate on as many activities possible, in order to allow all students to be successful without modifying the text significantly.



**BILL GOWSELL** is a teacher for the Catholic District School Board of Eastern Ontario. Bill has been fortunate to work on multiple school committees that develop long range goals for his students at his school in Language and Math. He loves to create resources that are fun and informative, and allow all of his students to succeed.

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# At Glance

| Learning Expectations   | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Extra Activities |
|---|----------|----------|----------|----------|----------|----------|------------------|
| <b>Knowledge and Understanding Content</b>  |          |          |          |          |          |          |                  |
| Describe how a person's relationship may change depending on their location in the community.   |          | ●        |          | ●        |          |          | ●                |
| Students will describe some of their own roles and responsibilities in the community.           | ●        |          | ●        |          |          | ●        | ●                |
| Describe the impact that people can have on each other in different situations.                 |          | ●        | ●        |          |          |          | ●                |
| <b>Thinking Skills</b>  |          |          |          |          |          |          |                  |
| Students will draw some conclusions about some aspects of events and people they interact with. |          | ●        | ●        |          |          |          | ●                |
| <b>Communication</b>  |          |          |          |          |          |          |                  |
| Describe how some significant events in their lives can lead to changes in their roles.         | ●        | ●        | ●        | ●        | ●        | ●        | ●                |
| <b>Application</b>  |          |          |          |          |          |          |                  |
| Compare some of the significant events in their lives to others.                                | ●        | ●        |          |          | ●        |          | ●                |

# Table of Contents

|   |           |
|---|-----------|
| At A Glance . . . . .                                       | 2         |
| Table of Contents . . . . .                                 | 3         |
| Teacher Assessment Rubric . . . . .                         | 5         |
| Student Self-Assessment Rubric . . . . .                    | 6         |
| Introduction . . . . .                                      | 7         |
| <b>LESSON 1: OUR ROLES AND HOW THEY CHANGE . . . . .</b>    | <b>8</b>  |
| Reading . . . . .   | 9         |
| Student Worksheets . . . . .                                | 11        |
| <b>LESSON 2: THE IMPACT OF RELATIONSHIPS . . . . .</b>      | <b>13</b> |
| Reading . . . . .   | 14        |
| Student Worksheets . . . . .                                | 17        |
| <b>LESSON 3: THE PEOPLE WHO MAKE A DIFFERENCE . . . . .</b> | <b>22</b> |
| Reading . . . . .   | 23        |
| Student Worksheets . . . . .                                | 26        |
| <b>LESSON 4: MAPPING OUR NEIGHBOURHOOD . . . . .</b>        | <b>29</b> |
| Reading . . . . .   | 30        |
| Student Worksheets . . . . .                                | 31        |
| <b>LESSON 5: TIMELINES OF OUR LIVES . . . . .</b>           | <b>34</b> |
| Reading . . . . .   | 35        |
| Student Worksheets . . . . .                                | 36        |
| <b>LESSON 6: OUR BEHAVIOUR . . . . .</b>                    | <b>39</b> |
| Reading . . . . .   | 40        |
| Student Worksheets . . . . .                                | 41        |

|   |            |
|---|------------|
| <b>EXTRAS #1 Firefighter Badge Design . . . . .</b>   | <b>.46</b> |
| <b>EXTRAS #2 Behaviour Code . . . . .</b>             | <b>.48</b> |
| <b>EXTRAS #3 Word Search and Unscramble . . . . .</b> | <b>.50</b> |
| <b>EXTRAS #4 Matching Game . . . . .</b>              | <b>.52</b> |
| <b>EXTRAS #5 Design a Fire Truck. . . . .</b>         | <b>.54</b> |
| <b>EXTRAS #6 The Mayor is Calling . . . . .</b>       | <b>.56</b> |
| <b>EXTRAS #7 Roles . . . . .</b>                      | <b>.60</b> |
| <b>UNIT TEST . . . . .</b>                            | <b>.62</b> |
| <b>EXTRA A Unit Test Answers . . . . .</b>            | <b>.64</b> |

# What is a Home?



A home can be described as a place where you live. This could be in a house, or an apartment. Usually a family living together in one building lives in a home. A home is a place that acts as the location for people or animals to go to sleep at night.

**In your home you most likely have the following:**

|                   |                     |                  |
|-------------------|---------------------|------------------|
| <b>Bed</b>        | <b>Kitchen</b>      | <b>Bathroom</b>  |
| <b>Television</b> | <b>Refrigerator</b> | <b>Oven</b>      |
| <b>Microwave</b>  | <b>DVD Player</b>   | <b>Telephone</b> |

You might have other people living at your home, like your mom and dad, brothers and sisters, pets, and perhaps grandparents.

**Certain rules that you might have to follow at home are:**

- 1) Make your bed.
- 2) Clean up your room.
- 3) Put your toys away.

# What is a School?



A school can be described as a place that provides instruction for children. A school would usually have multiple rooms filled with children of different ages. Schools can be very small and very large depending on the amount of students they have. Children usually start school at the age of 4.

**In your school you most likely have the following:**

|  |                    |                  |
|--|--------------------|------------------|
| <b>White Board, Chalk Board, Smart Board</b> | <b>Notebooks</b>   | <b>Gymnasium</b> |
| <b>An adult in charge of you</b>             | <b>A principal</b> |                  |

In your classroom you will have a mixture of boys and girls from different cultural backgrounds.

**Certain rules you might have to follow at school are:**

- 1) Raise your hand to ask a question.
- 2) Push in your chair when you get up.
- 3) Ask for permission to go to the bathroom.

# Different Worlds/Different Roles

## Instructions:

*In the three different groups below, list five things that you would do at each place that is different.*



### At Home

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



### At School

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_