



October 6, 2011

Dear Grade Two Parents,

Our current PYP Unit of Inquiry called “Everyone Has a History” continues to progress and the students have eagerly begun keyboarding their life events for display on their timelines. Thank you for your assistance with this part of the unit. An earlier letter indicated upcoming activities for this unit and we are now ready to proceed with the next steps.

“Treasure Hunt”

1. Please finalize the choice of **3 – 4 significant objects (treasures) that reflect your family history and/or culture**. Suggestions could include traditional fabrics, family quilts, antique toys, photographs, jewellery, clocks, coins, tools.
2. Take a photograph of each object.
3. Put the photographs in a small box (“**treasure chest**”) and decorate the box with symbols connected to your family history/culture.
4. Interview a family member to learn about the cultural and personal importance of the treasures within your family. Please choose **some of the attached questions** (brainstormed by the students in class) **and/or your child’s own questions** to guide the interview process.
5. On cue cards, write **3 – 5 sentences** to explain the cultural and personal importance within your family, of **each** treasure.
6. Practice presenting the treasures by taking each photograph out of the “treasure chest” and explaining the importance of the objects.

During class time, the students will present the objects in their “treasure chests” to the class. They will also use the information from the interview to write a descriptive paragraph about **one** of their family treasures. The skills being assessed are described in the attached rubrics and are being practised in class activities.

Students are asked to complete the interview and the “treasure chest” by **Monday, October 17, 2011**.

Rubrics

A rubric is an instructional tool used by teachers and students to evaluate how well a set of criteria for a task have been met. It helps students to understand the expectations of a task and teachers to provide specific feedback on student learning. Rubrics are always shared with the students both before and after the task and sometimes students assist in creating the rubric with the teacher.

The rubrics being used to assess the students’ “treasure chest” paragraphs and presentations are based on a four-point scale. Level 4 indicates that skills exceed grade expectations. Level 3 indicates that skills meet grade

expectations. Level 2 indicates that skills are approaching grade expectations and Level 1 indicates that skills are not yet meeting grade expectations.

It is hoped that the rubrics below will be helpful as parents assist with the activities in this part of the unit.

We are looking forward to sharing our diverse family stories with one another in class. If you have any questions, please do not hesitate to contact me through the agenda or email at bhuggins@elmwood.ca.

Sincerely,

Brenda Huggins
Grade Two Teacher

Family Treasure Paragraph Rubric

Level	1	2	3	4
Thinking Skills Knowledge of treasure	little knowledge of family treasure	some knowledge of family treasure	detailed knowledge of family treasure	very detailed knowledge of family treasure
Analysis Establishes a connection between treasure and family history	little understanding of connection between treasure and family history	some understanding of connection between treasure and family history	good understanding of connection between treasure and family history	complex understanding of connection between treasure and family history
Communication Skills Sentence Structure Paragraph Form (topic sentence, body, concluding sentence) Descriptive Vocabulary Details Conventions	incomplete sentences paragraph has none of the proper parts uses few descriptive words proper spelling/punctuation is not used	some complete sentences paragraph has some of the proper parts uses some descriptive words proper spelling/punctuation is sometimes used	mostly complete sentences paragraph has a topic sentence, body, concluding sentence uses many descriptive words effectively proper spelling/punctuation is mostly used	consistently complete sentences paragraph has a topic sentence, body, concluding sentence uses many descriptive words that enhance the text proper spelling/punctuation is consistently used
Organization/Time Management Planning Effective and appropriate use of time	planning page is incomplete class time was not used effectively and appropriately	planning page is mostly complete sometimes used class time effectively and appropriately	planning page is complete mostly used class time effectively and appropriately	planning page is complete consistently used class time effectively and appropriately

“Treasure Chest” Presentation Rubric

Level	1	2	3	4
<p>Thinking Skills Knowledge of treasure</p>	little knowledge of family treasures	some knowledge of family treasures	detailed knowledge of family treasures	very detailed knowledge of family treasures
<p>Analysis Establishes a connection between treasure and family history</p>	little understanding of connection between treasures and family history	some understanding of connection between treasures and family history	good understanding of connection between treasures and family history	complex understanding of connection between treasures and family history
<p>Communication Skills Speaking (clarity, eye contact, logical sequence of ideas)</p>	<p>seldom enunciates and pronounces words clearly and correctly</p> <p>speaks too quickly and too softly to be understood</p> <p>reads information and does not make eye contact</p> <p>information is not presented in a logical sequence and cannot be understood</p>	<p>enunciates and pronounces some words clearly and correctly</p> <p>appropriate pace and volume some of the time</p> <p>occasionally makes eye contact but mostly reads information</p> <p>ideas are mostly presented in a logical sequence and mostly understood</p>	<p>enunciates and pronounces most words clearly and correctly</p> <p>appropriate pace and volume most of the time</p> <p>maintains eye contact most of the time but frequently refers to information</p> <p>information is presented in a logical sequence which is easily understood</p>	<p>precise enunciation and pronunciation</p> <p>appropriate pace and volume throughout</p> <p>maintains eye contact & seldom refers to information</p> <p>information is presented creatively in a logical sequence which is easily understood</p>