

# FAMILY



Stepping  
Stones

A Texas Migrant Early Childhood  
Program for 3- and 4-Year Olds

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# 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 his/her own family members and the relationships between them. The child will identify appropriate pro-social behaviors by drawing pictures and narrating stories about the family.

### Materials needed:

- ◆ Unit book: *My Family and I*, by Gladys Rosa-Mendoza
- ◆ Unit book: *I Love my Daddy Because...*, by Laurel Porter-Gaylord (extension)
- ◆ Simple illustration of the home educator's family members, with their names (could be fictitious)
- ◆ Paper, crayons



### Lesson vocabulary:

- ◆ first name—nombre
- ◆ last name—apellido
- ◆ age—edad
- ◆ family—familia
- ◆ older—mayor
- ◆ younger—menor
- ◆ family relations names (mother/father—madre/padre; brother/sister—hermano/hermana; cousin—primo/prima; aunt/uncle—tia/tio)

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

#### Social and Emotional Development:

I.C.1. Child uses positive relationships as modeled by his parent for the child's own pro-social behaviors.

I.C.6. Child demonstrates empathy and caring for others.

#### Language and Communication:

II.E.5. Child combines sentences that give lots of details, sticks to the topic, and clearly communicates intended meaning.

## Activities:

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



Read the book, *My Family and I*, by Gladys Rosa-Mendoza. Talk about the family and relationships in the book.



*Today I want to learn about you and your family, and I'll show you my family, too. Do you know what a family is? (Pause) Yes! A family is made up of people who are related to each other. Usually, family members live together and take care of each other. I am going to show you a drawing of my family.*

Put your drawing in front of the child to share while you describe your family. When you describe your family, make sure you use complete sentences. Try to use compound sentences frequently as you provide details about your family members.

*This is my family. (Point to family members as you identify them.) This is me; my first name is \_\_\_\_\_ and my family name is \_\_\_\_\_. I am \_\_\_ years old. This is my sister/brother and her/his name is \_\_\_\_\_. She/he is my older/younger sister/brother. This is my mother/father and her/his name is \_\_\_\_\_.*

*Now, it is your turn; draw a picture of you and your family.*



Give the child the crayons and paper to draw his/her family and allow sufficient time for him/her to complete the drawing. When the child is finished ask him/her to share the same information that you shared about your family. As the child gives you the information, you can write the name of each family member on the drawing, as well as his/her age and relationship to the child.

While you are writing, repeat out loud the information the child gives you; use complete, compound sentences. For example, if the child says, "My mom," respond by saying, "This is \_\_\_'s [child's name] mom and her name is \_\_\_\_\_."



*Do you have any brothers or sisters? (Pause) Are they older or younger than you are?*

Ask the child to tell you about what it means to be a younger or older sister or brother. Then ask the child to describe his/her typical role.

*How does \_\_\_\_\_ (sibling's name) take care of you? (Pause) How does that make you feel? (Pause) How do you help \_\_\_\_\_ (sibling's name) or take care of \_\_\_\_\_ (sibling's name)? (Pause) Why do you help?*

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



During the previous activity have the parent help the child answer the questions that you ask

the child. For example, the parent can help label the child's family members with their names and relationships (aunts, uncles, cousins, etc.). This is especially important if extended family members live with the child. Follow the lead of the parent in discussing family last names.

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



When the parent and the home educator finish helping the child write the information about the family on the drawing, ask the child to tell about his/her family.

*Now it is your turn to tell us all about your family.*

Ask questions to prompt the child to share the information previously modeled (e.g., names, age, relationships, and other details that the child wishes to share). The parent and home educator should ask questions to show engagement and to help the child construct and combine complete sentences with details about family members.

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

Watch for the following:

- The child is able to state his/her name and age.
- The child is engaged and is providing relevant information, as well as extending his/her own meaning of "being a family."
- The child maintains the conversational focus on the family during the discussion.
- The child identifies relationships between family members and birth order of siblings when appropriate.
- The child uses complete sentences and combines at least two sentences occasionally as he/she provides details about family members.
- The child uses words conveying appropriate emotions.

### 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. *How many family members live in your home? (Pause) Do you have family members who do not live in your home?*
2. *How old are your family members? (Pause) Who is the oldest in your family? (Pause) Who is the youngest in your family?*
3. *Who takes care of you the most? (Pause) Whom do you take care of the most?*
4. *Whom do you look like?*
5. *What do the members of your family do (i.e., work, school)?*

## Ways to extend on the lesson concepts:

1.  Ask the child to find out the information about family members that he/she did not know during the activity.
2.  Draw and label other pictures with extended family.
3.     Talk about what he/she likes about a family member and draw a picture or write/dictate a letter to that individual sharing feelings with him/her.
4. The parent and child could talk about the parent's family when he or she was a child and figure out how those family members relate to the child.
5.   Read the unit book, *I Love my Daddy Because...*, by Laurel Porter-Gaylord, to the child. After reading the book, create a book about a family member who is special to the child.
6.  Teach the following finger play. Adapt the finger play to match the child's family.

### My Family

**(Point to each finger as you sing)**

Here is Father. (thumb)

Here is Mother. (index finger)

Here is sister. (middle finger)

**(Add other siblings or relatives as stated by the child during the activity.)**

Here is me. (ring finger)

Together we are a family. (all together)

Together we are a family,

As happy as can be. (clap)

## Modifications:

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

1. Ask the parent to whisper any unknown information to the child and then have the child repeat it to the home educator.
2. Limit the number of questions regarding specific information and let the child provide whatever information he/she wants to share openly.
3. Provide more time for the child to find the information needed about his/her family.

4. Display the home educator's family drawing to help the child remember what to include in the drawing.

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

1. Ask more questions regarding the meaning of the relationships among the family (e.g., *Why are you brothers/sisters?*).
2. Ask more questions about the future or the past to demonstrate the changing roles of family members (e.g., if there was a baby in the family what would the child be to that baby—a younger or an older brother?).
3. Teach gender roles (e.g., ask the child whether he/she could be a mom or a dad).
4. Discuss the roles and responsibilities of adults versus children.

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**Teaching tip:**

- ◆ Be aware of and sensitive to the family's structure.
- ◆ The home educator should draw a very simple (stick figure) drawing of his/her family.
- ◆ Ask the parent to keep the picture in a safe place; it will be used in later lessons.

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# FAMILY (LESSON 1)

## PARENT PAGE

### What we are learning:

Your child will identify his/her own family members and the relationships between them. Additionally, your child will identify appropriate pro-social behaviors by drawing pictures and narrating stories about the family.

### Words to know:

- ◆ first name—nombre
- ◆ last name—apellido
- ◆ age—edad
- ◆ family—familia
- ◆ older—major
- ◆ younger—menor
- ◆ mother/father—madre/padre
- ◆ brother/sister—hermano/hermana
- ◆ cousin—primo/prima
- ◆ aunt/uncle—tia/tio



### What to ask:

1. *How many family members live in our home? (Pause) Do we have family members who do not live in our home?*
2. *How old are our family members? (Pause) Who is the oldest in our family? (Pause) Who is the youngest in our family?*
3. *Who takes care of you the most? (Pause) Whom do you take care of the most?*
4. *Whom do you look like?*
5. *What do the members of our family do (i.e., work, school)?*

### What else to do:

1. Ask the child to find out the information about family members that he/she did not know during the activity.
2. Draw pictures with extended family, such as grandparents, aunts/uncles, and cousins.

3. Have your child talk about what he/she likes about one family member and draw a picture or write/dictate a letter to that individual sharing feelings with him/her.
4. Talk about the members of your own family when you were young; help your child figure out how those family members relate to him/her.
5. Visit the public library and check out *I Love my Daddy Because...*, by Laurel Porter-Gaylord. After reading the book, help your child create a book about a family member who is special to him/her.
6. Teach the following finger play. Adapt the finger play to match your family.

### **My Family**

**(Point to each finger as you sing)**

Here is Father. (thumb)

Here is Mother. (index finger)

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**(Add other siblings or relatives as stated by the child during the activity.)**

Here is me. (ring finger)

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