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Today's Families Curriculum Map

Students will gain an understanding of:

- the different family structures and the diversity and cultural differences found within families
- develop respect for others who come from different backgrounds than themselves
- accept and celebrate differences in their classroom society as well as large societies
- understand the roles and responsibilities of various family members
- learn how family traditions and activities work together to build a strong cultural and family identity that strengthens family relationships
- be able to recognize that strong families working together from within, help to create strong communities

The resource includes many activities that can be used to introduce and reinforce various skills in the following areas:

- **Mathematics:** Numeral/Concept Recognition, Counting by 1's, Arranging Pictures According to Size
- **Phonics:** Recognition of the initial consonants Dd, Ff, Mm, Ss, Hh, and the Gr blend
- **Reading:** Recognition of family words such as mother, father, sister, brother, grandmother, grandfather, uncle, aunt, cousin, etc. Completing a Family Booklet.
- **Association:** Things That Go Together; Colors of Food; Matching Baby Animal to Its Mother; Matching Things People Use Together; Identifying Rooms in a House; Matching Animal to Its Home; Identifying Homes People Use; Matching Homes that Look the Same; Identifying Things Used in a Home.
- **Classification:** Family Spring Activities; Family Autumn Activities; Family Winter Activities; Family Spring Activities; Matching Items to Rooms in a Home; Identifying Buildings That Look the Same

- **Oral Language Development:** Putting picture puzzle pieces together to form a family picture to discuss family activity.
- **Developing Sequencing Skills:** Sequencing family activity pictures in the correct order and telling an oral story about the events.
- **Listening Skills:** Locating the emotion felt in a short oral story, ordinals first to fifth, and noting picture details.
- **Art Ideas:** Making family puppets and family mobiles to help students to synthesize their learning.

Introduction:

- At a Glance – List of Skills
- Common Core Standards Meet
- Teacher Assessment Rubric
- Student Self-Assessment Rubric
- **Teacher Notes: “About This Resource”**
 - Goals and Objectives of “Today’s Families”
 - Teacher Information: What is a Modern Family Today?
 - General Teacher Input Suggestions

What is Family?

Teacher Notes: “What is a family?”

- Family Sizes
- People in a Family – 5 Worksheets
- Feelings:
 - How do we feel?
 - Feelings in a Family
 - All Kinds of Feelings
 - Family Feelings
 - Feelings Chart
- Family Fun:
 - Family Fun (Autumn Worksheet)
 - Family Fun (Winter Worksheet)
 - Family Fun (Spring Worksheet)
 - Family Fun (Summer Worksheet)

Me and My Family

Teacher Notes: “Me and My Family”

- Letter to Parents
- Reproducible “Me and My Family” Booklet

All Kinds of Homes

Teacher Notes: “All Kinds of Homes”

House & Home Worksheets:

- House Worksheet
- All Kinds of Homes (Worksheet)
- Kinds of Homes (Worksheet)
- Which Houses Look the Same? (Worksheet)

Animal Homes & Families:

- Family Association Matching Game
- Animal Families (Worksheet)

Rooms & What Goes Together

- Rooms in a House (Worksheet)
- In Which Room Does It Belong? (Worksheet)
- What Goes Together (Worksheet)
- Family Association Matching Game
- Family Association (Worksheet)

Family Phonics

Teacher Notes: “Family Phonics”

- Family Sounds - Initial Consonant “Ff” (Worksheet)
- Family Sounds - Initial Consonant “Mm” (Worksheet)
- Family Sounds - Initial Consonant “Ss” (Worksheet)
- Family Sounds - Initial Consonant “Hh” (Worksheet)
- Family Sounds - Initial Consonant Blend “Gr” (Worksheet)
- Family Sounds - Initial Consonant “Dd” (Worksheet)

Family Activity Picture Puzzles

Teacher Notes - “Family Activity Picture Puzzles”

- Family on a Picnic Puzzle
- Family in a Pumpkin Patch Puzzle
- Family at the Beach Puzzle

- Family on a Bike Ride Puzzle
- Family Making a Snowman Puzzle

Family Mathematics

Teacher Notes: “Family Mathematics”

- Family Counting (Worksheet)
- Family Numerals (Worksheet)
- Family Numbers (Worksheet)
- Family Counting (Worksheet)
- Family Numeral and Concept Matching Game
- Smallest to the Biggest Ordering Game
- Dot to Dot House (Worksheet)

Listening & Following Directions

Teacher Notes: “Listening and Following Directions”

- Listening Activity #1 (Worksheet)
- Listening Activity #2 (Worksheet)
- Listening Activity #3 (Worksheet)
- Listening Activity #4 (Worksheet)
- Listening Activity #5 (Worksheet)
- Listening Activity #6 (Worksheet)
- Listening Activity #7 (Worksheet)

Family Art Ideas

Teacher Notes: Family Art Ideas

- Family Faces for Paper Bag Puppets
- Family Stick Puppet Heads
- Patterns for Family Figures



“Me and My Family” Reproducible Booklet Pages 38 to 44

- A.** Reproduce pages called “My Family Tree” for each student; a blank family tree is also provided. Distribute the page to your students and explain the concept of a “Family Tree” and how one is used. Explain that a family is like a tree as it has branches of family members. It tells how each person’s family has grown and the names of the people in the family. This family tree is to be sent home to be completed with the help of the students’ parents. Along with the “Family Tree” page include the letter to the parents located explaining what they are to do with it. The letter also requests that they return labeled individual photos of each family member as well as a family group photo if it is possible. Put both sheets in an addressed envelope and send them home with your students.
- B.** Once all “My Family Tree” sheets have been returned, have each student show and discuss it with other members of the class. After the discussion, collect the sheets and store them in individually labeled file folders.
- C.** After the discussion of your students’ families explain to them that they will be making a booklet about their own families. Reproduce and distribute the cover page of the booklet. Hold up the cover and direct your students’ attention to the words. The title of your booklet is “Me and My Family.” Point to the word below the title and tell the students the word says “name.” If the student are able, have them record their first and last name on the line. If they are unable, it will have to be done for them. Have the students locate the front door of the house. On the door, they can draw a picture of or glue a photo of themselves. The rest of the picture is to be colored neatly. Collect the sheets to be stored in each student’s folder.
- D.** Reproduce page 40 of “Me and My Family” Booklet. Distribute the sheets to your students. Read the title and the sentences. Have the students read and point as well. Each student is to print the number of members in his/her family on the line. In the space, below the roof, the student is to glue a photo of his/her family or draw and color a picture of it. Collect the finished sheets and place them in the labeled file folders.
- E.** Reproduce page 41 of “Me and My Family” Booklet. Discuss things the students like to do with their “father.” Read the title and the first sentence. Have each student complete the sentence with word(s) that describe their favorite activity they do with their fathers. Have students record words on the line or give them assistance.
- In the lower part of the house, the students are to record the name of their father on the line or given assistance if needed. In the space under the line, the student is to glue a photo of his/her father or draw a picture of him. Collect the finished sheets and place them in the labeled file folders.





Teacher Notes

- F.** Reproduce page 42 of “Me and My Family” Booklet. Discuss the things the students like to do with their “mother.” Read the title and the first sentence. Have each student complete the sentence with word(s) that describe their favorite activity that they do with their mothers. Have students record words on the line or give them assistance.

In the lower part of the house the students are to record the name of their mother on the line. In the space under the line, the student is to glue a photo of his/her mother or draw a picture of her. Collect the finished sheets and place them in the labeled file folders.

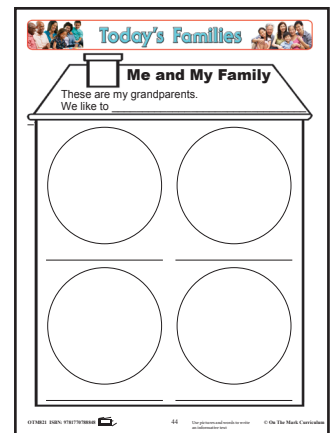
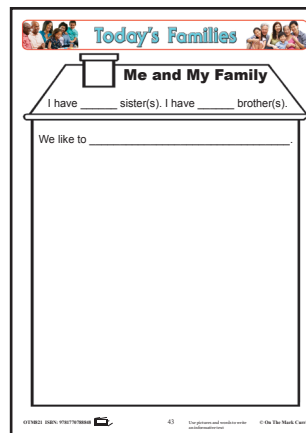
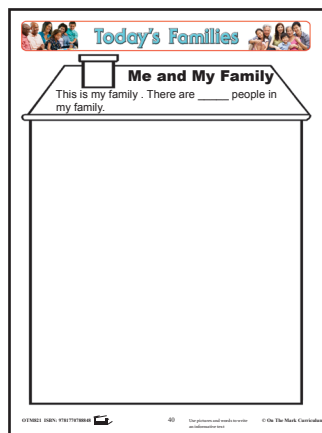
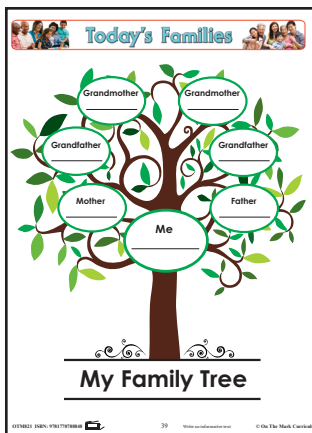
- G.** Reproduce page 43 of “Me and My Family” Booklet. Discuss the number of brothers and sisters each child has, their ages, and things that they like to do together. This is a good time to make a pictograph of brothers and sisters. Read the title and the sentences. Complete the first two sentences with a number and the last sentence with word(s). Discuss things that brothers and sisters like to do together.

In the lower section of the house, the students are to glue photos of their brother(s) and sister(s) or draw pictures of them. Collect the finished sheets and store them in the labeled file folders.

- H.** Reproduce page 44 of “Me and My Family” Booklet. Discuss grandparents with your students. Brainstorm with your students how they feel about them; how they are helpful; things they like to do with them; their importance. Read the title and the sentences to your students. Each student is to decide what is their favorite activity they do with their grandparents. The students will record on the line provided if they are capable or some may require assistance.

In the circles, photos are to be glued of their grandmothers and grandfathers or they can be hand drawn pictures. Collect the pages and file them in the labeled folders.

- I.** Once the booklet has been completed, collate the pages in order and staple them together and return them to the students. Allow the students to share their Family Booklets with other students. Have them practice reading the pages to others. At the end of the day have them take them home to share and read with their families.





Today's Families



“My Family Tree”

Dear Parents,

At the present time the students in the classroom are discussing families and how they grow and change. In this envelope, there is a sheet called “My Family Tree.” Please assist your child in the completion of this worksheet in order that he or she can better understand family relationships. Please print neatly the first and last name of each relative mentioned on the sheet. As you work through the family tree begin with the first box at the bottom of the tree. As you proceed up the tree, discuss each name and the person’s family relationship to your child.

We are also working on a “Me and My Family” booklet at school. Could you please supply your child with individual photos of the following family members: mother, father, caregivers, sister(s), brother(s), grandparents, and a family photo of the entire family. These photos will be glued into the “Me and My Family” booklet. If the children cannot obtain photos of family members, or can only obtain some photos of them, they will draw pictures of them in their booklet instead.

Please return the completed “My Family Tree” sheet and the family photos in the envelope provided.

Thank you for all your help and efforts in making this activity a memorable event for your child.

Yours Truly

(Teacher’s Name)

(Name of School)



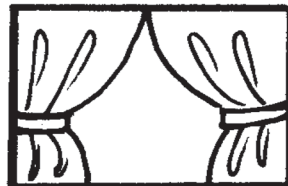
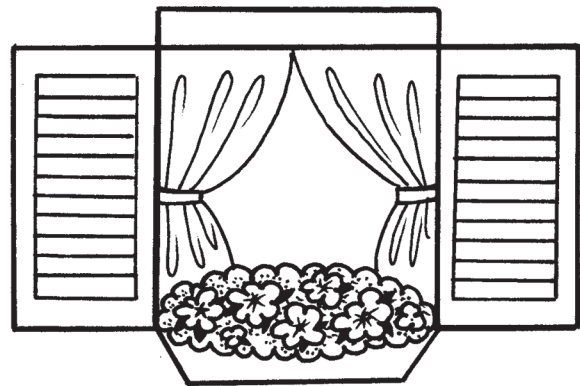
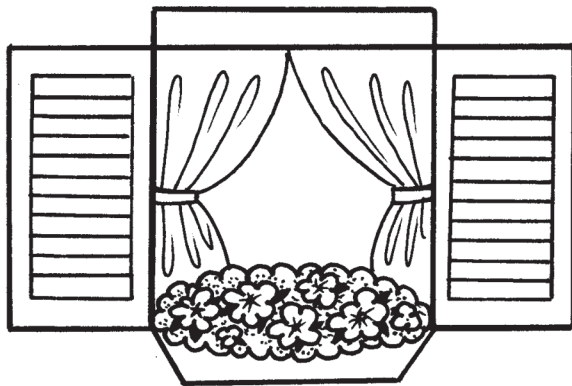


Today's Families



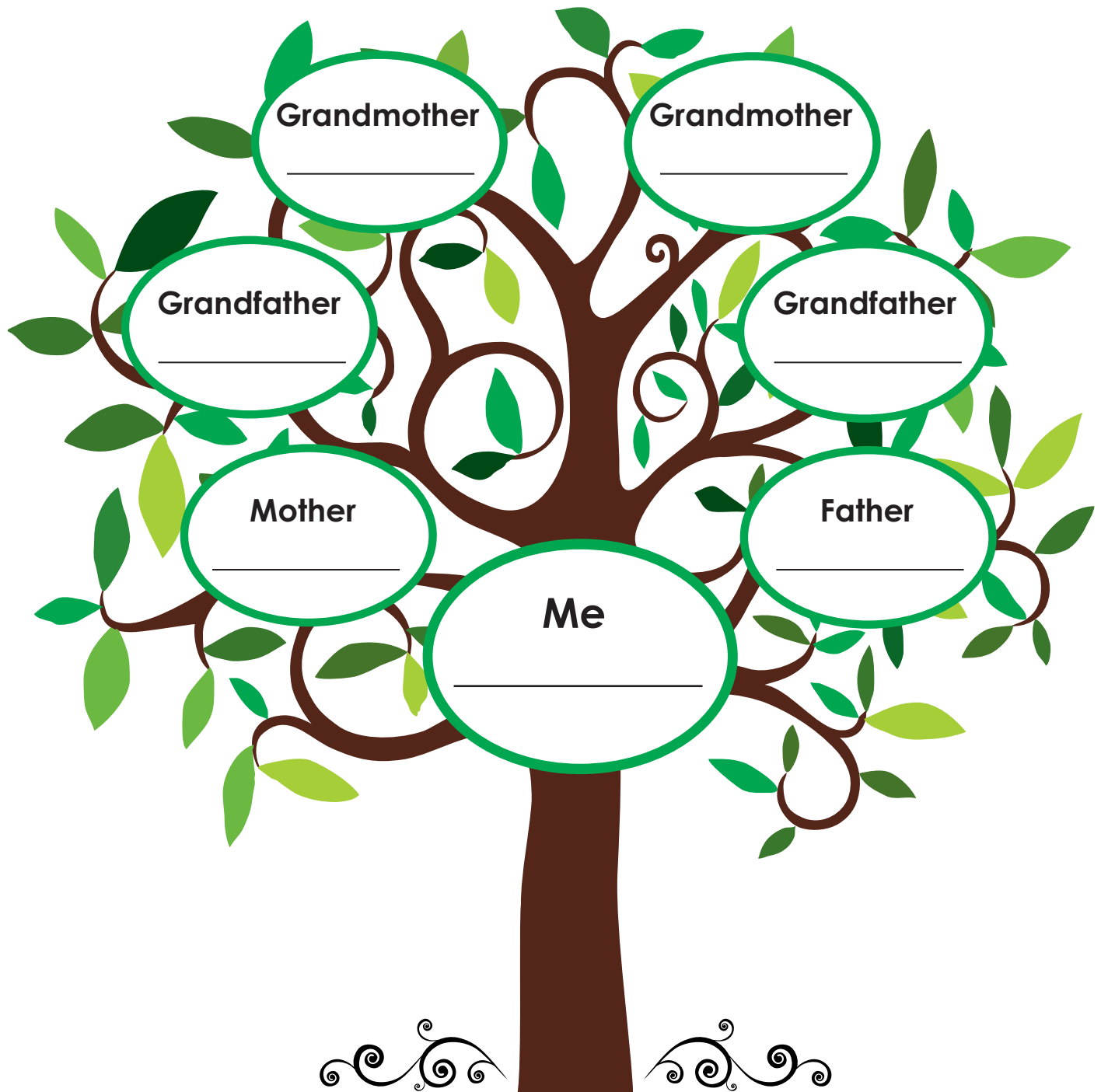
Me and My Family

Name: _____





Today's Families

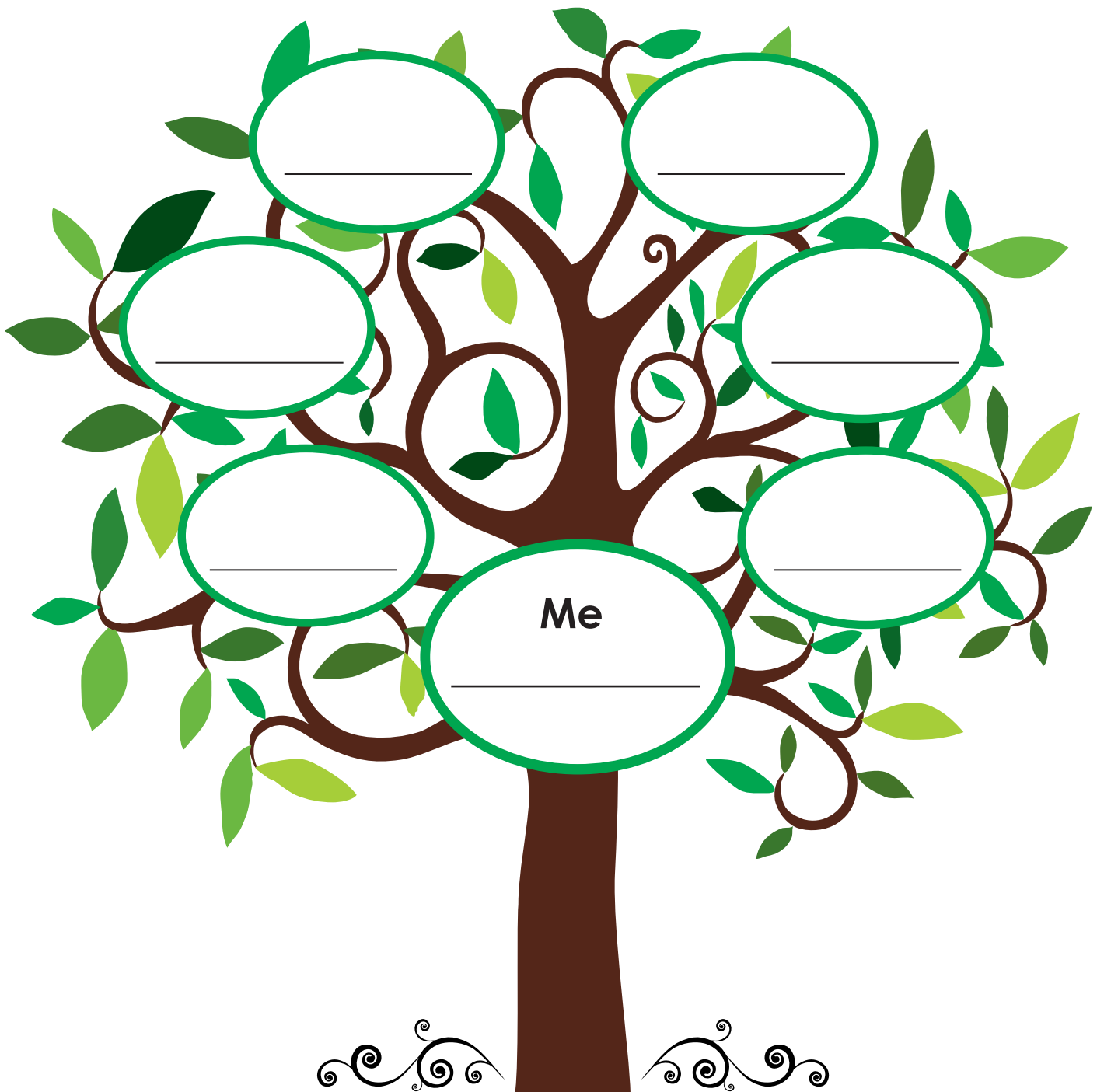


My Family Tree





Today's Families

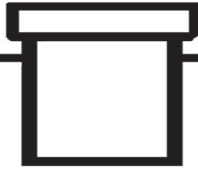


My Family Tree





Today's Families



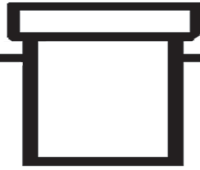
Me and My Family

This is my family . There are _____ people in my family.





Today's Families



Me and My Family

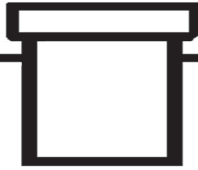
I like to _____ with my father.

This is my father. His name is _____.





Today's Families



Me and My Family

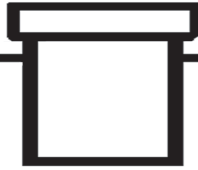
I like to _____ with my mother.

This is my mother. Her name is _____.





Today's Families



Me and My Family

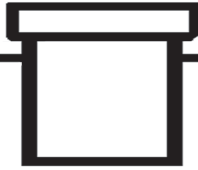
I have _____ sister(s). I have _____ brother(s).

We like to _____.





Today's Families



Me and My Family

These are my grandparents.
We like to _____

