



November 25, 2010

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. The timeline letter sent earlier indicated upcoming activities for this Unit and we are now ready to proceed with the next steps.

“Treasure Hunt”

1. Please make a final decision about your child’s family treasure. Suggestions include tools, clocks, photographs, family quilts.
2. Please take two photographs; one of the treasure and a second of your child with the treasure. Digital photographs may be emailed to bhuggins@elmwood.ca for printing at school.
3. Your child is asked to interview a family member about the treasure. Please use the attached questions to guide the interview process. There is space provided on the sheet for your child to write 1 – 3 questions of her own. The students are encouraged to use descriptive vocabulary and to include as much relevant detail as possible in their answers.
4. Please return the answers to the interview questions and the photographs of the treasure, in the PYP folder, on **Monday, December 6**.
5. During class time your child will use the information from the interview to write a descriptive paragraph about their family treasure. The skills being assessed are described in the attached rubric and are being practised in class activities.

Rubric

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 rubric being used to assess the students' "Family Treasure" paragraphs is 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 attached rubric will be helpful as parents assist with answers to the interview questions for the "Family Treasure" paragraph.

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

Everyone Has a History
INTERVIEW QUESTIONS

1. From what country/place did the treasure come?

2. Which ancestor did the treasure first belong to?

3. How many generations has this treasure been in our family?

4. What is the family story connected to this treasure?

5. Why is this treasure special to you and to our family?

Space for additional questions:

6. _____

7. _____

8. _____

Everyone Has a History
Family Treasure Rubric

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