



FAMILY

BIG IDEA

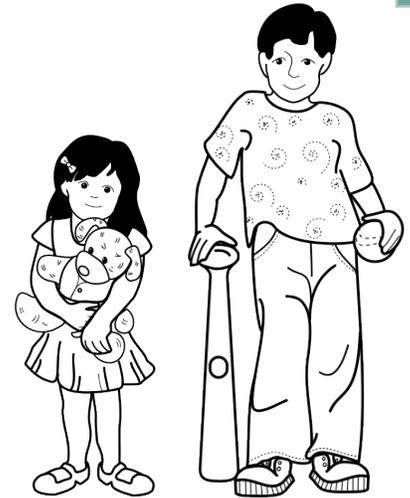
Children develop self-identity and awareness as they explore the roles and relationships of their own family members. Children learn that each family member can contribute to the well-being of the family unit. Children identify similarities and differences in characteristics of families.

Content objective(s):

The child will draw and describe a member of his/her family and will express his/her feelings toward that family member. He/she will orally state preferences in choice of colors.

Materials needed:

- ◆ Unit book: *I Love my Daddy Because . . .*, by Laurel Porter-Gaylord
- ◆ Butcher paper or drawing paper
- ◆ 6 crayons
- ◆ Colored drawing of home educator’s special person in his/her family



Texas Prekindergarten Guidelines (Revised) domains addressed:

Social and Emotional Development:

I.B.2.b. Child is aware of own feelings most of the time.

I.C.6. Child demonstrates empathy and caring for others.

Language and Communication:

II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.

Fine Arts:

VIII.A.2. Child uses art as a form of creative self-expression and representation.

Physical Development:

IX.B.1. Child shows control of tasks that require small-muscle strength and control.

Lesson vocabulary:

- ◆ names of colors (e.g., red, blue)—nombres de los colores (ej., rojo, azul)
- ◆ other relatives (e.g., grand-parents, cousins)—otros parientes (ej., abuelos/-as, primos/-as)

Activities:

1. The home educator models and demonstrates for the parent.

 Do you remember what we learned about families? **(Pause)** Good! Who are some people in your family?



Read the book *I Love my Daddy Because...*, by Laurel Porter-Gaylord. (See the first teaching tip.) After reading the book ask,

 Do you have someone who teaches you how to do things? **(Pause)** Yes! You are so lucky!

I am going to share with you something about one of my family members whom I like a lot.

Show the child the picture of your family member (e.g., an older brother) already drawn. Describe the family member using details of his/her special qualities and your feelings for him/her; name the colors used to draw the person.



 My brother _____ (name) is a special person because he always talked to me when I was little. I really liked it when he _____ (e.g., picked me up in the air). It/he made me feel like _____ (e.g., I was special, too). My brother is a boy and he is my brother because we have the same mother and/or father. I drew his shirt blue because that is his favorite color. His hair is _____ (e.g., brown). He is _____ (e.g., very tall) and he _____ (e.g., plays basketball).

Next, explain to the parent that you will be modeling some interaction with the child as he/she draws a picture, and you would like the parent to join in during the interactions.

 Today you are going to draw a picture of a person in your family whom you really like. You can use this paper and any of these different colored crayons.

Name the colors as the child is using them. For example, if child is using a red crayon, say,

 You are using the color red to draw _____. It is very pretty! What color are you going to use to draw the pants?

Also model for the parent a conversation about how the person looks in the drawing, who he/she is, etc. For example, say,

 Tell me about your picture. She/He is tall, and look at those long arms. Is she/he your mom/dad or sister/brother? **(Pause)** What is her/his name?

Ask the parent to join in these interactions.

NOTE: These interactions between the parent and child are essentially the next portion of the scripted procedures (i.e., "The parent works with the child."). It is important to bring the parent into the interactions while the child is working on the drawing.

After the drawing is completed, ask the child more questions about the person he/she chose to draw.

  What do you like best about _____? **(Pause)** What do you do together? **(Pause)** How do you feel when you are together? **(Pause)** How do you feel when you do not see him/her?

Give enough time for the child to think of a response. Allow the parent to help the child provide details to share about that person. Make positive comments on the quality of the drawing.

 You put a lot of details in your drawing. You even drew _____ (e.g., your sister's sneakers and her earrings).



When the drawing is finished, label it with the family member's name: _____ is one of _____'s (child's name) family members (e.g., Tony is one of Rosy's family members.).

2. The parent works with the child.



Have the parent continue the interactions while the child is still drawing the picture, asking different questions about the drawing and elaborating on the details. The parent may help the child select which colors to use and should ask him/her to name the colors as he/she uses them to draw. (The parent should help the child identify the colors if he/she does not know them.)

The parent can also continue to share anecdotes about the relationship between the child and the family member. The parent can elaborate about the characteristics of the person being drawn so the conversation can be extended to the feelings that the child has for that person.

3. The child works with the parent's help.



Once the drawing is finished and has been labeled, ask the child to share it and present his/her family member just the way the home educator did, giving details of the person's special qualities and expressing his/her feelings for the person. Have the parent help with prompts and questions about the relevant information that would help the child express his/her points of view and feelings.

4. The child works independently as the parent and home educator watch for learning.

The child can share his/her picture with other family members, detailing the relationship, describing characteristics, and naming colors. Watch for the following:

- The child's ability to describe details about his/her relationship with the family member drawn.
- The child's ability to describe important (from child's perspective) characteristics of the person in the drawing.
- The child's ability to name emotions and events related to his/her family member.

- The child's ability to name the colors selected.

5. The home educator summarizes the lesson.

Finish by reviewing the content objective and talking about what the family learned today.

Follow-up questions to deepen the child's thinking:



1. *Do you want to be like this family member? (Pause) Why?*
2. *What is it that you like most about your _____ (relative in the drawing)?*

Ways to extend on the lesson concepts:



1. Talk more about the person in the drawing. (*What does he/she do? Where does he/she live? How often do you see him/her? How old is he/she? Is he/she older or younger than you? What makes you think he/she is older/younger?*)
2. The parent and child talk about a family member the parent remembers fondly from when he/she was a child.
3. The parent shares similar information about this family member and describes their relationship.
4. Repeat the fingerplay (My Family) learned in Lesson 1.

Modifications:

If the lesson activity is too hard—

1. Ask fewer questions and limit them to the current time frame. Do not ask questions about the future or past.
2. Limit the number of crayon colors (i.e., use only four colors).
3. Provide prompts to guide the child in drawing the picture.
4. Ask the parent to create a drawing of a family member first, to model for the child.

If the lesson activity is too easy—

1. Ask the child to provide more elaboration about his/her family picture. For example, have the child draw a background (the setting) and ask him/her to discuss it; prompt for greater detail.
2. Include more crayons with different colors and name all the colors.
3. Ask questions of inference about the chosen family member's feelings and opinions of the child (e.g., *How do you think Tony feels about you?*).

4. Have the child ask questions about the family member whom the parent described and compare with the family member whom the child drew.

Teaching tip:

- ◆ Be aware of and sensitive to the family's structure. For example, if the child's father does not live with the family, you may want to refrain from reading the unit book.
- ◆ Ask the parent to save the child's family drawing to use in a later lesson of this unit.

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FAMILY (LESSON 2)

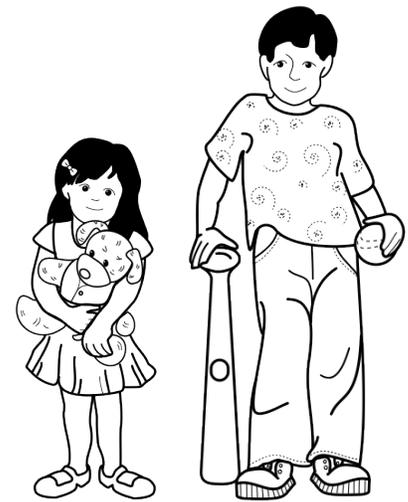
PARENT PAGE

What we are learning:

Your child will draw and describe a member of your family and will express his/her feelings toward that family member. He/she will orally state preferences in choice of colors.

Words to know:

- ◆ names of colors (e.g., red, blue)—
nombres de los colores (ej., rojo, azul)
- ◆ other relatives (e.g., grandparents, cousins)—
otros parientes (ej., abuelos/-as, primos/-as)



What to ask:

1. *Do you want to be like the family member in the picture you drew? (Pause) Why/Why not?*
2. *What is it that you like most about your _____ (the relative chosen for the drawing)?*

What else to do:

1. Talk more about the person in the drawing. (*What does he/she do? Where does he/she live? How often do you see him/her? How old is he/she? Is he/she older or younger than you? What makes you think he/she is older/younger?*)
2. Talk with the child about a family member you remember fondly from when you were a child.
3. Share similar information about this family member and describe your relationship.
4. Repeat the fingerplay (My Family) learned in Lesson 1.

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