Families

Families come in all shapes and sizes but no matter the shape or the size, families take care of each other. Children will explore the many ways families may be defined.

Program Materials for the Week

**Items Used Every Day**
- *My Family and Friends* • *Mi familia y mis amigos* Teacher Guide, Fanny Frog puppet,
- *Meet My Grandparents* • *Conocer a los abuelos*, letter cards—*F. f. M. m. T. t. C. c. G. g N. n*

**Big and Small Books**
- *Cristina and the Frog* • *Cristina y la rana*, *Little Red* • *Gorrita Roja*, *Skidamarink* • *Es amor*, Fanny Frog’s Fantastic Poems and Rhymes, *Going Down Frog Street A to Z*, *Abeceloco*, *A to Z Ps and Qs* • *Buenos modales de la A a la Z*, *The Numeral Dance* • *El baile de los números*, *Meet My Grandparents* • *Conocer a los abuelos*

**Story Folders and Props**
- “The Three Bears” • “Los tres osos”, “My Mother Plants Strawberries” • “Mi mamá siembra fresas”, “My Aunt Violet” • “Mi tía Violeta”, “Silly Nellie” • “Nelly, la pavita tonta”

**CDs**
- *Songs of You and Me* • *Canciones de ti y de mí*, *It Starts in the Heart*, *Small Book Listening*, *Songs of Little Creatures* • *Canciones de animalitos*, *Moving to Math*, *Camino a las Matemáticas*, *Leaping Literacy*, *Feelin’ Froggy*, *Songs for Learning Fun* • *Canciones para aprender con diversión*, *Family Connections*, *Patterns*

**Vocabulary Cards**
- *family* • *familia*, *mother* • *mamá*, *father* • *papá*, *fabulous* • *fabulosa*,
- *grandmother* • *abuela*, *grandfather* • *abuelo*

**Photo Activity Cards**
- #32, #42, #70, #71, #72, #73, #96, #97

**Compound Word Card**
- *birdcage*

**Rebus Posters**
- *How to Wash Your Hands* • *Cómo debes lavarte las manos*, *Pledge to the Flag* • *Cómo decir el juramento a la bandera*, *How to Paint at the Easel* • *Cómo pintar en un caballete*, *How to Set the Table* • *Cómo poner la mesa*

**Manipulatives**
- attribute buttons, connecting cubes, chain links, pocket cube, magnetic letters, frog counters, tweezers, pocket chart

Wonderful Word of the Week

**fabulous**

**fabulosa**

Sample Pages
**Things to Make & Do**

**Day 1**
- Make a Commitment Poster (p. 171).
- Collect family photos or have children draw family pictures to share during the math lesson.
- Gather (from the previous theme) or make clothespins for each child (p. 171).
- Prepare “The Three Bears” • “Los tres osos” story props.
- Reproduce the note about pebbles, the theme Letter, and the PATT Mat (Family Connections CD).

**Day 2**
- Prepare “My Mother Plants Strawberries” • “Mi mamá siembra fresas” story props.
- Make the Shadow Match gameboard (p. 167).
- Reproduce note about small box (Family Connections CD).

**Day 3**
- Make photo blocks for each child (p. 167).
- Gather ingredients for Fabulous Orange Ball cookies (p. 166).
- Reproduce message for Fabulous Orange Ball Cookies (Family Connections CD).

**Day 4**
- Prepare “Silly Nellie” • “Nelly, la pavita tonta” story props.
- Collect construction paper shapes for Creativity Center.
- Print Zanzibar Zoo of zany delights or En el gran zoológico de Zanzibar on chart paper.
- Reproduce the alphabet picture cards (Family Connections CD).

**Day 5**
- Make numeral necklaces (p. 167).
- Draw a straight line on one sheet, a curved line on a second, and a curved and straight line on the third.
- Make three or four gel bags (p. 166).
- Make numeral cards 0 through 29 (p. 167).
- Make matching numeral clothespins (p. 166).
- Reproduce family letter about teaching a family member “Georgie Porgie” • “Tatito Luchito” (Family Connections CD).

**Focus for the Week**

- **Character Education:** Tolerance • Tolerancia
- Helpfulness • Amabilidad
- **Literacy:** Oral Language, Vocabulary, Phonological Awareness
- **Letter Knowledge:** English—F, f, M, m, T, t, C, c
- Spanish—F, f, M, m, C, c
- **Math:** One-to-One Correspondence, Counting

**Books to Share**

Look in your own library for these books that complement this week’s theme. Many of the illustrations and photographs can be used to spark discussion and confirm observations.

- ¿Eres mi mama? by P.D. Eastman
- ¿Me quieres, mamá? by Barbara M. Joosse
- All Kinds of Families! by Mary Ann Hoberman
- Are You My Mother? By P.D. Eastman
- La familia by Clare Beaton
- El mejor abrazos del mundo by Sara Nash
- Emerald Blue by Anne Marie Linden
- La mi familia by Carmen Lomas Garza
- Families by Anne Morris
- Families by Debbie Bailey
- Mi papi by Mathew Price
- Poppa’s New Pants by Angela Medearis
- Quiero a mi mama porque by Laurel Porter Gaylord
- Quiero a mi papa porque by Laurel Porter Gaylord

**Sample Pages**
### Day 1

#### Greeting Circle
- Building community
  - Morning Message

#### Moving and Learning
- "The Farmer in the Dell" • "Vicente en el pajar" musical game

#### Read-Aloud Time
- Cristina and the Frog • Cristina y la rana
  - Introduce vocabulary
  - Use picture cues to make predictions

#### Literacy Lesson and Practice Activities in Learning Centers
- Create a family word web
- Discuss different families
- Copy words with magnetic letters
- Draw family portraits
- Create stick puppets
- Make cube towers to represent number in a family
- Practice setting a table
- Recognize how many without counting

#### Math and Science
- Create a three collage
- Retell "The Three Bears" • "Los tres osos"

#### Content Connection
- Literacy—Retell "The Three Bears" • "Los tres osos" and match chairs, beds, and bowls to bears

#### Closing Circle
- Reflecting on the day

### Day 2

#### Greeting Circle
- Building community
  - Morning Message

#### Moving and Learning
- Grandmother’s Buttons • Los botones de abuela game

#### Read-Aloud Time
- Little Red • Gorrita Roja
  - Relate story to “wish you well” gesture
  - Explore possible lessons in story

#### Literacy Lesson and Practice Activities in Learning Centers
- Discuss the work of families
- Categorize family jobs
- Listen to story
- Match tools to shadows
- Create “to do” lists

#### Math and Science
- Recognize how many without counting
- Create a three collage
- Retell "The Three Bears" • "Los tres osos"

#### Content Connection
- Social Studies—Compare jobs mothers do

#### Closing Circle
- Reflecting on the day
## Day 3

- **Building community**
  - Morning Message
  - Grandpa’s Glasses • Los anteojos del abuelo game
  - “My Aunt Violet” • “Mi tía Violeta” story folder
    - Discuss extended family members
    - Introduce compound words
    - Meet My Grandparents • Conocer a los abuelos
    - Discuss names grandmothers are called
  - Introduce Pledge of Allegiance
- **Listen for a special word in a story**
- **List things grandmothers enjoy**
  - Copy children’s names for grandparents
  - Listen to a story
  - Draw grandparents

## Day 4

- **Building community**
  - Morning Message
  - Duck, Duck, Duckie • Pato, pato, patito game
  - Skidamarink • Es amor
    - Introduce animal parent and child names
    - Discuss animal families
    - “Silly Nellie” • “Nelly, la pavita tonta” story folder
    - Enjoy a funny story
    - Introduce idea of “silly sayings”
  - Compare alphabet letters
    - Chart mother and baby animal names
    - Illustrate animal family chart
    - Draw an animal family
    - Retell a story with story props
  - Compare chain links to show few and many
    - Count chain links
    - Counting game
    - Pretend to have a picnic
  - Discuss a duck’s webbed feet
    - Develop strategy for counting groups of objects
    - Pretend to feed ducklings
    - Match mother and baby animals
  - Literacy and Science—Read about animal families
    - Introduce alliteration

## Day 5

- **Building community**
  - Morning Message
  - “The Numeral Dance” • “El baile de los números” song and dance
  - A to Z Ps and Qs • Buenos modales de la A a la Z
    - Discuss good manners
    - Enjoy an alphabet book
  - The Numeral Dance • El Baile de los números
    - Introduce movement vocabulary
    - Move in new ways
  - Compare alphabet letters
    - Recognize straight and curved lines
    - Trace letters on gel bags
    - Paint large letters
    - Write letters in sand
  - Record patterns in counting numerals
    - Compare the way numerals look
    - Step through a digit matrix path
    - Match clothespins to correct numerals
  - Fine Arts—Recognize rhyming words
  - Reflecting on the day
Weekly centers are designed to support intentional instruction through the integration of learning goals. Small modifications are made each day to tie the activities in the centers more closely to the daily focus and to create novelty. Teachers choose the extent to which they provide the adaptations.

**Materials**
- homemaking materials, a variety of dress-up clothes, cookware, baby items, food items, aprons, polishing rags, dust rags, socks, toy tools, empty food containers, suitcase, articles to go in the suitcase, tablets for grocery list, and calendars for tracking family schedules

**Day**
1. Suggest children cook and serve a meal.
2. Encourage children to perform household jobs, such as washing dishes, folding laundry (matching socks), fixing broken toys (with safe or toy tools), polishing furniture, polishing shoes, and putting groceries away.
3. Suggest children pack their suitcase for a trip to grandmother’s house. Provide a rebus list of what should be packed.
4. Encourage children to clean house, sweep, dust, shake rugs, and so on.
5. Challenge children to sort the clothing into categories according to something they have in common: men’s clothing and women’s clothing, dress-up and casual clothing, summer and winter clothing.

**Reflect:** Why is it important for families to share the work in the home? ¿Por qué es importante que las familias compartan el trabajo de la casa? What do you do to help at home? ¿Cómo ayudan ustedes en la casa?

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**Creativity Station**

**Program Materials**
*How to Paint at the Easel* • *Cómo pintar en un caballete*
- rebus poster, paper, tempera paint, paintbrushes, play dough

**Day**
1. Paint pictures of families. With permission transcribe names of family members on children’s paintings.
2. Paint pictures of extended family members. With permission transcribe names of extended family members.
3. Paint pictures of family homes.
4. Use play dough to fashion family pets or paint pictures of pets. If children choose to paint their pets, with permission transcribe the pets’ names onto the paintings.
5. Use play dough to shape alphabet letters.

**Reflect:** What makes a family a family? ¿Qué hace que una familia sea una familia?
Weekly Learning Centers

**Technology**

- Sounds and Rhymes—Compound Words
  Child segments and combines compound words.
- Frog Street Math—Listen and Find It
  Child uses positional and directional vocabulary.

**Outdoors Learning**

**Materials**
- magnifying glasses, picnic basket with pretend foods, magnetic letters

**Day**
1. Have a pretend family picnic.
3. Play Aunt Bessie’s Scarf • El pañuelo de tía Bessie (p. 200)
4. Encourage children to look for homes of insects. Provide magnifying glasses for close-up looks.
5. Hide magnetic letters on the playground and invite children to have a letter hunt. When they are finished, have them check to see if they have found the entire letter family (A to Z).

**Writer’s Corner**

**Materials**
- stationery, envelopes, pens and pencils
  Encourage children to write letters to or draw pictures for their family. Change recipients during the week.

**Day**
1. Write to mom or dad.
2. Write to a sibling or friend.
3. Write to grandmother or grandfather or an aunt or uncle.
4. Write to a pet (or write a letter asking for a pet).
5. Practice writing upper- and lowercase letters (the alphabet family).