

# K - Act. 09: Our Families, Yours, and Mine

## Summary

The activities in this lesson plan will help students understand the similarities and differences in families and identify attributes in themselves and others.

## Main Core Tie

Social Studies - Kindergarten

[Standard 1 Objective 2](#)

## Materials

face cards of people glued on to cut poster board (cards should represent grandmothers, grandfathers, mothers, fathers, step-parents, girlfriends and boyfriends, foster parents, aunts and uncles, sisters and brothers, old people, middle age people, young adults, teenagers, older and younger children, toddlers and infants)

rolled paper for graphing

OR

looped chains representing family members

paper

stampers (male & female)

scissors

glue

Additional Resources:

Patterns & Shapes:

*Patterns* by Samantha Berger

*What If the Zebras Lost Their Stripes?* By John Reitano

*The Shape Hunt-Geometry Shapes* by Sharon L. Young

*What Is Round?* by Rabecca Kai Dotlich

*What Is Square?* by Rabecca Kai Dotlich

*What Is a Triangle?* by Rabecca Kai Dotlich

*Shapes Shapes All Over the Place* by Janie Spaht Gill

*Square Is a Shape A Book about Shapes* by Sharon Lerner

*Shapes and Things* by Tana Hoban

*Circles, Triangles and Squares* by Tana Hoban

*Color Zoo* by Lois Ehlert (Animals are made with shapes-Ref. Standard III)

Families:

*Who Looks After Me?* by Demi Stanos

*The Berenstain Bears and Baby Makes Five* by Stan & Jan Berenstain

*The Berenstain Bears Are a Family* by Stan & Jan Berenstain

*Me and My Family Tree* by Joan Sweeny

*We Have Fun* by Erin McKean

*This Is My House* by Arthur Dorros (Say "This Is My House" in thirteen Lang.)

*A Chair for My Mother* by Vera B. Williams

*Amazing Grace* by Mary Hoffman

*How Many Stars in the Sky?* by Lenny Hort

*Watch Out! Big Bro's Coming* by Jez Alborough (Ref. Animals-Standard III)

*Koala Lou* by Mem Fox

*Mama, Do You Love Me!* by Barbara M. Joesse

*My Mom's the Best Mom* by Stuart Hample  
*Who Can Fix It Up?* by D.D. Torino (Mom's)  
*Stellaluna* by Janell Cannon  
*What Moms Can't Do* by Douglas Wood  
*What Dad's Can't Do* by Douglas Wood  
*I Love You Mom* by Iris Arno  
*I Love You Dad* by Iris Arno  
*Hooray for Mother's Day* by Clifford, *I See My Dad* by  
*Hugs and Kisses* by Christophe Loupy  
*I Love You the Purplest* by Barbara M. Joosse  
*I Love You as Much...* by Laura Krauss  
*Franklin says "I Love You"* by Palette Bourgeois  
*The Berenstain Bears, The Week at Grandmas* by Stan & Jan Berenstain  
Teacher Resources:  
*Easy And Effective Ways To Communicate With Parents* (Scholastic)

### Background for Teachers

Because of their limited prior knowledge, children often presume that all families are the same as their own. Children need to be exposed to similarities and differences in other families, identifying attributes in themselves and others, which make each person and family special and unique. Hopefully, these activities will help children be more respectful and accepting of others.

### Intended Learning Outcomes

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1. Demonstrate a positive learning attitude.
2. Demonstrate social skills and ethical responsibilities.
5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

#### Process Skills

Symbolization, observation, description, classification, problem solving

### Instructional Procedures

#### Invitation to Learn

Read the book *Patterns* by Samantha Berger. Clap different patterns and have the children listen and try to clap the same pattern back.

#### Instructional Procedures

1. Grouping families—Picture Cards  
: Parents may send a family portrait to school with their child. Together the children will share and discuss contributions of family members. They will find cards that represent members of their own family and place them in an order—Oldest/Youngest, Biggest/Smallest, Tallest/Shortest, First, Second, Third, etc. If the class has too many students to do this activity, family chains may be made instead, using stampers.
2. How is my family the same as other families and how is my family different?  
Forming groups with other children, example: children who have a grandparent living with them or who live with a grandparent stand together behind the picture of grandparents.
3. Clap Family Patterns:  
After the children have been successful with several clapping patterns, the teacher will clap the pattern of his or her family. Example: Clap, Clap, pause, and one, two, three (mom, dad, and

three children). Each child will be given the opportunity to clap their family pattern (or a pattern of their choosing) and have everyone try to clap the pattern back.

### Extensions

Possible Extensions and Adaptations

Special Needs:

The teacher could stand behind a child and help him or her clap a pattern by gently holding their hands on the outside of the child's hands and clapping with them.

Extended Activities: Read one of the shape books listed. Have the children stand and hold shapes of different colors, cut out of construction paper, to form patterns, and string beads into patterns of different shapes and colors. Pattern cards can be purchased or made by the teacher. Read *The Shape Hunt* by Sharen L. Young, and take the students on a shape hunt around the school.

Family Connections

Family skill bags: flash cards of numbers 1-20, small shapes of different colors cut out of construction paper, lined paper, a number line 1-20, crayons and a pencil.

Parent and Child Timeline Questionnaire, Homework: (Ages one, two, three, four and now) What did your child do at these different ages? What can your child do now that they could not do when they were two? etc. Return & share with the class.

### Assessment Plan

Observe the interactions of the children to see if they are making family connections.

Math Pattern Assessments: Ask the children to make patterns with shoe laces and beads or with math colored counters or unifix cubes.

### Authors

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