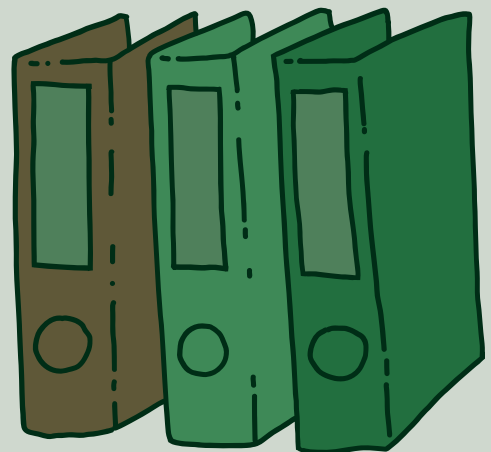


## **Connecting Through Story: Exploring Personal and Familial History**

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**Title:** Connecting Through Story: Exploring Personal and Familial History - Picture Book Lesson Guide

**Featured Book:** *Clack, Clack! Smack!* by Tracy Serell, illustrated by Joseph Herb

**Primary Subject:** Social Studies / Language Arts

**Grade Level Range:** K-5 (with adaptations)

**Estimated Time:** 45 minutes - 1 hour

**Materials Needed:**

- Copies of *Clack, Clack! Smack!*
  - Chart paper and markers
  - Paper and crayons/colored pencils
  - Family History Worksheet (provided as an extension activity)
  - Sentence starters for students who need support
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## SECTION 1: QUICK OVERVIEW

### What This Activity Does:

In this activity, students will explore how personal and familial histories shape their identities, using the book *Clack, Clack! Smack!* as a springboard for discussion. Through reading and creative expression, students will connect their own life experiences and cultural backgrounds to the themes of teamwork, history, and connection presented in the book.

### Learning Objectives:

- Students will relate the content of *Clack, Clack! Smack!* to their own personal history and family traditions.
- Students will practice sequencing events and illustrating them through story creation.
- Students will develop an understanding of how personal histories influence their sense of self and community.

### Why this Activity Works for Diverse Learners:

- The visual storytelling in *Clack, Clack! Smack!* provides opportunities for English language learners and struggling readers to connect with the text without the barrier of complex vocabulary.
- The activity encourages oral sharing, allowing students to express their stories in a way that feels comfortable to them.
- By creating their own narratives, students can incorporate aspects of their personal history, helping to build a sense of inclusion and pride in their identity.

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## AT-A-GLANCE STANDARDS

### Primary Common Core Standards Addressed:

- **Reading (CCSS.ELA-LITERACY.RL.1.3):** Describe characters, settings, and major events in a story, using key details.
- **Writing (CCSS.ELA-LITERACY.W.1.3):** Write narratives in which they recount a well-elaborated event or short sequence of events.
- **Speaking & Listening (CCSS.ELA-LITERACY.SL.1.1):** Participate in collaborative conversations with diverse partners about grade 1 topics and texts.
- **Language (CCSS.ELA-LITERACY.L.1.1):** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### Cross-Curricular Connections:

- **Social Studies:** Family history, personal identity, cultural heritage.
- **Art:** Visual representation of personal stories through drawings.
- **Mathematics (for older grades):** Introduction to sequencing, ordinal numbers, and timelines.

### 21st Century Skills Developed:

- **Communication:** Students will articulate their personal histories and share them with others.
- **Creativity:** Students will create original stories based on personal experience.
- **Critical Thinking:** Students will make connections between their lives and the stories they read.

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## SECTION 2: STEP-BY-STEP IMPLEMENTATION

### Pre-Reading Preparation:

1. **Set Up Your Space:**  
Arrange the seating in a circle to encourage discussion. Ensure that each student has access to a copy of the book and enough space to create their own illustrations.
2. **Preview the Book:**  
Introduce *Clack, Clack! Smack!* by discussing its theme of collaboration and personal history. Mention that the book's characters come together to play a traditional game, just like how families create traditions together. Pre-teach vocabulary related to family and traditions if necessary.
3. **Gather Materials:**

- Copies of *Clack, Clack! Smack!*
  - Chart paper for group brainstorming
  - Paper and crayons for students' illustrations
  - Family History Worksheet (for extension activity)
4. **Prepare Students:**  
Have students think about something special they do with their family (a holiday, a tradition, or a fun activity). Explain that today they'll be reading a story about teamwork and traditions and using their own experiences to create something new.

### **During Reading Activities:**

1. **Opening Hook:**  
Ask students to think about their favorite family tradition. Once students have shared, tell them that today they'll read a story about characters coming together and creating something fun as a team.
2. **Interactive Reading Strategies:**
  - Pause at key moments in the book to ask questions like: "What do you think the characters are feeling?" "How do they work together?"
  - Encourage students to act out parts of the story, mimicking the characters' actions for added engagement.
3. **Student Participation Opportunities:**
  - Ask students to share their own family traditions after specific scenes in the book. This fosters a connection to the text and allows for peer learning.
4. **Comprehension Checks:**  
Use a quick poll or show of hands to check understanding of key events in the book. Ask, "What happened first? What happened next?" to ensure that students are following the sequence of events.

### **Post-Reading Extension:**

1. **Core Activity:**
  - Have students create their own four-panel comic strip or storyboard based on their favorite family tradition or a new tradition they invent.
  - Provide sentence starters for students who need additional support: "One thing my family loves to do is..." "I remember when we..."
2. **Wrap-Up Discussion:**  
Ask students to reflect on the activity and share their stories with the class. Possible questions: "Why is your family tradition special?" "How does it connect to the story we read today?"
3. **Assessment Opportunities:**
  - Assess students' understanding of sequence by reviewing their storyboards or comics.
  - Use the Family History Worksheet to evaluate students' ability to articulate their personal histories and traditions.

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## SECTION 3: COMMON CORE STANDARDS ALIGNMENT

### Primary Standards Addressed:

- **Reading (CCSS.ELA-LITERACY.RL.1.3):** Students will describe key events in the book and make connections to their own lives.
- **Writing (CCSS.ELA-LITERACY.W.1.3):** Students will write a narrative recounting a personal event or tradition.
- **Speaking & Listening (CCSS.ELA-LITERACY.SL.1.1):** Students will participate in a collaborative conversation, sharing personal stories.
- **Language (CCSS.ELA-LITERACY.L.1.1):** Correct grammar usage in oral storytelling and writing.

### Cross-Curricular Connections:

- **Social Studies:** Exploring family traditions and the role of personal history.
- **Art:** Drawing and illustrating personal stories.
- **Math:** Using sequencing and simple math skills to organize a family tradition timeline.

### Evidence of Standard Mastery:

- Completed comic strip or storyboard showing personal family traditions or newly created traditions.
  - Family History Worksheet completed at home and shared with the class.
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## SECTION 4: DIFFERENTIATION STRATEGIES

### For English Language Learners:

- Use visual aids to support understanding of key vocabulary (e.g., family, tradition).
- Provide sentence stems to help students structure their responses.
- Use a bilingual assistant or peer for support if necessary.

### For Students with Special Needs:

- Provide templates for comics to guide students in structuring their stories.
- Use assistive technology (text-to-speech apps) to support writing activities.
- Modify expectations for writing length or complexity.

### For Advanced Learners:

- Challenge students to write a multi-panel comic strip that incorporates an original plot twist or extended storyline.
- Allow students to research different cultural traditions and present their findings to the class.

**For Struggling Readers:**

- Use graphic novels or picture books with fewer words for practice in sequencing.
  - Pair students with a buddy for shared reading and collaborative creation.
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## **SECTION 5: LEVELING GUIDE**

**Scaling DOWN for Younger Students (K-2):**

- Simplify the comic strip to two panels instead of four.
- Focus on drawing and labeling rather than writing full sentences.
- Use pictures to show the sequence of events.

**Scaling UP for Older Students (3-5):**

- Create a longer, multi-panel comic with more detailed descriptions and narrative.
  - Have students conduct short research on different family traditions around the world to incorporate into their stories.
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## **SECTION 6: EXTENSION ACTIVITIES**

**Same-Day Extensions:**

- Have students journal about their favorite family tradition and how it connects to the themes of *Clack, Clack! Smack!*.
- Ask students to sketch a picture of their family engaging in the tradition they described.

**Week-Long Extensions:**

- Have students create a class book of family traditions to share with their peers.
- Ask students to interview a family member about their traditions and write a report.

**Cross-Curricular Extensions:**

- **Math:** Create a timeline of family traditions.
- **Science:** Investigate how different cultures celebrate seasonal changes.

- **Social Studies:** Research traditional celebrations from different countries and create a class mural.
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## SECTION 7: PARENT INVOLVEMENT & HOME SUPPORT

### Take-Home Information:

- Explain the activity to families, encouraging them to support their child in reflecting on family traditions.
- Share the Family History Worksheet for students to complete at home with their family.

### Home Extension Activities:

- Encourage families to share their own traditions and discuss how they are passed down through generations.
- Suggest families create a family tree or tradition map.

### Communication Tools:

- **Newsletter Blurb Template:** "This week, we learned about how personal history shapes our identity. Students created their own comic strips based on family traditions, and we'd love for you to talk with your child about traditions in your family."
  - **Email Template for Parent Communication:** "Dear Families, In class today, we read *Clack, Clack! Smack!* and connected the book to our own family traditions. We invite you to share your family's special traditions with your child and encourage them to reflect on how they are passed down."
  - **Student Reflection Sheet:** "What family tradition did you choose? What makes it special to you?"
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## SECTION 8: ASSESSMENT & DOCUMENTATION

### Formative Assessment Ideas:

- Observe student participation during the comic creation and discussion.
- Review students' comic strips for clarity and connection to family traditions.

### Summative Assessment Options:

- Use rubrics to evaluate storytelling, creativity, and connection to personal history.

- Collect family history worksheets to assess understanding and reflection.

#### **Documentation Tools:**

- Take photos of students' comic strips for digital portfolios.
  - Use anecdotal notes during class discussions to assess engagement.
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## **SECTION 9: TROUBLESHOOTING & TIPS**

#### **Common Challenges:**

- **Time Management:** Ensure students have time to create their comics without rushing. Plan for multiple sessions if necessary.
- **Behavior Management:** For younger students, keep materials organized and ensure students stay on task during the drawing phase.

#### **Adam's Pro Tips:**

- "Remember that the fun part of this activity is seeing the kids' unique interpretations of their traditions. Don't be afraid to let their creativity flow!"
- "If a student struggles with writing, encourage them to tell their story aloud and transcribe it for them."

#### **Resource Alternatives:**

- **Budget-Friendly Material Substitutions:** Use scrap paper for comics or digital drawing apps like Google Draw for older students.
- **Digital Tool Alternatives:** Students can create digital comics using tools like Storyboard That or Canva.