



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 identify initial letters of names and will count and compare the number of letters in each name.

Materials needed:

- ♦ Child's drawing of his/her family (from Lesson 1)
- ♦ Paper
- ♦ Pencil or marker
- ♦ Index cards or small pieces of cardstock (extension)
- ♦ Binder ring (extension)

Lesson vocabulary:

- ♦ more—más
- ♦ fewer—menos
- ♦ compare—comparar

Texas Prekindergarten Guidelines (Revised) domains addressed:

Language and Communication:

II.D.5. Child uses category labels to understand how the words/objects relate to each other.

Emergent Literacy, Reading:

III.C.1. Child names at least 20 upper and at least 20 lowercase letters.

Emergent Literacy, Writing:

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

Mathematics:

V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.

Activities:

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



Remind the parent and child that we're learning about families. Ask parent to get the picture that the child drew of the family during Lesson 1. Discuss the family members in the picture. Draw attention to the names on the picture and say,

Look! Everyone in your family has a name! Your name is special. Here's your name—it starts with the letter ____.

Next, as the child and parent watch, write the names of the parent and the child on a sheet of paper. As you write the letters of the names, make sure to line up the letters of each name vertically so the child will be able to compare the numbers of letters in the names. For example, with the names Maria and Jessica, the letters "M – a – r" in Maria should line up directly under (or above) the letters "J – e – s" in Jessica, as shown in the example below.

J e s s i c a
M a r i a

Point to the names and tell the child what letter starts each name. Next, pointing to each letter, count the number of letters in each name. Say,

*Here is ____'s (e.g., Maria's) name. It starts with the letter ____ (e.g., M). Here is ____'s (e.g., Jessica's) name. It begins with the letter ____ (e.g., J). Let's count the letters in each name. (Help the child count the letters.) Which name has more letters? (If the child does not know, tell him/her. If the child **does** know, ask how he/she knows.) Which name has fewer letters?*

2. The parent works with the child.



Have the parent select the name of another family member and repeat the process of writing that name and the child's name on a piece of paper to compare. Make sure the parent identifies the first letter of each name, and points to each letter as he/she counts them. The parent should ask the child to compare the names—which name has more letters/fewer letters.

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

The child should work with his/her own name and the parent's name (as in the first example above). This time, the parent should ask the child to identify the first letter of each name then count the letters (pointing to each letter as he/she counts). The child will then select which name has more letters and which has fewer.

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

The child should be able to point to and say the initial letter of his/her own name and perhaps a few other names. The child should be able to compare names and determine which name has the most and the fewest letters.

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 any of the names we've worked with have the same first letter? (Pause) Which ones?*
2. *Do any of the names we've worked with have the same number of letters? (Pause) Which ones?*
3. *Do you know anyone else who has the same name as you? (Pause) Who is it?*

Ways to extend the lesson concepts:



1. Make a word ring with names of all family members. Write each name on a separate small card. Punch a hole in the upper left corner of each card. Attach all the name cards onto a binder ring. Have the child practice reading the names.
2. Provide multisensory practice writing names. Use a box with salt or sand in it or spray shaving cream on a table. Practice copying or tracing names in the salt, sand, or shaving cream.
3. Type family members' names on a typewriter, computer, or phone. If the family does not have any of these, encourage the family to visit the public library and use the computer there.

Modifications:

If the lesson activity is too hard—

1. Focus only on counting and not on the initial letters.
2. Teach "more" **or** "fewer," not both.
3. Compare only the parent's and child's names.
4. Use manipulatives (small blocks, paper squares, or popsicle sticks with letters) to help compare letters in names.

If the lesson activity is too easy—

1. Compare more family names.
2. Teach “most” and “fewest.” For example, ask, *Which name has the most letters?* **(Pause)** *Right! Jessica has the largest number of letters. Which name has the fewest letters?* **(Pause)** *Right! Maria has the smallest number of letters.*
3. Go beyond the initial letters of each name. Identify and compare all letters in the names being compared.

Teaching tip:

- ◆ Be sure to print each name clearly, using child-friendly letters (not manuscript and not all capital letters).
- ◆ Be sure to emphasize that all names are special—even short ones.
- ◆ Allow the child to practice writing all or part of his or her name.



FAMILY (LESSON 7)

PARENT PAGE

What we are learning:

Your child will identify initial letters of names and will count and compare the number of letters in each name.

Words to know:

- ♦ more—más
- ♦ compare—comparar
- ♦ fewer—menos

What to ask:

1. *Do any of the names we've worked with have the same first letter? (Pause) Which ones?*
2. *Do any of the names we've worked with have the same number of letters? (Pause) Which ones?*
3. *Do you know anyone else who has the same name as you? (Pause) Who is it?*

What else to do:

1. Make a word ring with names of all family members. Write each name on a separate small card. Punch a hole in the upper left corner of each card. Attach all the name cards onto a binder ring. Have your child practice reading the names.
2. Provide multisensory practice writing names. Use a box with salt or sand in it or spray shaving cream on a table. Have your child practice copying or tracing names in the salt, sand, or shaving cream.
3. Let your child type family members' names on a typewriter or computer. If your family does not have a computer or typewriter, visit the public library and use the computer there.

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