



# 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 retell a family activity story in sequence. The child will compare his/her own family activities with those of others.

### Materials needed:

- ◆ Pages for little book: “I like to \_\_\_\_\_ with my family.” (Handout 1)—make several copies, with extra copies of the last page, “Then we \_\_\_\_\_.” in case the story involves additional steps

### Lesson vocabulary:

- ◆ harvest—cosechar
- ◆ tradition—tradicción

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

#### Language and Communication:

II.B.1. Child is able to use language for different purposes.

#### Emergent Literacy, Reading:

III.D.1. Child retells or re-enacts story after it is read aloud.

#### Mathematics:

V.D.4. Child uses language to describe concepts associated with the passing of time.

#### Social Studies:

VII.A.2. Child identifies similarities and differences in characteristics of families.

VII.A.3. Child organizes their life around events, time, and routine.

#### 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.



Remind the parent and child that we are learning about families. Show the child the unit book, *Icy Watermelon/Sandía Fría*, by Mary Sue Galindo (from Lesson 6) and ask the child to retell the events of the story. Allow the child to use the pictures for support and provide further verbal support as necessary. Discuss with the child and parent the activities in which the family in the story participates (telling stories, sharing riddles, eating watermelon on the patio, and selling watermelons). To model the concept of telling a story in sequence, summarize by discussing how the grandfather remembered selling watermelons. Say,

*First, the grandfather harvested, or picked, watermelons with his father. Next, they loaded watermelons onto the truck. Then, they took watermelons to the side of the road to sell them.*

Share with the parent and child some memories of activities in which you and your family participated. Use the word tradition (e.g., *I remember often playing games, swimming in the river, and camping with my family. My favorite tradition was swimming in the river.*).

Then tell a **sequenced** story of one of your family's activities (e.g., *My family would swim in the river together. First, we would gather towels and swimming suits, and next we would walk down to the river. Then, when we got there, we would dive into the water and play.*).

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



Ask the parent to share memories of activities he/she participated in with his/her family. Encourage the parent to add many details. Then ask the parent to choose one activity and describe a sequenced story related to that activity.

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



Ask the child to share things he/she likes to do with his/her family. Encourage the parent to help by providing hints and ideas. Ask the child to choose one of the activities that he/she likes to do and say,

*Let's write a little book about your family and your traditions—what you like to do!*

Follow this sequence: **1)** Have the parent show the child the first page of Handout 1 and read the sentence to him/her. **2)** Have the child repeat the sentence, inserting the activity he/she has selected. **3)** Have the parent help the child fill in the blank with an appropriate word (swim, play games, fish), or write the word for the child. **4)** Then have the child draw a picture to go with the sentence. **5)** Help the child write his/her name as author.

Leave the remaining pages of the book with the parent and ask him/her to work with the child to complete the pages. Tell the child he/she can read the completed book together during the next visit.

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

The child should be able to identify an activity he/she enjoys doing with his/her family. The child should be able to describe parts of an activity (story) in sequence.

#### 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. Ask the child to provide more details related to the main event of the story (e.g., the color, size, and shape of the watermelons).
2. *How is your family like the family in Icy Watermelon? (Pause) How is your family different from that family?*
3. *What will you draw/write on the other pages of your little book?*

### Ways to extend the lesson concepts:



1. Have the child ask his/her other parent, or other family members, what they did with their families when they were children. Compare those activities to the child's own family activities.
2. Have the child ask cousins or neighbors what their families do together. Be prepared to share the gathered information with the home educator during the next visit.



3. Visit the public library and check out books about families. Compare family activities in the books with the child's own family activities.

### Modifications:

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

1. Ask the parent to provide extra support in creating a list of family events.
2. Instead of a four-step sequence, complete only two steps: "first" and "then."
3. Ask the parent to provide extra support in drawing the pictures for the book.

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

1. Ask the child to identify who was telling the story of selling watermelons in *Icy Watermelon* and why he was telling it.
2. Extend on the characteristics of the individuals in the story (e.g., grandfather was telling jokes, he is funny, he holds hands and hugs family members, he is caring).
3. Have the child share a story that he/she heard from his/her own grandmother or grandfather.

---

**Teaching tip:**

- ◆ Remind the parent and child that you will be looking forward to seeing the finished book, / *Like to \_\_\_\_\_ With My Family*, by \_\_\_\_\_ (child's name).
- ◆ The presentation of the vocabulary words in this lesson (harvest and tradition) affords a superficial understanding of these concepts. They should be reinforced in other contexts as well. Additional vocabulary words related to specific family activities may need to be defined and described for the child.

I like to \_\_\_\_\_ with my family.

By \_\_\_\_\_

First, we \_\_\_\_\_.

Next, we \_\_\_\_\_.

Then, we \_\_\_\_\_.



# FAMILY (LESSON 9)

## PARENT PAGE

### What we are learning:

Your child will retell a family activity story in sequence. Your child will compare your family activities with those of other families.

### Words to know:

- ◆ harvest—cosechar
- ◆ tradition—tradicción

### What to ask:

1. Ask your child to provide more details related to the main event of the story (for example, the color, size, and shape of the watermelons).
2. *Why did the grandfather tell the story about selling watermelons?*
3. *How is our family like the family in Icy Watermelon? (Pause) How is our family different from that family?*
4. *What will you draw/write on the other pages of your book?*

### What else to do:

1. Have your child ask your spouse, or other family members, what they did with their families when they were children. Compare those activities to your current family activities.
2. Encourage your child to ask cousins or neighbors what their families do together. Be prepared to share the gathered information with the home educator during the next visit.
3. Visit the public library and check out books about families. Compare family activities in the books with your family activities.

This page left blank intentionally