



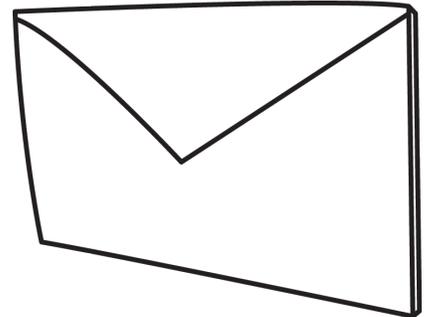
FAMILY

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 name the telephone and show understanding that technology helps us communicate with people far away. With assistance, the child will describe his/her grandparents and the place where they live in relation to him-/herself. The child will demonstrate a beginning understanding of what a word looks like and that it stands for something, and he/she will collaborate with a parent to write a letter to a relative or friend.



Materials needed:

- ◆ Envelope
- ◆ Lined writing paper
- ◆ Toy phone or disconnected phone

Lesson vocabulary:

- ◆ far away—lejos
- ◆ telephone—teléfono
- ◆ letter—carta
- ◆ send—enviar
- ◆ post office—correo
- ◆ grandfather/grandpa—abuelo
- ◆ grandmother/grandma—abuela

Texas Prekindergarten Guidelines (Revised) domains addressed:

Language and Communication:

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

Emergent Literacy, Writing:

IV.B.1. Child independently uses letters or symbols to make words or parts of words.

IV.C.1. Child independently writes some letters on request (not necessarily well-formed).

IV.D.1. Child uses some appropriate writing conventions when writing or giving dictations.

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.

 *I have learned so much about you and your family. Today you and I are going to find out about your mom's/dad's family.*

Model for the parent a discussion with the child about the parent's family. Name only those members that are appropriate in the child's family structure.

  *Do you know that your mom/dad was little like you a long time ago? **(Pause)** Do you think he/she has a mom and a dad like you? **(Pause)** Where do they live? **(Pause)** If they are your mom's/dad's mom and dad, then what are they to you?*

If the child does not know, invite him/her to ask the parent. Wait for the child and parent to talk about it. Encourage the parent and child to have a deeper conversation about this topic if the child seems interested. Ask again what the parent's parents are to the child. Then ask,

 *Where do they live? **(Pause)** What do you call them? **(Pause)** (Accept any response.) Yes! They are your grandfather and grandmother. A grandmother, or grandma, is the mother of your mother or father. A grandfather, or grandpa, is the father of your mother or father.*

Talk about one of the child's grandparents or set of grandparents who live in a distant location. If none of them live far away, then ask about other relatives who do.

  *Do you see your grandfather and/or grandmother often? **(Pause)** Do you miss them? **(Pause)** What can you do to talk to them when they are not here, when they are far away? **(Pause)** (Have the child ask his/her parent if unable to answer.) Yes! You could talk on the telephone with them! Show me how you or your mom/dad calls them on the phone. (Use a disconnected or toy phone to let him/her pretend.) When they answer the phone, can you see them? **(Pause)** No! That is right, you just hear their voices. Show me where you hear their voices. (Wait for the child to point to the speaker.) Do you think they can see you? **(Pause)** No! They can't see you, but can they hear your voice when you speak? **(Pause)** Yes! Show me where you speak into the phone. (Wait for the child to point to the microphone.)*

2. The parent works with the child.



Have the parent assist the child in providing the information that is being requested. The parent should help whenever the child forgets or doesn't know the information, and ask questions about addresses (for extension activity) to provide more practice for the child.

The parent should also assist in writing the note to go in the letter (from extension activity) and, if possible, taking it to the post office to mail and talking about the steps required to send a letter.

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

Invite the child to get his/her parent's help in finding information about grandparents and addresses. The parent assists by providing that information requested by the home educator and also assists the child as he/she reports the information.

The parent writes the address on the envelope, pointing out elements the child may recognize (e.g., the grandparent's name or the street number).

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

Watch for the child to recognize and acknowledge that his/her parents also have parents and to name the relationship they have to him-/herself.

Watch for the child to recognize, with help, that we need technology to communicate across distance (i.e., how the telephone and mail assist with communication).

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 know someone else who lives far away? (Pause) Where?*
2. *How do you talk to him/her when he/she is so far away?*
3. *Have you sent or received a letter before? (Pause) (If yes—) To whom did you send it?/ From whom did you receive it?*
4. *How many grandparents do you have? How are you related to them? (grandson or granddaughter)*

Ways to extend on the lesson concepts:



1. Explain that writing letters is another way to talk to people who live far away. Ask the child whether he/she would like to send a letter to somebody. If the child says yes, let him/her draw or scribble/write on a sheet of paper. The child should dictate to the home educator or parent what the note will say. The home educator should model for the parent by writing a portion of the message, then inviting the parent to complete the process. Then ask the child to tell you the name and address of the recipient and write them on an envelope. As you write the name and address, say them out loud. Demonstrate how to write the address and tell the child that you need to write his/her address also, so the recipient can reply to the letter.

Put the letter in the envelope, with a note from the parent; close it; and explain to the child how the letter travels to his/her grandpa/grandma after it is put in the

mailbox. Tell the child that the envelope must have a stamp on it so that it can be sent through the mail. If appropriate, the parent and child can follow up by taking the letter to the post office to send.

Modifications:

If the lesson activity is too hard—

1. Give the child many opportunities to learn fewer concepts.
2. On the phone, have a pretend conversation as if you were far away.
3. When talking about “far away” make sure you demonstrate that you cannot see each other by asking more questions (e.g., *Do you know what your grandma is wearing when you talk to her?*)
4. If necessary, demonstrate a real conversation with someone over the phone, using a local number. Ask the individual to have a brief conversation with the child.

If the lesson activity is too easy—

1. Talk with greater detail about the relationship with the parents of the child’s father or mother and explain why they have that relationship with their grandparents.
2. Explain that it is necessary to dial a number in order to talk on the telephone and that each telephone has a unique number.
3. Teach the child his/her own telephone number if he/she doesn’t already know it.
4. Talk about emergencies and appropriate occasions to dial 9-1-1. Teach the child how to dial 9-1-1.

Teaching tip:

Be aware of and sensitive to the family’s structure. For example, if the child does not have a father, don’t mention the father.



FAMILY (LESSON 3)

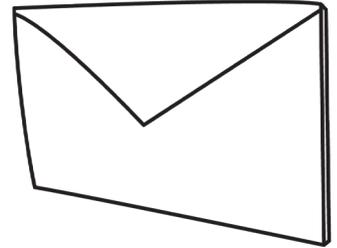
PARENT PAGE

What we are learning:

Your child will orally name the telephone and show understanding that technology helps us communicate with people far away. With assistance, he/she will describe his/her grandparents and the place where they live in relation to him-/herself. Your child will demonstrate a beginning understanding of what a word looks like and that it stands for something, and he/she will participate in writing a letter to a relative or friend.

Words to know:

- ◆ far away—lejos
- ◆ telephone—teléfono
- ◆ letter—carta
- ◆ send—enviar
- ◆ post office—correo
- ◆ grandfather/grandpa—abuelo
- ◆ grandmother/grandma—abuela



What to ask:

1. *Do you know someone else who lives far away? (Pause) Where?*
2. *How do you talk to him/her when he/she is so far away?*
3. *Have you sent or received a letter before? (Pause) (If yes—) To whom did you send it?/From whom did you receive it?*
4. *How many grandparents do you have? How are you related to them? (grandson/granddaughter)*

What else to do:

1. Explain that writing letters is another way to talk to people who live far away. Ask your child whether he/she would like to send a letter to somebody. If he/she says yes, let him/her draw or scribble/write on a sheet of paper. Your child should dictate what the note will say. Then ask him/her to tell you the name and address of the recipient and write them on an envelope. Say the name and address out loud as you write it. Demonstrate how to write

the address and tell your child that you need to write his/her address also, so the recipient can reply to the letter.

Put the letter in the envelope, with a note from yourself, and seal it. Explain to your child how the letter travels to his/her grandpa/grandma after it is put in the mailbox. Tell him/her that the envelope must have a stamp on it so that it can be sent through the mail. If appropriate, follow up by taking the letter to the post office to send.