Overview
Grandparents are very special people in the lives of young children. Grandparents are our heritage and are essential members of families and communities. There is even a special day, National Grandparents Day, to honor them. In 1978, Congress passed legislation proclaiming the first Sunday after Labor Day as National Grandparents Day and it was signed into law by then-President Jimmy Carter.

Purpose
In this lesson students will learn that grandparents have different names in different cultures. They will discover that grandparents are all unique, but that all grandparents share some common
Grandparent Names: What Do You Call Yours?

characteristics. Students will also learn where some of the names for grandparents originated.

Materials

- Books: I Call My Grandma Nana and I Call my Grandpa Papa by Ashely Wolff
- Cinquain Poem Information
- I Call My . . . Poem Worksheet
- Art supplies
- Access to computer that will record audio
- Create a free teacher account at http://littlebirdtales.com/home/default/
- World Map
- I Call My . . . Scoring Checklist

Objectives

The student will be able to:

1. Recognize a political world map.
2. Observe on a map where some common names for grandparents originated.
3. Describe his/her culture
4. Write a poem.
5. Use technology to create an audio recording and illustrate a poem.
6. Identify similarities and differences between grandparents.

Procedures

SESSION ONE
1. Begin the lesson by asking students: Have you ever eaten tacos, spaghetti, or sushi? Have you ever seen a piñata or played jump rope? Tell students that may of the things we experience in our lives in Arizona and the United States have been influenced by other cultures. One other thing that comes from other countries (cultures) is what we call people in our family.
2. Have students share what they call their parents. Be sure they notice that there can be many different names for moms and dads.
3. Tell students that today they will be hearing two stories about what people call their grandparents.
4. Read the stories I Call My Grandma Nana and I Call My Grandpa Papa by Ashley Wolff.
5. As you are reading pause to allow students to make personal connections to the story.
6. Show students with a political map of the world with country names and a physical map of the world with an emphasis on land and water features. Take a minute go over the two different maps emphasizing how they are use for different purposes.
   - Political maps have colors that do not represent anything (like pink and orange) but they will be useful for seeing the borders between countries and reading labels for cities and countries. They are used mostly for locating places.
   - Physical maps have colors that represent elevation and water bodies. The labels are usually small and not the reason for the map.
7. Ask students which map would best to show where names come from. (political)
8. Using the map remind them that many of the names for grandparents came from other places. Point out a few examples – Mamie from France, Oma from Germany, Ojii-san from Japan. Point to these places on the map.
9. Ask students what names they give to their grandparents. Have students share where the name came from (if they know or it was in the books) or you can help with this information. Then you can point out the country on the map.
10. Ask students to predict and share their reasoning about how the different names for grandparents came to the United States?
11. Allow students to share some of the things they enjoy doing with their grandparents? Or what they really like about their grandparents. Begin by first having them share with a partner to rehearse their answers; then share with the entire class.
12. Keep a word wall of the activities and common words you hear students share. Students may use these words later in their poems.
13. Close this session by asking students to go home and think more about what makes their grandparents special to them. If you want they can bring in a picture of their grandparent(s). They can also ask their parents where their names (nana, grammy, papa, pop) came from.

SESSION TWO
1. Tell students that today they will be learning to write a special kind of a poem about one of their grandparents.
2. Distribute the I Call My . . . cinquain worksheet to students and explain they will be writing and recording a poem about one of their grandparents.
### Grandparent Names: What Do You Call Yours?

3. Go over the example of a cinquain poem. Assist students as they write their poem about one of their grandparents.

4. As children finish, allow them to go to the classroom computer to create a picture for their poem. Use a drawing program such as Paint or Pixie (Tech4Learning). (You can also create hand-drawn pictures and scan them to digital format.)


6. Students will then read and record their poems one at a time and insert their save digital (or scanned pictured) picture. Note: A mp4 copy of the story can be purchased for $0.99 and the book can be submitted for public display.

7. Collect the I Call My... cinquain worksheet for assessment.

8. Discuss the similarities and differences between grandparents as students share their poems with each other.

9. Closure—remind students that grandparents are important members of the community and no matter what we call our grandparents they are all unique and special.

### Assessment

Reading and Writing: Mastery will be 6 out of 8 Yes checks on the first 8 Elements on the Scoring Checklist.

### Social Studies

Mastery will be 2 out of 2 Yes checks on the last two elements of the Scoring Checklist.

### Extensions

This activity would be a good addition to a celebration of Grandparent’s Day in September.

Find out about Grandparent’s Day in other countries.

Look at the GeoMath lesson called Dog Parks (grade 2) at [http://geoalliance.asu.edu/azga/](http://geoalliance.asu.edu/azga/)

There is a list of what cultures use for dog sounds.

### Sources

