

# My Family and Me: Making Connections

**Grade Level:** Preschool

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**Length of Unit:** Six lessons (lessons are approximately 20 minutes long)

## I. ABSTRACT

As a child grows they begin to understand that there is a larger world around them. The child begins to explore the image that they have of themselves. By learning about their body and the members of their family children develop a deeper understanding of the living world and how they function in the world. This unit develops the child's awareness by exploring the functions of the human body, its development over time, and the relationships of the family members. Discussions of family life, differences in the families, and comparisons of individual body functions are some aspects of the unit.

## II. OVERVIEW

### A. Concept Objectives

1. Understand people around them and their place in the environment.
2. Understand their body image and capabilities.
3. Understand and express written and oral language.

### B. Content from the *Core Knowledge Preschool Sequence*

1. Refine physical attention and relaxation. (page 14)
2. Learn to use the body expressively by playing group games. (page 15)
3. Establish a sense of self-image. (page 18)
4. Listen and expressively respond to a variety of literary forms. (page 48)
5. Develop an awareness of language and its uses. (pages 54 and 55)
6. Understand the language of time and points of reference in time. (page 74)
7. Demonstrate an understanding of the living world around them. (pages 84 and 85)

### C. Skill Objectives

1. Stop and start specific body parts using visual and auditory clues.
2. Participate in group games.
3. Recognize their name orally and written.
4. Memorize, recite, and respond to simple nursery rhymes, poems, and finger plays.
5. Listen and attend to books with a variety of genres.
6. Use a simplified schedule of daily activities in words and pictures to represent a passage of time.
7. Depict and represent: people, events, or objects in child's experience or imagination.
8. Dictate a description to describe one's own drawings of people or experiences.
9. Use the days of the week, months of year, and year as divisions of time.
10. Sort and classify objects or pictures.
11. Name holidays and special events.
12. Use a time line to mark events across a lifetime.
13. Identify and describe the five senses and the body part that is associated with the awareness of the sensation.
14. Identify and describe human needs.
15. Identify and describe stages of development in the human life cycle.
16. Identify and describe body parts and functions.
17. Sequence photos of the different stages of human development.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  - 1. *All About Me*, Carson-Dellosa Publishing Company, Inc.
  - 2. *My World*, Teacher Created Materials, Inc.
  - 3. *Core Knowledge Preschool Sequence*, Core Knowledge Foundation
- B. For Students (This is a list of suggested reading for the students by their parents.)
  - 1. *Library of Questions and Answers, Do Mommies Have Mommies?* Time Life
  - 2. *What's Inside My Body?* Dorling Kindersley Inc.
  - 3. Baxter, Nicola. *Families*. Children's Press

### IV. RESOURCES

- A. *500 Five Minute Games*, by Jackie Silberg (Lessons One and Three)
- B. *1001 Rhymes and Fingerplays For Working With Young Children* (Lessons Two, Five, and Six)
- C. *My World*. Teacher Created Materials, Inc. (Lessons Four and Six)
- D. *100 All Time Children's Favorites*, 2000 Madacy Entertainment Group, Inc. (compact disc) (Lessons Two, Three, Four, and Five)
- E. *Big & Easy Patterns, Themes*, by Loralyn Radcliffe (Lesson Four)
- F. *Frank Leto's Time for Music*, by Frank Leto (Lesson Three)
- G. *The Amazing Pull-Out, Pop-Up Body in a Book*, by David Hawcock (Lessons Two and Three)
- H. *My Face and Body* (felt pieces), Judy Instructo, Frank Schaffer Publications (Lesson Two)
- I. *All About Me*, Carson-Dellosa Publishing Company, Inc. (Lesson One)
- J. *Families*, by Meredith Tax (Lesson Four)
- K. *To Be a Kid*, Charlesbridge Publishing (Lesson Six)
- L. *Library of Questions and Answers, Do Mommies Have Mommies?* Time Life (Lesson Five)
- M. Poster of "Head, Shoulder, Knees, and Toes" (Singlish) (Lesson Two)
- N. CD player

### V. LESSONS

#### Lesson One: What's My Name?

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Understand their body image and its capabilities.
    - b. Understand written and oral language.
  - 2. Lesson Content
    - a. Establish a sense of self-image.
    - b. Learn to use the body expressively by playing group games.
  - 3. Skill Objective(s)
    - a. Recognize their name orally and written.
    - b. Memorize, recite, and respond to simple nursery rhymes, poems, and finger plays.
- B. *Materials*
  - 1. Nameplates with each of the children's names printed on the plate
  - 2. Small softball that can be rolled to each child
  - 3. Book: *500 Five Minute Games* (page 12)
  - 4. Book: *All About Me* (pages 32-38), run off copies for each child

- C. *Key Vocabulary*
1. Name - what is a person called
- D. *Procedures/Activities*
1. Call the children to sit in a circle.
  2. Explain what the word *name* means and introduce each child by showing their nameplate and asking that child to stand up.
  3. Play the game: My Name Is \_\_\_\_\_. The teacher rolls a ball to a child and the child responds, "My name is \_\_\_\_\_." The child rolls the ball back to the teacher and the motions are repeated for each child. Always have the ball rolled back to you. This will keep you in control of the game. (*500 Five Minute Games*. P.12.)
  4. In Level II of the *Core Knowledge Preschool Sequence*, the child can say what letter his name begins with.
  5. Recite the poem "Everybody Has a Name" and substitute each child's name in the poem. Hold up the child's written name when you call out their name. The other children in the circle can join in the poem when they feel comfortable with the words.
  6. Explain the other activities around the room that the children will do in their center time.
  7. Dismiss children to their centers by calling out their names and showing their written names.
- E. *Centers*
1. Writing Center
    - a. Make a family booklet. Help the children to write their own booklet. Do one page at a time. Use the pages that were copied for each child from the book *All About Me*. The teacher can record the child's statements on each picture.
    - b. Have paper, pencils, crayons and stapler ready when the booklet is finished so that the child can assemble it.
    - c. Display the books in the reading center so that other students can "read them."
  2. Drama Center
    - a. The center will have the set up of a home environment. Stove, washing machine, table and chairs, sofa/bed and costumes to role-play different family members.
  3. Reading/Listening Center
    - a. The center will contain a variety of books that are relevant to the unit. Books can be put on tape so that the children can listen to the stories as well as look at the books. (See Bibliography for a list of books.)
- F. *Assessment/Evaluation*
1. The teacher will listen and observe the child's responses during the lesson.
  2. Anecdotal records of children that will be used during conferences.
  3. The booklet that the child makes can be used to evaluate the child's understanding of their world.

**Lesson Two: It's My Body!**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand their body image and its capabilities.
  - b. Understand written and oral language.

2. Lesson Content
    - a. Refine physical attention and relaxation.
    - b. Learn to use the body expressively by playing group games.
    - c. Listen and attend to books with a variety of genres.
  3. Skill Objective(s)
    - a. Identify and describe body parts and functions.
    - b. Stop and start specific body parts using visual and auditory clues.
    - c. Memorize, recite, and respond to simple nursery rhymes, poems, and finger plays.
    - d. Listen and attend to books with a variety of genres.
- B. *Materials*
1. Flannel board and flannel pieces of all the different body parts
  2. *100 All Time Children's Favorites* compact disc
  3. Book: *The Amazing Pull-Out Pop-Up Body in a Book*
  4. Poster of "Head, Shoulder, Knees, and Toes" (Singlish)
  5. Washable markers
  6. Large sheets of newsprint paper
  7. Crayons
  8. Odd pieces of cloth, yarn, string, buttons, etc.
- C. *Key Vocabulary*
1. A list of all of the parts of the body on page 20 of the *Core Knowledge Preschool Sequence*.
- D. *Procedures/Activities*
1. Call the children into a circle.
  2. Repeat the poem from Lesson One "Everybody Has a Name" and call each child's name.
  3. Sing the song "Head, Shoulders, Knees and Toes" and use the poster to illustrate the words and pictures. Let the children act out the gestures to the song with the teacher. Repeat the song.
  4. Have the children touch the different parts of their bodies as you call out the body part. See if the children can touch the parts as fast as you can call the names.
  5. Using the flannel board and body parts, have different children come to the board and name the part as they put the person together.
  6. Display the book *The Amazing Pull-Out, Pop-Up Body in a Book*. The teacher can call on each child to name a part of the body as she points to them.
  7. As a game you can increase the speed of how fast you call out the body parts and have the children respond.
  8. Play the song, "Do Your Ears Hang Low?" (in the 100 Children's All Time Favorites CD) and have the children do the hand motions with you. (Wobble your hands around your ears. Roll your hands for the tying in a knot. And make the action of throwing something over your shoulder.)
- E. *Centers*
1. Art Center
    - a. The child lies down on a large sheet of paper that will accommodate the child's size. The teacher draws a line around their body. The child can fill in body parts with markers, crayons, or other art materials.
- F. *Assessment/Evaluation*
1. The teacher can evaluate the children's knowledge of the body parts by their responses. A checklist of body parts for each child can record their responses

2. Anecdotal records that will be discussed at conference time and recorded on evaluations.

### **Lesson Three: What Does My Body Do?**

#### **A. Daily Objectives**

1. Concept Objective(s)
  - a. Understand written and oral language.
  - b. Understand their body image and capabilities.
2. Lesson Content
  - a. Refine physical attention and relaxation.
  - b. Learn to use the body expressively by playing group games.
  - c. Listen and attend to books with a variety of genres.
3. Skill Objective(s)
  - a. Stop and start specific body parts using visual and auditory clues.
  - b. Participate in group games.
  - c. Listen and attend to books with a variety of genres.
  - d. Depict and represent: people, events, or objects in child's experiences or imagination.
  - e. Identify and describe human needs.

#### **B. Materials**

1. *100 All Time Children's Favorites* compact disc
2. Book: *500 Five Minute Games* (page 96)
3. Stop sign with red and green on either side (made out of construction paper and a Popsicle stick)
4. Song: "We All Have 5 Senses" (Frank Leto's compact disc)
5. Book: *The Amazing Pull-Out Pop-Up Body Book* by David Hawcock
6. Jell-O (different flavors)
7. Construction paper (different colors)
8. Paint brushes
9. Long tube socks
10. Variety of items to touch: buttons, paper clips, crayons, erasers, etc.
11. Pictures of the items in the socks

#### **C. Key Vocabulary**

1. Heart - muscle that pumps the blood throughout your body
2. Lungs - large air sacks in your body that take in and hold the oxygen for your body
3. Smell - the sense used by the nose
4. Sweet - pleasing to the taste
5. Sour -having a tart taste
6. Taste - the sense used by the tongue
7. Touch - the sense used by the hand
8. Breathe - to take in air to the lungs
9. Blood - the fluid in our body that carries the oxygen to your body
10. Hearing - the sense used by the ears
11. Sight - the sense used by the eyes
12. Alive - to be living tissue
13. Skeleton - the structural bones that hold our bodies together
14. Muscles - the structural material that helps our bodies move

#### **D. Procedures/Activities**

1. Repeat the songs and finger plays in lessons One and Two as a review.

2. Play the game “Simon Says” and ask the children to move different body parts fast or slow. Use a stop sign that has red on one side and green on the other to have the children stop and start.
3. Display *The Amazing Pull-Out Pop-Up Body Book* and discuss with the children what they believe the blood, heart, lungs, skeleton, muscles and each of their senses do to help the body. Explain each part and how it works.
4. Explain the needs of a human being so that all of the parts of the body functions will work. Ask what would happen if the body does not have air, water, food and shelter.
5. Let the children take turns describing any experiences that they may have had when their have hurt their body or when they notice differences in the way their body reacts to changes.
6. Play the song, “ We All Have 5 Senses” from the compact disc. Repeat the song and have the children sing with you pointing to the different senses. Hold up the pictures of each part of the body that belongs to the five senses.
7. Ask the children to play the game “If Your Body Could Talk.”
8. Pretend that different parts of your body can talk.
9. Tell the children what each part of the body is saying, and ask them to act it out. Statements: Nose- I smell something yummy. I smell something yucky. Eyes- I am happy. I am sad. Shoulders- I don’t know. Hands- Stop! Feet- I am waiting. Elbows- Get away! Arms- I love you! Legs- Run fast. You may need to explain the movements to some children.

E. *Centers*

1. Art Center
  - a. The children can paint with different flavors of Jell-O on construction paper of different colors.
  - b. The teacher pre-mixes the different flavors of Jell-O with warm water. Provide paper and brushes for each student. Let each child free-style paint with the Jell-O mixture. Ask the child, “What does it smell like?”
2. Science Center
  - a. Sensory Socks-Insert a plastic cup into the foot of a long tube sock. Gather a collection of objects and corresponding pictures. Place an object in the cup and show several pictures of what the object could be. Each child can reach into the sock and guess what inside. If it is right, then put it on the appropriate picture. Objects can change as the children discover the different items in each sock and they become very familiar with the items.

F. *Assessment/Evaluation*

1. The teacher can evaluate the children’s knowledge of the body parts by their responses.
2. Anecdotal records are taken that will be discussed at conference time and recorded on evaluations.

**Lesson Four: Who Is in My Family?**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand people around them and their place in the environment.
  - b. Understand and express written and oral language.
2. Lesson Content
  - a. Listen and expressively respond to a variety of literary forms.
  - b. Develop an awareness of language and its uses.

- c. Understand the language of time and points of reference in time.
  - d. Understand the language of time and points of reference in time.
3. Skill Objective(s)
- a. Listen and attend to books with a variety of genres.
  - b. Depict and represent: people, events, or objects in child's experience or imagination.
  - c. Dictate a description to describe one's own drawings of people or experiences.
  - d. Identify and describe body parts and functions.
- B. *Materials*
- 1. Book: *Families*, by Meredith Tax
  - 2. Individual dry erase boards for the teacher
  - 3. Dry erase markers for the teacher
  - 4. Paper and crayons for each child
  - 5. *100 All Time Children's Favorites* compact disc (Disc 2, songs 31 and 36)
  - 6. Pictures of ear, eye, nose, hand, tongue (from *Big and Easy Themes*)
  - 7. Brown lunch bags (1 per child)
  - 8. Newspaper for stuffing
  - 9. Sets of face and body patterns (page 9, *My World* theme unit book)
  - 10. Scissors
  - 11. Glue or tape
  - 12. Stapler
  - 13. Arms and legs precut out of construction paper of different colors, enough for each child
- C. *Key Vocabulary*
- 2. Family - a body of persons who live in one household or those descended from a common genitor.
  - 3. Mother - a female parent
  - 4. Father - a male parent
  - 5. Sister - a female sibling
  - 6. Brother - a male sibling
  - 7. Grandparents (grandfather, grandmother) - standing in the second degree of ancestry
- D. *Procedures/Activities*
- 1. Call the children to circle by playing the song, "Hush Little Baby". (Disc 2, #31)
  - 2. The song can be repeated and have the children sing along with the disc.
  - 3. Introduce and read the book, *Families*. Pause through the story and ask questions about the characters, plot, family members and illustrations.
  - 4. At the end of the reading, ask the children to share experiences about their families. Make comparisons with each of the children and their families.
  - 5. Model for the children how to draw a person. As the teacher draws, he/she can review the different body parts.
  - 6. Ask the children to go to their tables and draw a picture of the people in their families. As the children draw the teacher can write whatever the child dictates to them about their pictures.
  - 7. Come back to circle and ask the children to share their drawings. Have each child name the different people in their families.
  - 8. Introduce the poem "Bye Baby Bunting"(Disc 2 #36) by listening to the poem on the disc, then, repeat it with the children.
- E. *Centers*
- 1. Art Center

- a. The children can make puppet dolls of different family members.
  - b. Stuff a brown lunch bag with newspaper and staple closed.
  - c. Color and cut out the different face parts. Glue on the bag to make a face.
  - d. Have child glue on arms, legs, and hair.
  - e. The child or the teacher can write the name of the family member on the back of the puppet.
- F. *Assessment/Evaluation*
- 1. Listen to the children's responses and evaluate their knowledge by orally asking questions.

**Lesson Five: Why Are Families Different?**

A. *Daily Objectives*

- 1. Concept Objective(s)
  - a. Understand people around them and their place in the environment.
  - b. Understand and express written and oral language.
- 2. Lesson Content
  - a. Demonstrate an understanding of the living world around them.
  - b. Listen and expressively respond to a variety of literary forms.
- 3. Skill Objective(s)
  - a. Identify and describe human needs.
  - b. Identify and describe stages of development in the human life cycle.
  - c. Sequence photos of the different stages of human development.
  - d. Use the days of the week, months of year, and year as divisions of time.
  - e. Name holidays and special events.
  - f. Memorize, recite, and respond to simple nursery rhymes, poems, and finger plays.

B. *Materials*

- 1. *100 All-Time Children's Favorites* compact disc (Disc #1, song 1)
- 2. Book: *Do Mommies Have Mommies?* by Time Life
- 3. Book: *1001 Finger Plays*, "Some Families" (page 20)
- 4. Strong paper plates (One per child)
- 5. Yarn cut in 18" lengths of different colors
- 6. Crayons or markers

C. *Key Vocabulary*

- 1. Stepfamily - alternate style of a family when parents divorce and remarry
- 2. Adopt - to take into a family a child who had other parents
- 3. Timeline - the passage of time and events in a lifetime

D. *Procedures/Activities*

- 1. Call the children to sit in a circle.
- 2. Introduce the finger play, "Some Families." Have the children repeat the poem with the teacher. Discuss with the children the sizes of families and who is in their family.
- 3. Play the song, "The Grandfather Clock." Ask the children about their grandparents and let them describe their visits with their grandparents.
- 4. Explain to the children that they will be starting a project with their parents. They will need to bring to school a poster showing the members of their family. They can also include pictures of themselves and how they have grown since their birth. Tell the children that they will be making a "timeline" of the people in their family. Discuss what a "timeline" is.

5. Discuss how we grow and change with each birthday. Tell each child their birthday and that they will be memorizing the date that they were born. Talk about how each person grows and changes with different ages.
  6. Read the book, *Do Mommies Have Mommies?* Discuss with the children how families are different. Some members can be adopted or they may have stepfamilies. Explain the definitions of the words “adopted” and “stepfamily.” Stepfamilies can be confusing to some children who have not been exposed to the concept.
- E. *Centers*
1. Art Center
    - a. Ask the children to draw their family onto the inside of the paper plate. Poke two holes at the top edge of the plate. Thread the yarn through the holes and tie in a bow for a hanger. Display the portraits in the room.
- F. *Assessment/Evaluation*
1. The children’s “timeline” home project about their families will be the assessment of their understanding of the family.
  2. The children’s portrait drawings of family members will assess their understanding of family members.

**Lesson Six: What’s It Like to Be a Kid?**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Understand people around them and their place in the environment.
  2. Lesson Content
    - a. Sort and classify objects or pictures.
    - b. Use a simplified schedule of daily activities in words and pictures to represent a passage of time.
    - c. Develop an awareness of language and its uses.
  3. Skill Objective(s)
    - a. Classify pictures/objects using a single criterion.
    - b. Recognize their name orally and written.
    - c. Memorize, recite, and respond to simple nursery rhymes, poems, and finger plays.
    - d. Listen and attend to books with a variety of genres.
    - e. Sort and classify objects or pictures.
- B. *Materials*
1. Book: *My World* by Teacher Created Materials (page 33)
  2. Graph with enough spaces for each child’s name
  3. Nameplates with each child’s name
  4. Book: *1001 Rhymes & Fingerplays*, “I Help My Parents”(page 23)
  5. Book: *To Be A Kid*, by Maya Ajmera and John D. Ivanko
  6. Clock with picture schedule of the different times of the day
- C. *Key Vocabulary*
1. Graph - visual representation of information that is collected and counted
  2. Job - an activity that is done in the home by an individual
  3. Morning - time of day that is the beginning of the day
  4. Afternoon - time of day after 12:00 p.m.
  5. Evening - time of day when the sun begins to set
- B. *Procedures/Activities*
1. Call the children to sit in a circle. You can repeat any of the songs that have been presented in any of the previous lessons.

2. Ask the children what time of day we wake up, eat our meals, play, and sleep. Explain the different times of the day. Show the children the different times on the schedule/clock.
  3. Ask the children to take turns acting out what do we do at different times of the day. Let them role-play helping parents do different jobs around the house, playing, taking a nap, etc.
  4. Ask the children to recite with you the finger play, "I Help My Parents." Repeat the poem until the children are familiar with the words and actions.
  5. Read the book, *To Be A Kid*. Ask the children the differences that they see in the children and the activities presented in book. Compare this to their lives.
  6. Discuss that people are different all over the world, but most children live in some kind of family. Skin colors are different, but we all have similar lives.
  7. Use a large graph made from paper or a sheet. Have the children put their nameplates on their graph depicting how many people are in their family. The children can take turns counting the different amount of people in each child's family.
- F. *Assessment/Evaluation*
1. Anecdotal records are taken that will be discussed at conference time and recorded on evaluations.

## VI. CULMINATING ACTIVITY

- A. The children will be in their poster project along with any family members that they would desire to come with them to the class. The child can explain to the other classmates the pictures on their posters. The schedule of how children will present their poster can be left up to the discretion of the teacher. It can be done at the end of the unit, throughout the next few weeks, or throughout the school year.

## VII. HANDOUTS/WORKSHEETS

None

## VIII. BIBLIOGRAPHY

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