



# 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 identifies, describes, labels, and completes routine tasks and understands how the tasks contribute to the family. The child uses language to count and describe concepts associated with sequences.

### Materials needed:

- ◆ Paper, marker, pencil (enough for everybody participating in the activity)
- ◆ Tape or magnet

### Lesson vocabulary:

- ◆ check—marca
- ◆ chart—gráfica
- ◆ chores—quehaceres
- ◆ (words associated with chores the child does, e.g., wash, clean, pick up, etc.)

### *Texas Prekindergarten Guidelines (Revised)* domains addressed:

#### **Social and Emotional Development:**

I.B.3.a. Child sustains attention to personally chosen routine tasks until they are completed.

I.C.2. Child assumes various roles and responsibilities as part of classroom/community.

#### **Language and Communication:**

II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.

#### **Mathematics:**

V.A.5. Child counts up to ten items and demonstrates that the last count indicates how many items were counted.

#### **Social Studies:**

VII.A.3. Child organizes their life around events, time, and routines.

#### **Physical Development:**

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

## Activities:

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

 Remember, we're learning about families. Who are your family members?



Family members help each other out around the house. When we do jobs around the house to help our family, those are called chores. Do you have jobs, or chores, that you do around the house? **(Pause)** Do you clean your room? **(Pause)** Do you pick up your toys? **(Pause)** Great! Does your mom/dad do chores around the house? **(Pause)** What chores does your mom/dad do? **(Pause)** (Encourage the parent to describe the chores he/she does.) What about other members of your family?



 Let's make a list of all the chores your mom or dad does! We'll need mom's/dad's help to tell us what to write.

Work with the parent to create a list of the chores he/she does each day. Assist the mother/father by asking her/him to recall the chores she/he does beginning in the morning and going through the evening (e.g., fix breakfast, wash clothes, iron clothes, make dinner, wash dishes, bathe the baby). Number the chores and label the chart. Include a place to check off the chores once they are completed.

### 2. The parent works with the child.



The parent should work with the child to create a chore chart for the child. The chart should include the jobs appropriate for the child (e.g., brush teeth, get dressed, pick up toys). Number the chores and label the chart. Help the child count the number of chores and point out that the last number counted indicates the number of chores on the list.

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

The child and parent can decorate their chore charts. Then they can identify and check off their chores that had been completed so far that day. Have them use tape or a magnet to attach the charts to the cupboard, refrigerator, or some other readily visible place.

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

The child should work to complete daily chores and the parent and child should check off the chores as they are completed. The parent should serve as a model and complete his/her own daily chores and check them off as they are completed.

### 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 have more or fewer chores than your brother(s)/sister(s)? Why?*
2. *What makes the chores difficult or easy?*
3. *Which of the chores did you like the most? (Pause) Which do you like least? (Pause) Why?*
4. *How do chores help you? (Pause) How do your chores help your family?*
5. *What chores can you do now that you couldn't do when you were younger?*
6. *What chores will you be able to do when you're older?*

## Ways to extend the lesson concepts:



1. Learn the following song and act out the verses.

### Chores

**To the tune of "Mulberry Bush"** (If the tune is unfamiliar, teach it as a poem.)

This is the way I brush my teeth,  
Brush my teeth,  
Brush my teeth.  
This is the way I brush my teeth  
All through the day.

This is the way I put away clothes,  
Put away clothes,  
Put away clothes.  
This is the way I put away clothes  
All through the day.

**(Add other chores the child does to the song.)**



2. For completing extra chores (beyond the chore chart) discuss with the child a wish list of things they would like to do (e.g., walk to the park, color, read a book together, play a game, etc.). Make a wish list.

## Modifications:

### If the lesson activity is too hard—

1. List only a few chores—the most obvious ones (e.g., brush teeth, get dressed, washing face/hands).

2. The parent should write the words on the chart for the child.
3. Provide extra support in counting the chores (e.g., guide the child's finger to touch each chore as it is counted).

**If the lesson activity is too easy—**

1. Compare the child's chores with the parent's chores to see who has more/fewer.
2. Allow the child to write the sounds/letters he/she knows as the chore chart is created.



# FAMILY (LESSON 5)

## PARENT PAGE

### What we are learning:

Your child will identify, describe, label, and complete routine tasks and understand how the tasks contribute to the family. He/she will use language to count and describe concepts associated with sequences.

### Words to know:

- ◆ check—marca
- ◆ chart—gráfica
- ◆ chores—quehaceres
- ◆ (words associated with chores the child does, e.g., wash, clean, pick up, etc.)

### What to ask:

1. *How many chores did you have to do?*
2. *Are the chores difficult?*
3. *Which of the chores did you like the most? (Pause) Which do you like least? (Pause) Why?*
4. *How do chores help you? (Pause) How do your chores help our family?*
5. *What chores can you do now that you couldn't do when you were younger?*
6. *What chores will you be able to do when you're older?*

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## What else to do:

1. Learn this song and act out the verses:

### Chores

**(To the tune of "Mulberry Bush")** (If the tune is unfamiliar, teach it as a poem.)

This is the way I brush my teeth,  
Brush my teeth,  
Brush my teeth.  
This is the way I brush my teeth  
All through the day.

This is the way I put away clothes,  
Put away clothes,  
Put away clothes.  
This is the way I put away clothes  
All through the day.

**(Add other chores child does to the song.)**

2. For completing extra chores (beyond the chore chart) discuss with your child a wish list of things he/she would like to do (e.g., a walk to the park, coloring, reading a book together, playing a game, etc.). Make a wish list.