



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 apply concepts of the unit book to his/her own experiences and define emotions shared between family members.

Materials needed:

- ◆ Unit book: *I Love My Daddy Because...*, by Laurel Porter-Gaylord
- ◆ Pages for little book (Handout 1)—make several copies

Lesson vocabulary:

- ◆ brave—valiente
- ◆ protect—proteger

Texas Prekindergarten Guidelines (Revised) domains addressed:

Language and Communication:

II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.

Emergent Literacy, Reading:

III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

Science:

VI.B.3. Child recognizes, observes, and discusses the relationship of organisms to their environments.

Technology Applications:

X.A.5. Child recognizes that information is accessible through the use of technology.

Activities:

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



The home educator will remind the parent and child that we've been learning about families. Re-read the unit book, *I Love My Daddy Because . . .*, from Lesson 2. Define "brave" and "protect" as you read the story (e.g., "Brave" means willing to face something that is dangerous. "Protect" means to keep something or someone safe.).

2. The parent works with the child.



After the home educator reads the entire story to the child, the parent should take over. Starting from the beginning of the book, have the parent ask the child to think of reasons he/she loves his/her own mother/father. For example, on the first page, the parent should ask,

Does your mommy (or daddy) play with you? (Pause) Tell me about the games you play.

Have the parent extend the child's answer by linking it to reality (e.g., *Yes, your daddy plays with you while I cook dinner!*).

On the next page, the parent would ask,

How does your mommy/daddy keep you safe? (Pause) Yes, he/she _____ (e.g., holds your hand when you cross the street).

Continue with this type of questioning/discussion throughout the book.

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



The child works to draw pictures and complete the sentences for the little book (Handout 1). Introduce the little book, saying,

Look! We can make our own book about why you love your mommy or daddy (or grandmother or grandfather). This page says, "I love my _____ because _____." Do you want to write about your mommy or your daddy (or grandmother or grandfather)?

The parent writes the word "mommy" or "daddy" in the first blank. Then have the parent ask the child to provide one reason why he/she loves his/her mommy or daddy. Write the reason in the second blank. Invite the child to draw a picture that goes with the sentence. When the child is finished with the picture, read the sentence to the child, pointing to each word. Then the child can complete another page for the book, following the same procedure. Once all the pages have been finished, staple them together to form a book.

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

The child can express appropriate reasons for emotions felt for family members—related to the book and his/her own experiences. The child uses complete sentences.

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. *Is there someone else in your family whom you love? Why do you love _____?*
2. *How do the animal parents in the story show they love their babies? (Focus on the more scientific examples—penguin, puffin, and beaver.)*

Ways to extend the lesson concepts:



1. Visit the public library and find out more about how animals take care of their babies—how penguins keep their chicks warm, how puffins feed their chicks, how beavers build houses, etc.



2. Ask about a song or dance that the family does together. Sing or do the dance together.
3. Add more pages to the little book using additional copies of the handout. Draw additional pictures (or use photographs) and complete the sentences.

Modifications:

If the lesson activity is too hard—

1. Provide extra support in applying the concepts to personal experiences. For example, *Just like the monkey's daddy makes the baby monkey laugh, your daddy makes you laugh too, right? How does your daddy make you laugh?*
2. When completing the book, if the child struggles to think of reasons he/she loves a parent, remind the child of the discussion between the parent and child as they read the book. Suggest reasons using questions, such as these: *Do you love daddy (or other family member) because he/she plays with you? Do you love daddy (or other family member) because he/she helps keep you safe?*

If the lesson activity is too easy—

1. Invite the child to write the letters he/she knows when filling in the blanks in the sentence.
2. Discuss other family members (aunts, uncles, brothers, sisters) and why they are loved.

Teaching tip:

- ◆ Be aware of and sensitive to the family's structure. If the child lives with grandparents or other extended family members instead of parents, the lesson should focus on those family members.
- ◆ Use child-friendly writing—not manuscript and not all capitals.

I love my _____ because _____.

I love my _____ because _____.

This page left blank intentionally



FAMILY (LESSON 8)

PARENT PAGE

What we are learning:

Your child will apply concepts of the unit book to his/her own experiences and define emotions shared between family members.

Words to know:

- ◆ brave—valiente
- ◆ protect—proteger

What to ask:

1. *Is there someone else in our family whom you love? Why do you love _____?*
2. *How do the animal parents in the story show they love their babies? (Focus on the more scientific examples—penguin, puffin, and beaver.)*

What else to do:

1. Visit the public library and find out more about how animals take care of their babies—how penguins keep their chicks warm, how puffins feed their chicks, how beavers build houses, etc.
2. Think of a song or dance that your family does together. Sing or do the dance together.
3. Add more pages to the little book using additional copies of the handout. Draw additional pictures (or use photographs) and complete the sentences.

This page left blank intentionally