

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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