

Topic of Study – I Am Part of a Family

Introduction

Family is basic to all people. No matter where people live in the world, most belong to some kind of family.

Today, only about half of America's children are living in "traditional" family settings with both parents and siblings. Many children live in multiple households and have extended families. Children are being raised by grandparents and non-parental family members. Some of our children are growing up in foster homes. Some are children of adoption and some live in a single parent home. Some children live in blended families.

These varying family structures create a challenge to teachers when including a topic of study about families. Teachers must be aware of each child's family structure, be accepting of each child's family situation, and be sensitive to children who come from non-traditional families or family situations that make them uncomfortable.

Teacher Notes

Arkansas Minimum Licensing Requirements (Revised 1.1.15) requires the following:

400 PROGRAM – 401 Program Requirements for all ages

5.a. The facility shall have an approved curriculum with weekly activity plans appropriate for the developmental needs of each group of children.

To assist your program in meeting this requirement, refer to *Developing Weekly Activity Plans for Adventures in Learning* for information on how to develop your plans. In addition, 2 different examples of blank activity plan sheets are included. Feel free to make copies of the plan sheet you select and use it each week. To help you in your planning, there are also 2 samples of completed plan sheets that you may use as guides when developing weekly activity plans for your group of children.

- *Adventures in Learning* is an Arkansas approved curriculum.
- *The Topic of Study, I Am Part of a Family, is important to include in the curriculum you plan. However, it is also important that families be a part of your program at all times.*
- *This curriculum guide is a collection of activities that support the Big Ideas listed below. Choose those activities that best meet the needs of the children in your group.*
- *Consider extending this topic of study beyond a one-week period of time. There is so much for children to learn about their families. Carry over experiences from one week to another because children enjoy and learn best through repetition.*
- *If you do not have some of the featured books, refer to the Additional Books section for other books you can use.*
- *It is important to read the same book several times to children so that they have a better understanding of the theme, plot, characters and the sequence of events. In each of the readings presented here, there is a different focus on what is happening in the story.*

Big Ideas

Here are four big ideas about families you can help children explore:

- Families are different in many ways: size, composition, customs, role of members, and work they do, for example
- Some children are part of more than one family
- Family members take care of each other, help each other, and care about each other
- Families teach their children many things

Materials to Collect and Make

- Pictures of family groupings and of individuals that reflect diversity – Laminate or cover the pictures with clear self-adhesive for durability. Place a piece of felt or magnetic strip on the backs of the pictures.
- Children's books about families
Families are Different by Nina Pellegrini
Does a Kangaroo Have a Mother, Too? By Eric Carle
Just Me and My Dad by Mercer Mayer
Grandfather and I by Helen E. Buckley, illustrated by Jan Ormerod
- Felt or Magnetic Board
- Storytelling Figures
Storytelling figures (felt or magnetic) for the book, *Peter's Chair* (See Attachment: [Peter's Chair](#))
Storytelling figures (felt or magnetic) for the book, *Ask Mr. Bear* (See Attachment: [Ask Mr. Bear](#))
Storytelling figures (felt or magnetic) for the book, *Are You My Mother?* (See Attachment: [Are You My Mother](#))
Storytelling figures (felt or magnetic) for the book, *The Runaway Bunny* (See Attachment: [The Runaway Bunny](#))
- Family Prop Box with items representing different family members: plastic baby bottles, bibs, baby soap bottles, oven mittens, large wooden spoon, hand towels, wash cloths, empty shampoo bottles, empty cereal and food boxes, dresses, men's shirts, scarves, clip on ties, and shoes, for example. Label the outside of the box: Family Prop Box

Resources

- Check with your local library for the availability of children's books.
- Children's books can be purchased online, from school supply catalogs or local bookstores.

Introducing and Concluding the Topic

Introduction: Finding out what Children Know about Families

Learning Goals:

CD2.4 Holds and manipulates information in memory (*short-term and working memory and long-term memory*)

CD3.2 Engages in symbolic and abstract thinking (*abstract thinking*)

EL3.1 Responds to features of books and print (*print knowledge*)

To introduce the topic of “Families” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about our families.”
- Write on chart paper, chalk board or marker board the words “Families.”
- Invite children to tell you things they know about families. You may have to ask prompt questions such as “Who are some members of your family?” “Do all of them live at your house?”
- Make a list of all of the things children know about families.
- Review the list with them and say, “You already know a lot of things about families and we’ll find out even more.”
- Now ask children what they would like to know about families and record their comments.
- Keep the two lists until you have completed the topic of study.

Teacher Note: *Be sensitive to children who come from non-traditional families or to children who may be uncomfortable discussing their family.*

What We Know about Families	What We Would Like to Know about Families	Things We Learned about Families

Conclusion: Finding out what Children Have Learned about Families

- Gather the children in a group at the conclusion of the study about families.
- Write on chart paper, chalk board or marker board, “Things We Learned about Families.”
- Invite children to tell you some things they have learned about families. You may have to ask prompt questions such as “How are families different? ”What are some ways members of a family can help each other?”
- Make a list of all the things children learned about families.
- Read the first two lists you made with the children. Then say, “Here are some new things you found out about families” and read today’s list with the children.

Teacher Note: *This method of introducing and concluding the topic is known as KWL. What do children know, what they want to know, and what did they learn.*

Reading Books with Children

Learning Goals:

EL1.1 Shows interest in literacy experiences

EL1.2 Engages in read-alouds and conversations about books and stories

LD1.1 Understands and responds to language (in child's home language) (vocabulary and language comprehension)

CD2.1 Focuses and sustains attention

CD2.4 Holds and manipulates information in memory (short term and working memory)

SS1.1 Demonstrates positive connection to family and community (family and cultural identity)

Book #1: *Families are Different* by Nina Pellegrini, author and illustrator

First Reading of *Families are Different*

- Prepare to read the book, *Families are Different*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Invite children to discuss the family they see on the cover of the book.
- Ask children what they think the title of the story, *Families are Different*, means
- Say, "Let's read and find out how families are different."
- Read story so all children can see the pictures in the book.
- Stop after reading the page about the children being adopted. Invite children to discuss what they know about adoption. Accept all comments.
- Say, "Let's read some more and see if we can find out about being adopted."
- Pause after reading the page about adoption and growing in someone else's belly. Help children understand that adoption means you were born to someone else other than the parents you now have.
- Follow up by inviting children to discuss how families are different; the families in the book and their own families.

Second Reading of *Families are Different*

- Prepare to read the book, *Families are Different*
- Show cover, give title, author and illustrator.
- Invite children to recall how families are different.
- Read story so all children can see the pictures in the book.
- Follow up by involving the children in discussing the members of Nico's family, including the dog. Invite children to discuss the members of their own family. What are some things they do with their brothers and sisters?
- Ask children why they think Nico's family went to the airport to get her when she was a baby.

Teacher Note: *Be sensitive to children and their personal family situation.*

Third Reading of *Families are Different* (Small Group)

- Prepare to read the book, *Families are Different*.
- Gather a small group of children, three to five.
- Show cover and invite children to recall the title. Give the author and illustrator.
- Follow up the third reading by starting with the page where Nico is kissing her dad and the words begin, "They don't look like me either."
- Read that page and the next three. After reading the page that shows Nico and her mother discussing different kinds of families, say, "We're going to look at the different kinds of families that Nico saw. Tell us if any of the families look like your family."
- Allow children to discuss the different families in the story and their own families. Be familiar with each child's family structure so that you can guide the discussion.
- Ask children if they look like any particular members in their family.
- Conclude by reading the last two pages with the children and discussing the glue (love) that holds families together.

Teacher Note: *Involve all children in this small group activity.*

Book #2: *Does a Kangaroo Have a Mother, Too?* By Eric Carle, author and illustrator

First Reading of *Does a Kangaroo Have a Mother, Too?*

- Prepare to read the book, *Does a Kangaroo Have a Mother, Too?*
 - Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
 - Read the title again and ask children if they think a kangaroo has a mother.
 - Say, "Let's read and find out if a kangaroo has a mother."
 - Read story so all children can see the pictures in the book.
 - Follow up by asking children if they were right. Does a kangaroo have a mother?
 - Show each double page spread and invite children to name the animals.
-

Second Reading of *Does a Kangaroo Have a Mother, Too?*

- Prepare to read the book, *Does a Kangaroo Have a Mother, Too?*
- Show cover, give title, author and illustrator.
- Read story so all children can see the pictures in the book.
- Follow up the second reading of the story by inviting children to read the story with you.
- Say, "I will read the question, then turn the page and you can help me read the answer."
- Demonstrate by reading the first question, "Does a kangaroo have a mother, too?" Turn the page and begin reading, "Yes! A kangaroo has a mother. Just like me and you." Run your fingers under the words in the answer as you and the children read it together.
- Continue until the last question and read it and the answer to the children.
- Thank children for helping you read.

Teacher Note: *When you involve children in this type of activity they begin to see themselves as readers.*

Additional Learning Goal:

EL3.1 Responds to features of books and print (*print knowledge*)

Third Reading of *Does a Kangaroo Have a Mother, Too?* (Small Group)

- Prepare to read the book, *Does a Kangaroo Have a Mother, Too?*
- Gather a small group of children, three to five.
- Read story so all children can see the pictures in the book.
- Follow up the third reading by showing each page with a mother and her young and provide the names of the animal babies that are listed at the end of the story.
- Begin by saying, "When you were little, you were called a baby or an infant. Animal babies have special names, too."
- Invite children to say the names with you, making a complete sentence such as, "A baby kangaroo is a joey. A baby lion is a cub."

Teacher Notes:

- Consider writing the name of the baby animal on a small self-stick note pad and attaching it to the page with the picture of the baby animal. You and the children can review the book and "read" the names of the baby animals.
- Review the names of animal babies, parents, and groups that are listed at the end of the story. Think about the children in your class. Would any of them be interested and ready to learn the names of the parents, for example? If so, follow the same procedure for introducing the names of baby animals.

Book #3: *Just Me and My Dad* by Mercer Meyer, author and illustrator

First Reading of *Just Me and My Dad*

- Prepare to read the book, *Just Me and My Dad*
- Show cover, give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at cover and predict what story is about.
- Read story so all children can see the pictures in the book.
- Follow up by asking children if their predictions about the story were correct.
- Invite children to discuss their camping experiences.

Second Reading of *Just Me and My Dad*

- Prepare to read the book, *Just Me and My Dad*
- Show cover. Invite children to recall the title. State author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing the pages and inviting the children to retell the story by looking at the pictures.

Book #4: *Grandfather and I* by Helen E. Buckley, illustrated by Jan Ormerod

First Reading of *Grandfather and I*

- Prepare to read the book, *Grandfather and I*.
- Show cover, give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Invite children to predict some of the things the boy and his grandfather do together.
- Read the story so all children can see the pictures in the book.
- Follow up by asking children if their predictions were correct. What are some of the things the boy and his grandfather do?
- Invite children to discuss some of the things they do with their grandparents or a special friend or neighbor if children do not have grandparents or grandparents do not live near them.
- Discuss with children what they call their grandparents.

Second Reading of *Grandfather and I*

- Prepare to read the book, *Grandfather and I*
- Show cover, give author and illustrator.
- Invite children to recall some of the things the boy and his grandfather do together
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing pages where different people and things are hurrying.
- Invite children to look at pictures and describe mother and hurry, father and hurry, brothers and sisters and hurry, things and hurry.
- Invite children to discuss some of the times they have to hurry and who tells them to hurry.
- Read last 3 pages very slowly... "But grandfather and I never hurry....."

Additional Books

A Baby Sister for Frances by Russell Hoban, illustrated by Lillian Hoban

Abuela by Arthur Dorros, illustrated by Elisa Kleven (English edition includes Spanish phrases and all Spanish edition available)

Ask Mr. Bear by Marjorie Flack

Guess How Much I Love You by Sam McBratney (also available in Spanish)

Jacob's Eye Patch by Beth Kobliner Shaw and Jacob Shaw, illustrated by Jules Feiffer

Last Stop on Market Street by Matt de la Pena, illustrated by Christian Robinson

Mama, Do You Love Me? by Barbara Joose, illustrated by Barbara Lavallee (available in 15 languages)

Mama Zooms by Jane Cowen-Fletcher

On Mother's Lap by Ann Herbert Scott, illustrated by Glo Coalson

Owl Babies by Martin Waddell

Papa Do You Love Me? by Barbara Joose, illustrated by Barbara Lavallee

Peter's Chair by Ezra Jack Keats

Runaway Bunny by Margaret Wise Brown, illustrated by Clement Hurd (also available in Spanish)

The Great Big Book of Families by Mary Hoffman

Language Materials and Activities

Learning Goals:

EL1.1 Shows interest in literacy experiences

EL2.1 Notices and manipulates the sounds of language (*rhyme*)

CA1.1 Explores through listening, singing, creating, and moving to music

Grandma's Glasses

Here are Grandma's glasses, (fingers around eyes)
 Here is Grandma's hat, (hands on head)
 This is the way she folds her hands, (fold hands)
 And lays them in her lap. (folds hands in lap)

Here are Grandpa's glasses, (larger glasses)
 Here is Grandpa's hat, (larger hat)
 This is the way he folds his arms, (fold arms across chest)
 Just like that. (with emphasis)

Hush Little Baby (Song)

Hush little baby, don't say a word,
 Papa's gonna buy you a mocking bird.

If that mocking bird don't sing,
 Papa's gonna buy you a diamond ring.

If that diamond ring turns brass,
 Papa's gonna buy you a looking glass.

If that looking glass gets broke,
 Papa's gonna buy you a billy goat.

If that billy goat don't pull,
 Papa's gonna buy you a cart and bull.

If that cart and bull turn over,
 Papa's gonna buy you a dog named Rover.

If that dog named Rover don't bark,
 Papa's gonna buy you a horse and cart.

If that horse and cart fall down,
 You'll still be the sweetest little baby in town.

Helping Daddy Drive

(Suit actions to words)

Open the car door,
 Climb inside.
 I get to help my daddy drive!
 Fasten the seat belt,
 Shut the door,
 Start the motor,
 Hear it roar!
 Brrr! Brrr! Brrr!

Off we go,
 Down the street,
 Waving to people
 We happen to meet.

Teacher Note: *Change the family member from daddy to others such as mother, grandmother, auntie, brother, or sister, for example.*

Going Shopping

Come go the store with me,
 It's just down the street.
 We don't need a car,
 We can go on our feet.

Daddy wants apples
 And onions and steak,
 Mother wants bread
 And strawberry cake.

Brother wants chicken
 And fish and potatoes.
 I want cereal
 And lettuce and tomatoes.

Come go to the store with me,
 It's just down the street.
 We don't need a car,
 We can go on our feet.

Learning Goals:

EL1.1 Shows interest in literacy experiences

EL1.2 Engages in read-alouds and conversations about books and stories

Storytelling Figures: *Peter's Chair* (See Attachment: [Peter's Chair](#))

- Make either felt or magnetic storytelling figures for the story
- Read the book, *Peter's Chair*, to the children.
- Use the storytelling figures to tell the story.
- Explain to children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

Storytelling Figures: *Ask Mr. Bear* (See Attachment: [Ask Mr. Bear](#))

- Make either felt or magnetic storytelling figures for the story.
- Read the book, *Ask Mr. Bear*, to the children.
- Use the storytelling figures to tell the story.
- Explain to children that the storytelling figures will be in the library/book area for them to use.

Storytelling Figures: *Are You My Mother?* (See Attachment: [Are You My Mother?](#))

- Make either felt or magnetic storytelling figures for the story.
- Read the book, *Are You My Mother?*, to the children.
- Use the storytelling figures to tell the story.
- Explain to children that the storytelling figures will be in the library/book area for them to use.

Storytelling Figures: *The Runaway Bunny* (See Attachment: [The Runaway Bunny](#))

- Make either felt or magnetic storytelling figures for the story.
- Read the book, *The Runaway Bunny*, to the children.
- Use the storytelling figures to tell the story.
- Explain to children that the storytelling figures will be in the library/book area for them to use.

Learning Goals:**SE3.1 Shows awareness of self as unique individual** (*sense of identity*)**EL3.1 Responds to features of books and print** (*print knowledge*)**SS1.1 Demonstrates positive connection to family and community** (*family and cultural identity*)**Activity: Family Trees** (Small Group)

- Send a note home to families telling them that the children will be making their individual family trees.
- Ask parents to send photos of grandparents, parents, the child, siblings and others living in the family home. Request that they include names and relationship on the back of each photo.
- Gather a small group of children, three to four at a time.
- Make your own family tree with the children to illustrate the concept of a family tree. Discuss with the children the family members you are putting on your tree. Write their names and add to the tree.
- Cut out a tree for each child or invite children to draw their own.
- Involve children in making their own family tree. To prevent damage to the photo use rolled masking tape to attach photos to the family tree. Assist children as needed.
- Write the name of each person on the tree from information dictated by the children and from information on the backs of photos.
- Invite each child to share his or her family tree with the other children. Be sensitive to children who do not want to share their family tree.
- Post the family trees where children can see them.
- Invite families to view the family trees when they come into the classroom. They may decide to create their family tree at home, adding additional family members.
- Send the family trees home with the children, along with a note of thanks to parents for sharing the photos.

Teacher Notes:

- *Consider using magazine pictures to categorize age groups if this activity is inappropriate for your group of children. Pictures should reflect diversity.*
- *Write the names of family members on the family tree if photos are not an option. The children can help read back the names.*

Learning Goals:**SS1.1 Demonstrates positive connection to family and community** (*family and cultural identity*)**EL3.1 Responds to features of book and print** (*print knowledge*)**Activity: Family Cookbook**

- Invite each family to send a favorite family recipe for a food that their child really likes. Explain that the recipe will be included in a class cookbook. Suggest that the recipe be one that has been passed down from a grandparent, for example.
- Spend time with individual children creating a page to go with the family recipe.
- Explain to the child that his or her family sent a recipe for the cookbook and you would like to write down the directions for how to prepare the food.
- Invite the child to dictate how to prepare the recipe as you write it down.
- Write the child's directions exactly as dictated.
- Invite the child to draw a picture to go with the dictated directions.
- Create a cookbook from the recipes. Make copies and send home to families.

Teacher Note: *Consider placing each child's family recipe on one side of a page and the child's dictation and drawing on the backside.*

Learning Goals:

SS1.1 Demonstrates positive connection to family and community (*family and cultural identity*)

LD1.1 Understands and responds to language (*in child's home language*)

Activity: Who Would Use This?

- Bring a box full of different items from around the house: tie, wallet, large cooking spoon, baby rattle, empty cake mix box, newspaper, calculator, child's book, and gardening gloves, for example.
- Show the items one a time to the children and invite them to identify who in their family would use it. Accept all answers.

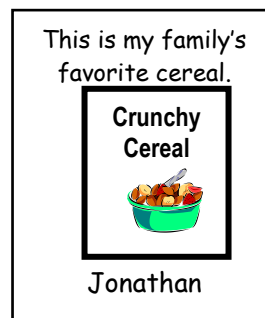
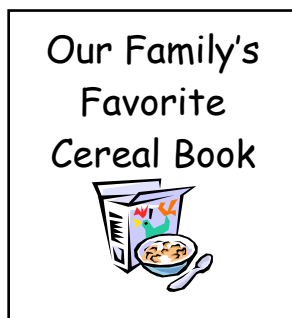
Learning Goals:

EL3.1 Responds to features of books, print, and letters (*print knowledge*)

EL3.3 Demonstrates emergent writing skills (*pre-writing skills*)

Activity: Our Family's Favorite Cereal Book

- Send home a note asking each family to send the front panel from an empty box of their favorite family cereal. Suggest that they write their name and the name of their child on the back of the panel.
- Cut out an 8" x 7" section of the cereal box panel. Make sure it has the logo.
- Give each child a sheet of paper that has written on the top of it the following: **This is my family's favorite cereal.** Invite them to glue their cereal box panel to the page.
- Invite the child to write his or her name on the page, or you write the name for them.
- Put the pages together to create a book.
- Make a cover for the book. A suggested title is: **Our Family's Favorite Cereal Book.**
- Invite the children to help you read the book. Show a page and ask children to name the cereal and identify the child whose page it is.
- Place the book in the library for children to look at on their own.



Science/Discovery and Math

Learning Goals:

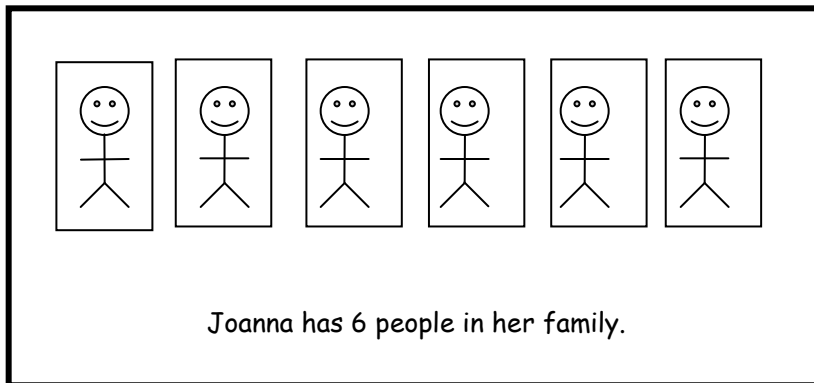
MT1.1 Demonstrates number sense and an understanding of quantity (*number names and count sequence, connection of number, numeral and quantity*)

EL3.1 Responds to features of books, print, and letters (*print knowledge*)

SS1.1 Demonstrates positive connection to family and community (*family and cultural identity*)

Activity: How Many People in Our Family Book

- Provide a page for each child and people figures.
- Discuss with each child how many people are in his or her family and help the child select the correct number of people figures.
- Suggest that the child glue the people to the page.
- Count the people with the child and write on the page, **Joanna has 6 people in her family.**
- Involve children in developing “How Many People in Our Family Graph” before putting the pages together to make a book.
- Read the book with the children, then place it in the library.



Teacher Note: *Provide magazines with pictures of people as an alternative to having people figures. Children can draw pictures of their family members or cut out the pictures that represent their family and glue them to the page. Have pictures that reflect diversity. Follow the same procedure with the counting and writing the statement about the number of people in the family.*

Learning Goals:

MT1.1 Demonstrates number sense and an understanding of quantity (*number names and count sequence, comparison of quantity, connection of number, numeral and quantity*)

EL3.1 Responds to features of books and print (*print knowledge*)

Activity: How Many People in Our Family Graph

- Provide a graph representing the numbers of members in the families of your class.
- Prepare a graph with columns for each number of family members. Use a picture or drawing of these numbers of family members.
- Make name cards for each child in a size that will fit on the graph.
- Explain to children that they will choose a numeral that represents the members of their family.
- Invite each child to tape his or her name card in the correct column on the graph.
- Involve the children in counting the number of family members the class has.

How Many People in Our Family

7				
6				
5	Jonathan			
4	James		Miguel	
3	Kennedi	Trude	Juan	
2	Sam	Maria	Sarah	Sam
1	Ashley	Elizabeth	Jackson	Joanna
	3 People	4 People	5 People	6 People

- Write a summary story and read with children.

How Many People in Our Family

Five children have three people in their family. Three have four people in their family. Four children have five people in their family. Two have six people in their family.

Food/Nutrition Activities

Learning Goals:

SE1.2 Interacts with peers (*social skills*)

SE3.2 Demonstrates competence and confidence

PH2.1 Demonstrates fine motor strength, control and coordination

PH2.2 Adjusts grasp and coordination to use tools (*utensils*)

PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices
(*exploration of food experiences*)

Activity: Serving Food Family Style

- Involve your children in serving food family style when this is feasible for you to do.
- Consider starting out with only one food item; one that will be easy for children to serve themselves. An example of an easy food to serve is chicken patties.
- Place food in bowls or on plate of a size that children can handle. Use serving utensils that are a size for their hands.
- Sit at the table with the children and model serving yourself the food item. Say, "I am taking one chicken patty." Pass the serving bowl/dish to the child on your right and say, "Please take one chicken patty and pass the dish to your friend on your right." (Use children's names)
- Support each child to be successful. Help as needed.
- Serve the children the other food items on the menu this first time.
- Allow children to serve themselves additional food items as they understand and become skilled in this process.

Teacher Notes:

- *Teachers and children should always wash hands before meals and snack.*
- *Consider beginning family style serving at snack time where there are fewer items. Remember to be a model for children and to talk them through what they are to do. For example, be specific about how many crackers they are to take or how many spoons of applesauce.*

Learning Goal:

SE3.2 Demonstrates competence and confidence

Activity: Table Helpers

- Involve children in table helper tasks. Your particular situation will determine what children will be able to do.
- Consider having a placemat for each child and allowing the helper to put the mats on the table.
- Allow children to put napkins at each child's place at the table. If children are served milk in cartons, the helper can place a carton of milk at each child's place.

Teacher Note: *Children should always wash hands before serving as table helpers.*

Movement/Physical Education

Learning Goals:

PH2.2 Shows stability and balance

MT1.1 Demonstrates number sense and an understanding of quantity (*number names and count sequence*)

Activity: Family Moves

- Involve children in doing the movement you state as follows:
 - Jump 5 times for daddy (jump up and down 5 times and count each jump)
 - Clap three times for mother (clap three times and count each clap)
 - Twist at your waist four times for uncle (twist four times and count each twist)
 - Stretch up high six times for brother (stretch six times and count)
 - Touch your toes five times for sister (touch toes five times and count each touch)
 - Turn around 2 times for grandfather (turn around two times and count each turn)
 - Take a deep breath and count to 10 for baby (take a deep breath and count to ten)

Learning Centers

Teacher Note: *As children are involved in the learning centers, they are engaging in activities that support all or most of the domains of child development and early learning:*

- *Social and Emotional Development*
- *Cognitive Development*
- *Physical Development and Health*
- *Language Development*
- *Emergent Literacy*
- *Mathematical Thinking*
- *Science and Technology*
- *Social Studies*
- *Creativity and Aesthetics*

However, there will also be activities included and these will have specific learning goals.

Art Center

Learning Goals:

SE3.1 Shows awareness of self as unique individual

PH2.2 Adjusts grasp and coordination to use tools (*writing and drawing tools*)

SS1.1 Demonstrates positive connection to family and community (*family and cultural identify*)

CA2.1 Explores, manipulates, creates, and responds to a variety of art media (*exploration of art*)

Family Portrait

- Provide paper plates, yarn, crayons, colored pencils and markers. Have crayons and colored pencils in skin tones.
- Invite children to create a picture of their family inside the plate.
- Allow children to help you use a hand-held hole punch to make holes in the sides of the plate and thread the yarn through the holes.
- Hang the family portraits on the wall.

Teacher Note: *Be sensitive to a child who does not want to create a family portrait. This is a choice activity, just as all activities in the art center should be a choice.*

Family Box

- Provide a shoe box for each child.
- Ask families to send a family photo for a classroom activity.
- Explain to children that they can create a family box for school and then to take home.
- Allow this activity to take place over three days.
- Invite children to paint the inside and the inside lid of the box their favorite color (day one).
- Provide decorative collage materials such as shiny paper, ribbon, lace, scraps of paper, circles of aluminum foil, and wall paper. Suggest that children decorate the outside of their box and cover with the materials. (day two)
- Children put the family photo in their box (day three)
- Invite children to share their family box with the other children either in a large or small group.
- Display the boxes in the classroom.
- Suggest that children say “good night” to their family as they are ready for rest time.
- Send the boxes home with the children with a note thanking families for sending the family photo.

Teacher Notes:

- *Be sensitive to children who may not want to share their family box with the group.*
- *Allow a child to draw his or her family if a photo is not sent from home.*

Block Center

- Add block people family sets to the center; sets that reflect diversity.
- Post family pictures on the wall in the center.

Library/Book Corner

- Add books about families
- Add felt or magnetic storytelling figures for the following stories:
Peter's Chair
Are You My Mother?
Ask Mr. Bear
The Runaway Bunny
- Add a felt or magnetic board
- Add felt or magnetic figures of family groups or individuals.

Home Living/Dramatic Play

- Add a Family Prop Box
- Invite children to take out the items in the prop box and discuss who in their family would use that item.
- Post family pictures on the wall in the center; pictures that reflect family activities at home.

Manipulatives

- Add family puzzles to the center.

Water table or tub

- Add a soft, washable doll, baby soap, and a soft wash cloth to the water tub.
- Provide a towel for drying the baby.

Sand table or tub

- Add wood or solid vinyl block people family sets to the sand table or tub.

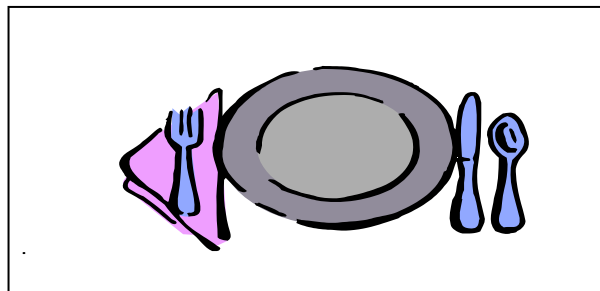
Discovery/Science Center

Learning Goals:

SE3.2 Demonstrates competence and confidence

MT1.1 Demonstrates number sense and an understanding of quantity

- Discuss with children that they can help set the table at home for a family meal.
- Provide a placemat with outlines showing where dishes, eating utensils and napkins are to be placed when setting the table.
- Add an unbreakable plate, fork, spoon, table knife and napkin
- Suggest that children place the items where they belong on the placemat.



Quiet Corner

Learning Goal:

SE2.1 Experiences, expresses, and regulates a wide range of emotions (*emotional regulation*)

- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
- Explain to children that the quiet corner is for one child at a time.

Transition Activities

Learning Goals:

CD3.1 Uses reasoning and logic to solve problems and reach goals (*problem solving*)

LD1.1 Understands and responds to language (in child's home language)

LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language) (*expressive vocabulary*)

How Can I Help My Family?

Prepare a set of situations and ask one child at a time what he or she can do to help the family. Child answers and transitions to the next activity. Accept all answers children give you.

Examples of situations include:

- Mother is getting lunch/dinner/supper ready. What can I do to help?
- It's time to go to bed. What can I do to help?
- My baby sister drops her toy on the floor? What can I do to help?
- I take off my dirty clothes. What can I do to help?
- Daddy asks, "Where is my newspaper?" What can I do to help?
- Grandmother has lost her glasses. What can I do to help?
- My room is a mess. What can I do to help?
- The dog is hungry. What can I do to help?
- Someone threw some trash in our yard. What can I do to help?
- My toys are on the floor. What can I do to help?
- My sister says I have the TV on too loud. What can I do to help?
- My Grandmother says, "It's time for bed." What can I do to help?
- My baby brother is afraid when he hears the loud thunder. What can I do to help?

How Would You Feel If.....

Have a list of situations that suggest a certain feeling.

- Call a child by name and say, “Jeremiah, how would you feel if....” and state the situation.
- Child answers and transitions to the next activity

Examples of situations:

- How would you feel if mother/daddy/grandmother cooks your favorite food?
- How would you feel if your family gave you a new puppy?
- How would you feel if it's raining and you can't go outside to ride the tricycle your family gave you for your birthday?
- How would you feel if you were supposed to go to the park with your family and daddy/mother had to work?
- How would you feel if your (name a family member) gave you a big hug?
- How would you feel if Daddy says you have to clean up your room before you can go to your friend's house?
- How would you feel if (name a family member) got sick and had to go the hospital?
- How would you feel if you got lost from your family in the store?
- How would you feel if your family was going on a trip to the zoo?
- How would you feel if you heard a noise outside your window at night?
- How would you feel if Grandmother/Grandfather/Aunt/Uncle/Cousin is coming to visit?
- How would you feel if your brother and sister are arguing and shouting at each other?

Additional Learning Goal:

SE2.1 Experiences, expresses, and regulates a wide range of emotions (*emotion expression*)

Teacher Note: *Make up other situations to use with the children. Listen to your children for clues about what is going on in their families.*

Family Connection and Engagement

Send home a note to parents stating for the next few days, the children will be learning about their families.

Suggest some ways families can be involved in the topic of study:

- Send pictures of their child's grandparents, parents, siblings and others living in the family home so that their child can create a family tree.
- Invite families to contribute to a family quilt. Give each family a small piece of poster board (4 to 6 inches square). Suggest that they involve their child in decorating the square with anything that depicts their family. Ask that they write on the square their child's name. When the squares are returned, lace them together to make a quilt and hang it on the wall in the classroom or in the hallway
- Invite families to send a recipe for something that their child really likes to eat.
- Include the titles and authors of some of the children's books about families. Suggest that they look for these books in the local library, check them out and read them with their child.
- Send home The Family Connection Activity sheet, “Our Family is Special”, page 20, and suggest that families do some of the suggested activities with their child
- Send home The Family Connection Activity sheet, “Family Together Time”, page 21, and suggest that families do some of the suggested activities with their child

THE FAMILY CONNECTION

“Our Family Is Special”

You will need: Family photos, recipes, objects that reflect family celebrations

Try This!

- Look at family photos with your child.
- Talk with your child about the different relatives in the family photos.
- Let your child know when you are preparing food from a family recipe that has been handed down through the years.
- Involve your child in planning family celebrations, including holidays your family observes.
- Play music that is special to your family.
- Share family information with your child’s teachers and the other children in the classroom. For example: family photos, family recipes and music.
- Visit your child’s classroom. Get to know the other children.
- Participate in events that involve families of other children in your child’s classroom. (For example: open house and the end of the year celebration.)

If your child enjoyed the activity, consider this idea:

- Involve your child in making a family tree, using photos. Include grandparents, aunts, uncles and cousins.



THE FAMILY CONNECTION

“Family Together Time”

You will need: You, your child and other family members, a little bit of time

Try This!

- Plan family outings together; a trip to the library or to the park, for example.
- Involve your child in helping plan a menu for supper or a Saturday breakfast.
- Cook a batch of playdough and make holiday decorations together.
- Get buckets of soap and water and wash the windows or the family car.
- Plant bulbs outdoors.
- Rake leaves together.
- Involve your child in planning for a visit by family members.
- Pack a picnic together and take it to the backyard or to a neighborhood park.
- Take a get-well basket to a neighbor or friend who is ill.

