



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 answer comprehensive questions during an interactive read-aloud. The child will relate the read-aloud story to family experiences. The child will create art to represent a family story.

Materials needed:

- ♦ Unit book: *Icy Watermelon/Sandia Fria*, by Mary Sue Galindo
- ♦ Paper
- ♦ Variety of art materials (markers, crayons, pencils, etc.)

Lesson vocabulary:

- ♦ riddle—adivinanza
- ♦ words from the unit book that the child may not know

Texas Prekindergarten Guidelines (Revised) domains addressed:

Language and Communication:

II.B.3. Child provides appropriate information for various situations.

Emergent Literacy, Reading:

III.D.3. Child asks and answers appropriate questions about the book.

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.

Activities:

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



Remember we're learning about families. What do you do to help your family?

Revisit the lesson about chores and ask the parent and child to show you the chore chart. Praise the child for contributing (or encourage him/her to contribute) to the family by doing chores.



Today we're going to read a story about a family.



Conduct a book walk with *Icy Watermelon/Sandia Fria*, by Mary Sue Galindo. Instead of reading the story, first just look at and talk about the pictures. Encourage the child to predict what they will talk about in the story. Tell the child and parent that they will be able to make connections between the family in the story and their own family and activities. Read the story aloud to the child. Ask questions throughout the story, such as the ones below. (If reading this book in Spanish, be sure to point out rhyming words.)

As you read, define the following words in child friendly terms: savors (enjoys the taste or smell), porch (a covered place outside a house), raised (grew), harvest (gather or pick), feisty (quick, spirited).



*They played a guessing game (riddle) in this story; do you know what a guessing game is? **(Pause)** This one is a word game and you have to figure out the answer.*

*Did you know the answer in the guessing game? **(Pause)** How did you know? **(Pause)** What clues did you use? **(Pause)** Do you know any word-guessing games? (Provide one or two examples of simple riddles for the child to try, e.g., *What animal has long ears, a fluffy tail, and hops around in the grass? A rabbit.*)*

*Do you know where people get watermelons? **(Pause)** Have you seen people selling watermelons from a truck? **(Pause)** Did you buy any?*

What will happen when they plant the seeds in the ground?

Ask the parent and child,



Does your family have a special story (e.g., when the child was born, how the parents met, etc.)?

2. The parent works with the child.

Ask the parent to share a special family story with the child. Encourage the parent to use many details.

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



The child should draw a picture depicting the story that the parent shared. The child can describe or tell about the picture, and the parent (or home educator) can write the words at the bottom of the picture. Write no more than one or two short sentences.

Have the child share the picture and story with other family members. They can add details to the story, if applicable.

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

The child should be able to retell the story, with details, to a family member.

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. *What was your favorite part of your family story?*
2. *What other family stories do you know?*

Ways to extend the lesson concepts:



1. Have the child ask other family members what additional family stories they remember.



2. Create a book of word-guessing games. Example: *I'm thinking of someone in the family who has long hair, wears glasses, and makes tortillas. Who is it?*

Modifications:

If the lesson activity is too hard—

1. Provide more examples of riddles/guessing games.
2. During the story telling, the parent can make the connections for the child, rather than asking the child to provide connections.

If the lesson activity is too easy—

1. Talk more about how watermelons or other fruits/vegetables grow.
2. Instead of one picture that depicts the family story, create a short book with two or three sequenced pictures that represent the story. Label pictures or write what is happening on each page. Be sure to include a title and add the child's name as the author.
3. Talk about how the family's own story and the story in the book are similar and different.



FAMILY (LESSON 6)

PARENT PAGE

What we are learning:

Your child will interact in story reading by answering comprehension questions and relating the story to family experiences. He/she will create art to represent a family story.

Words to know:

- ♦ riddle—adivinanza
- ♦ words from the unit book that the child may not know

What to ask:

1. *What was your favorite part of our family story?*
2. *What other family stories do you know?*

What else to do:

1. Have your child ask other family members what additional family stories they remember.
2. Create a book of word-guessing games. Example: *I'm thinking of someone in our family who has long hair, wears glasses, and makes tortillas. Who is it?*

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