



# 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 orally count and describe family members and their talents. The child will describe the process of mastering a talent.

### Materials needed:

- ◆ Drawing of home educator's family (from Lesson 1)
- ◆ Child's drawing of his/her family (from Lesson 1)

### Lesson vocabulary:

- ◆ talent—talento
- ◆ bilingual—bilingüe
- ◆ English—Inglés
- ◆ Spanish—Español
- ◆ (other languages)

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

#### Social and Emotional Development:

I.A.2. Child shows awareness of areas of competence and describes self positively in what he/she is able to do.

#### Language and Communication:

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

II.E.4. Child combines more than one idea using complex sentences.

#### Emergent Literacy, Writing:

IV.A.1. Child intentionally uses scribbles/writing to convey meaning.

#### Mathematics:

V.A.3. Child counts 1–10 items, with one count per item.

## Activities:

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

 Remember we're learning about families! Tell me what you've learned.

Show the child and parent the picture of the home educator's family that was used in Lesson 1. Adapt the text below to reflect the family picture, saying,

 Remember this picture? It is a picture of my family. This is my father. (Point out the family members while naming them.) This is my mother. This is my brother. This is my sister. This is me. Let me count—one, two, three, four, five people.

Today we'll be learning about talents. A talent is something you do very well. I am very good at cooking. Cooking is my talent. What is something you do very well? **(Pause)** Great! \_\_\_\_\_ is your talent.

My father (point at father in the picture) speaks Spanish and he is really good at \_\_\_\_\_ (e.g., playing the guitar). \_\_\_\_\_ is his talent.

My mother (point to the picture) also speaks Spanish. She is really good at \_\_\_\_\_ (e.g., singing). Her talent is \_\_\_\_\_.

My brother (point to brother) goes to school. He speaks Spanish and English—he is bilingual. He is very talented in \_\_\_\_\_ (e.g., learning languages).

My sister (point to sister) goes to school. She speaks Spanish and is learning English. She is very good at \_\_\_\_\_ (e.g., drawing). \_\_\_\_\_ is her talent.

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



Ask the parent to get the child's picture drawn in Lesson 1. Have him/her show the picture to the child and talk about their family members. Say,

 Remember the picture you drew of our family?

Adapt the following to reflect the child's family:

 This is your father (pointing at picture of father). What is your father really good at doing—what is his talent?

This is your mother. What is your mother's talent?

This is your brother. What is your brother's talent?

This is your sister. What is your sister's talent?

This is the baby. What can the baby do?

Let me count the number of people in our family. One, two, three, four, five people (count all the family members in the picture). Can you count how many of us there are?

Encourage the child to count, pointing to each person. Provide assistance as needed.

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

Have the parent ask the child to explain what he/she is really good at doing. Ask the child to tell about something he/she would like to learn how to do when he/she gets older.

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

The child can count family members, describe abilities/talents of each member of the family, and accurately describe his/her own capabilities.

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### 5. The home educator summarizes the lesson.

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

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



1. *Who are some other members of your family?* [uncles, aunts, cousins, grandparents, etc.]
2. *How do you think your father got so good at \_\_\_\_\_* (e.g., playing the guitar)? Expand on the concept that practicing a skill helps to develop talent.
3. *How do you think you could get better at \_\_\_\_\_.*

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## Ways to extend the lesson concepts:



1. Ask the child to write about (dictate) and draw a picture of him-/herself doing something that he/she would like to get better at doing.



2. Have the child ask a family member to explain how he/she developed his/her talent.

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## Modifications:

### If the lesson activity is too hard—

1. Provide additional support (clues) to help the child determine what talents various family members have.
2. Provide support in identifying the languages that different family members speak.
3. Use manipulatives (popsicle sticks or paper cut-outs) to represent family members to assist the child in counting.

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

1. Make a list of things the child can do to reach his/her goal.
2. Identify other role models who are good at \_\_\_\_\_.
3. Have the child ask someone in the family to explain how he/she got good at doing whatever he/she does best and who taught him/her how to do it.



# FAMILY (LESSON 4)

## PARENT PAGE

### What we are learning:

Your child will orally count and describe family members and their talents. He/she will describe the process of mastering a talent.

### Words to know:

- ◆ talent—talento
- ◆ bilingual—bilingüe
- ◆ English—Inglés
- ◆ Spanish—Español
- ◆ (other languages)

### What to ask:

1. *Who are some other members of our family?* [uncles, aunts, cousins, grandparents, etc.]
2. *How do you think your father got so good at \_\_\_\_\_* (e.g., playing the guitar)? Expand on the concept that practicing a skill helps to develop talent.
3. *How do you think you could get better at \_\_\_\_\_.*

### What else to do:

1. Have your child write about (dictate) and draw a picture of him-/herself doing something that he/she would like to get better at doing.
2. Have your child ask a family member to explain how he/she developed his/her talent.

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