



# 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 create a representation of members of his/her family, identify relationships, and compare with other families.

### Materials needed:

- ◆ Unit book: *My Family and I*, by Gladys Rosa-Mendoza
- ◆ Family members (Handout 1)—copy and cut out (make several copies)



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

#### Language and Communication:

II.D.2. Child demonstrates understanding of terms used in instructional language of the classroom.

#### Mathematics:

V.E.1. Child sorts objects that are the same and different into groups; uses language to describe how the groups are similar and different.

#### Social Studies:

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

### Lesson vocabulary:

- ◆ siblings—hermanos
- ◆ daughter—hija
- ◆ son—hijo
- ◆ related—relacionados

## Activities:

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



Ask the parent and child to bring the little book that they completed in the previous lesson, *I Like to \_\_\_\_\_ With My Family* (if applicable). The parent can work with the child to read and tell the home educator about the book that was finished during the week. Praise the child for completing the book and describing his/her work.

If the book was not completed, re-read *My Family and I*, by Gladys Rosa-Mendoza.

Create a representation of your own family using the pictures in Handout 1 (family members). Adapt the following text so it is correct for the home educator's family:

 *Let me show you the people in my family that live with me. We are all related. I live with my husband, and my two daughters. My daughters are siblings, or sisters.*

Arrange the family pictures (a mom, a dad, and two young girls—or whatever configuration is appropriate) from Handout 1 to represent the home educator's own family. Leave the arrangement for the parent and child to use to compare. Explain that not all families are like this one, but all families are special.

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



Ask the parent to work with the child to select and arrange pictures from the handout that represent their own family (people that live in their house). Ask the parent to line up their family members below the home educator's family members so they can be compared. The parent and child go through a conversation similar to the following, adapting as necessary:

 *Look, \_\_\_\_\_ (the home educator) has a mom; do we have a mom? **(Pause)** Yes! Let's put our mom picture under \_\_\_\_\_'s (the home educator's) mom picture. Great! \_\_\_\_\_ (the home educator) also has a dad. Do we have a dad? **(Pause)** No, we have a grandpa. (Add appropriate family member pictures to the group.) \_\_\_\_\_ has two girls; do we have two girls? **(Pause)** No! We have one boy and one girl. They are also siblings—brother and sister.*

After the child's family members have been arranged, discuss the relationship between some of the members. For example, the parent could use the following:

 *How are the mom and dad related? **(Pause)** Yes! They are married; they are husband and wife.*

*How are the sisters related? **(Pause)** Right! They are siblings, or sisters; they have the same mom and/or dad.*

*How are the girl and the mom related? **(Pause)** Right, the girl is the mom's daughter.*

---

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



Remove the arrangement that the parent made with the child's help and ask the child to work to arrange them again. This time the child should arrange, compare, and discuss—with the parent's help—how the home educator's family is similar to and different from his/her own family in terms of numbers and members. The parent supports the child in explaining the relationship of the family members.

---

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

The child should be able to describe how families are similar and different. The child will begin to understand relationships among family members.

---

### 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. *Who is your mom's/dad's brother?* [uncle]
2. *Who is your mom's/dad's sister?* [aunt]
3. *How many siblings do you have? (Pause) Would you like to have more or fewer siblings? (Pause) Why?*
4. *Have you met families that only have a mom or only have a dad?*
5. *Tell me about other types of families you know. (Pause) What family members do they have?*

---

## Ways to extend the lesson concepts:

1. Have the child talk to other family members and neighbors and learn about who lives in their houses and how they are related.
2. Discuss families in television programs, movies, and books—how are the families represented? Have the child compare those families to his/her own.
3. Have the child use the pictures from the handout to represent all the family members whom he/she would **like** to have living in his/her house (including extended family, such as cousins, aunts, uncles, etc.). Ask how it would feel to be living with all those people.
4. Ask the child tell a story about his/her family, using the pictures from the handout.

---

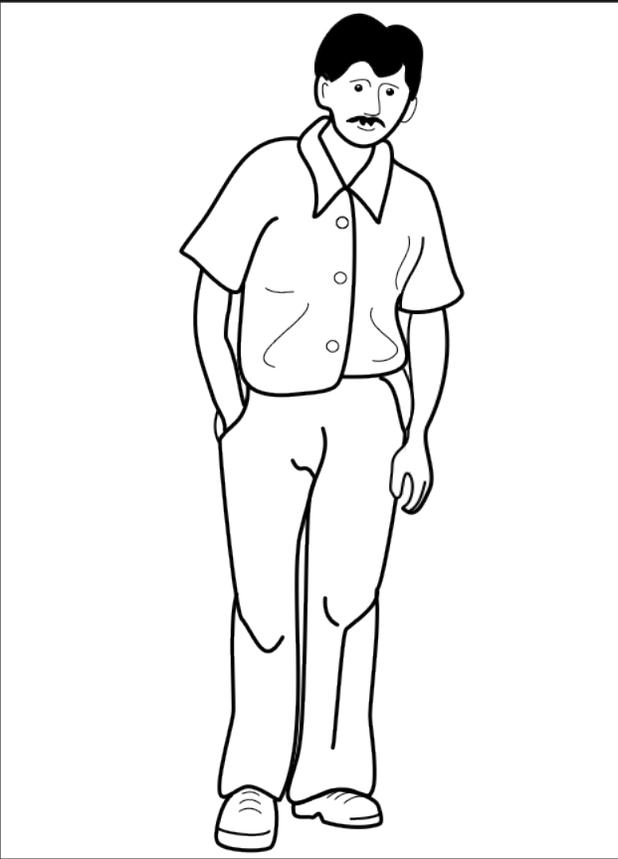
## Modifications:

### If the lesson activity is too hard—

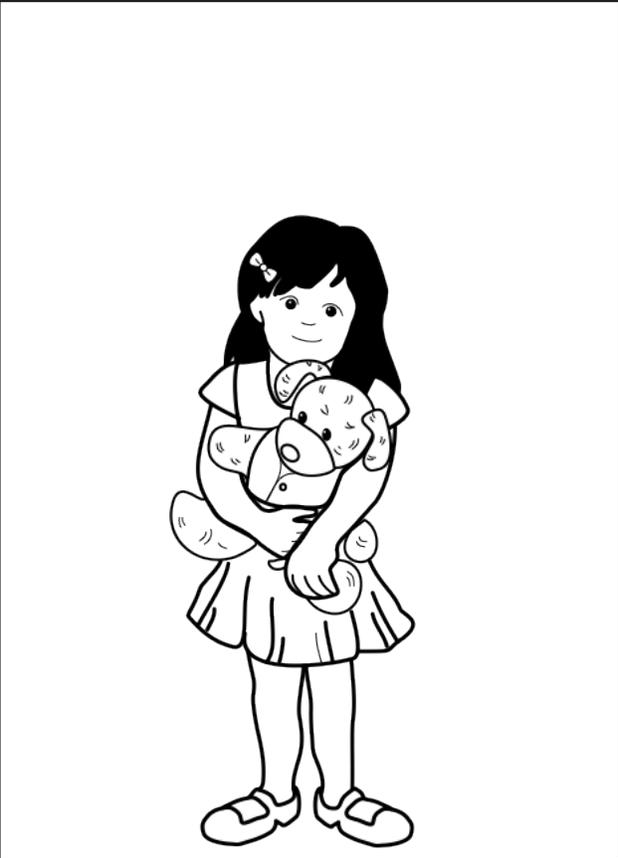
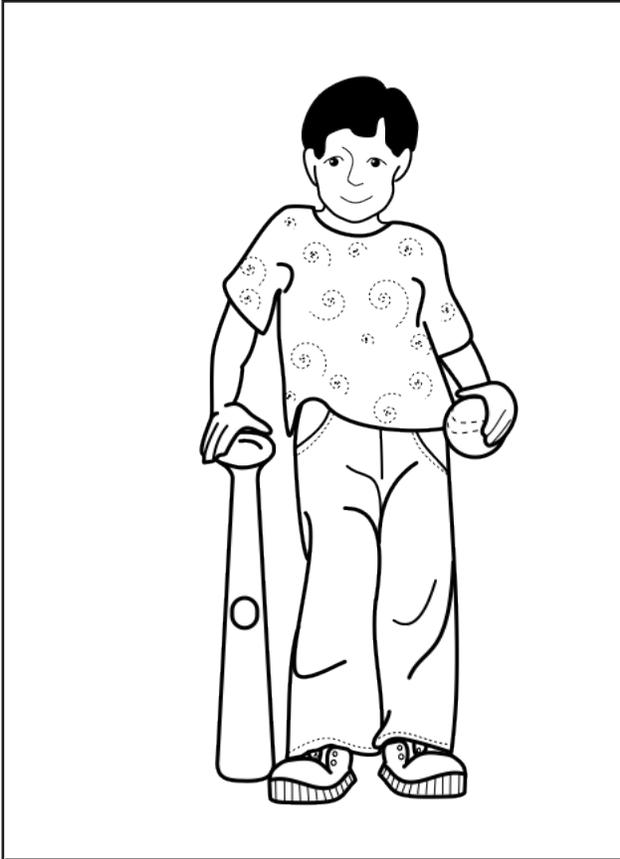
1. Read the little book to the child before asking him/her to “read” it independently.
2. Focus only on discussing and describing families, rather than comparing them.
3. Mention, but don’t focus on, the relational aspects of the family members.

### If the lesson activity is too easy—

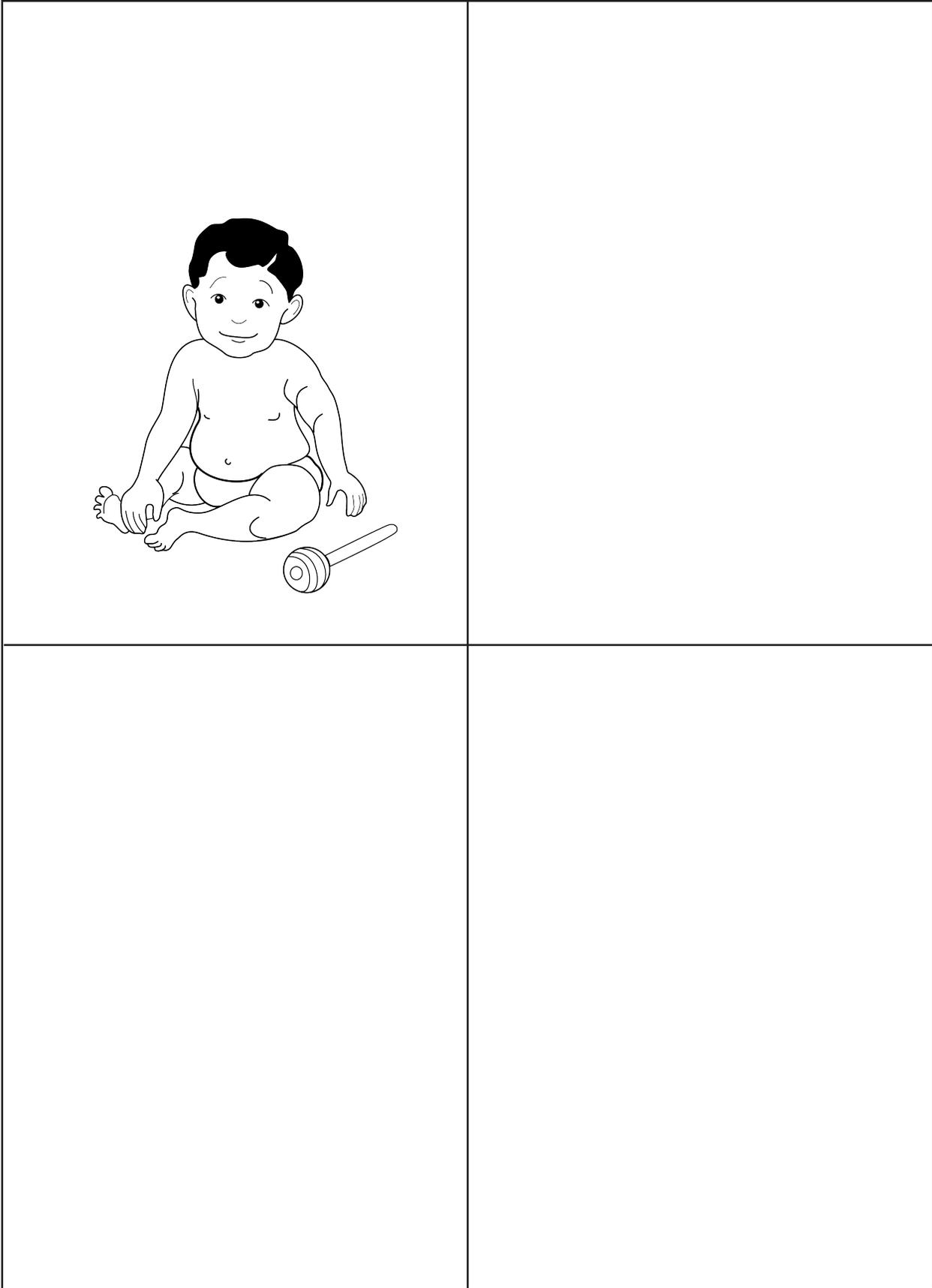
1. Count family members and compare numbers.
2. Count siblings and compare numbers.
3. Discuss how aunts, uncles, and cousins are related to immediate family members.



This page left blank intentionally



This page left blank intentionally



This page left blank intentionally



# FAMILY (LESSON 10)

## PARENT PAGE

### What we are learning:

Your child will create a representation of members of your family, identify relationships, and compare with other families.

#### Words to know:

- ◆ siblings—hermanos
- ◆ daughter—hija
- ◆ son—hijo
- ◆ related—relacionados



### What to ask:

1. *Who is your mom's/dad's brother?* [uncle]
2. *Who is your mom's/dad's sister?* [aunt]
3. *How many siblings do you have? (Pause) Would you like to have more or fewer siblings? (Pause) Why?*
4. *Have you met families that only have a mom or only have a dad?*
5. *Tell me about other types of families you know. (Pause) What family members do they have?*

### What else to do:

1. Encourage your child to talk to other family members and neighbors and learn about who lives in their houses and how they are related.
2. Discuss families in television programs, movies, and books—how are the families represented? Have your child compare those families to yours.
3. Have your child use the pictures from the handout to represent all the family members whom he/she would **like** to have living in your house (including extended family, such as cousins, aunts, uncles, etc.). Ask how it would feel to be living with all those people.
4. Ask your child to tell a story about your family, using the pictures from the handout.

This page left blank intentionally