
✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Name two ways that their family cares for them

Language Arts Objectives

Starting the Day

Students will:

- ✓ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names or classroom jobs (RF.P.1b)
- ✓ Use labels in the classroom to identify different classroom jobs (RF.P.3b)
- ✓ Memorize and recite with others the nursery rhyme "Rain, Rain Go Away" (RL.P.5, RF.P.2a)
- ✓ Using the nursery rhyme "Rain, Rain Go Away," finish a recitation that has begun with the correct rhyming word (RL.P.10, RF.P.2a)
- ✓ Vocally produce sounds that are loud or soft, long or short, according to verbal direction (CK Prerequisite)

Skills

Students will:

- ✓ Demonstrate observable listening behaviors (SL.P.1a)
- ✓ Use the body to imitate a sequence of three to five sounds (CK Prerequisite)
- ✓ Use musical instruments or other objects to imitate a sequence of no more than three sounds made by a single instrument or object (CK Prerequisite)

- ✓ Hold a book correctly, turning the pages (RF.P.4, RI.P.5)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Draw and use as motifs: horizontal line, vertical line, diagonal line (L.P.1a)
- ✓ Draw horizontal and vertical lines between two end points (L.P.1a)
- ✓ Recognize the initial letter of one's first name (RF.P.1d)
- ✓ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)

Listening & Learning

Students will:

- ✓ Point to the front cover, title, back cover, spine, and title page of *Families* (RF.P.1a, RI.P.5)
- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding. (RI.P.10)
- ✓ Describe an illustration and how it relates to *Families* (RI.P.7)
- ✓ Find the illustration, or object within the illustration, that is being described in *Families* (RI.P.7)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about *Families* (SL.P.2, RI.P.1)
- ✓ Understand and use precise nouns and verbs related to families (L.P.1b)
- ✓ With prompting and support, use words and phrases describing families that were acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- ✓ With prompting and support, retell important facts and information from *Families* (RI.P.2)
- ✓ Describe oneself, home, and immediate family (SL.P.4)
- ✓ With prompting and support, use a combination of drawing and dictating to create an informative text about the family, naming family members and supplying some information about each member (W.P.2, W.P.8)
- ✓ Add drawings or other visual displays to describe oneself, home, and immediate family (SL.P.5)

- ✓ With prompting and support, make revisions to drawing or writing, adding greater detail, based on feedback from adults (W.P.5)

Core Vocabulary

celebrate, *n.* To show happiness by doing something special

Example: Sebastian had a birthday party to celebrate turning four.

Variation(s): celebrates, celebrating

family, *n.* People who love and care for you

Example: I like to do fun things with my family, like play at the park and read bedtime stories.

Variation(s): families

sharing, *v.* Letting someone else use or have something that is yours

Example: Sharing your toys with your younger siblings is a nice way to show that you love them.

Variation(s): share, shares, shared

At a Glance

| At a Glance | | Exercise | Materials | Minutes |
|----------------------------|---|----------------------------------|---|-------------------------|
| STARTING THE DAY | | | | |
| Routines | W | Continue Established Routines | Name Cards; Classroom Jobs chart | During morning circle |
| | | Classroom Jobs | | |
| Nursery Rhyme | W | Rain, Rain Go Away | Nursery Rhyme Poster 41 | |
| SKILLS | | | | |
| Small Group 1 | S | Warm-Ups | Good Listening Poster; Musical instruments (one per student) | 10 |
| | | Musical Instrument Circle | | |
| Small Group 2 | S | Warm-Ups | Activity Pages 2-1–2-2; report covers, laminate or page protectors, markers, hole puncher; shaving cream or finger paint, trays, construction paper | 10 |
| | | Handwriting Strokes with Fingers | | |
| LISTENING & LEARNING | | | | |
| Introducing the Read-Aloud | W | Book Parts | Families by Ann Morris | 5 |
| | | Purpose for Listening | | |
| Presenting the Read-Aloud | W | Families by Ann Morris | Families by Ann Morris | 10 |
| Discussing the Read-Aloud | W | What’s the Big Idea? | Families by Ann Morris | 10 |
| Extension Activity | L | My Family Book | Drawing tools; paper; writing utensils; stapler | During Learning Centers |

Take-Home Material

My Tradition

Give students the following material to take home to their family:

Activity Page 2-3: Share a Family Tradition

Advance Preparation

Routines

Create a Classroom Jobs chart. Write the title “Classroom Jobs” at the top of the chart. Make a list of jobs by posting a picture of the job and writing the name of the job beneath the picture. On the chart, leave space to the right for students’ **Name Cards**. Use the jobs listed in **Day 2, Routines: Classroom Jobs**. You may add to the list of jobs suggested or create your own list with corresponding pictures. Create **Name Cards** to use to assign jobs to students (you might make an additional set of **Name Cards** like the ones used for taking attendance). Place hook-and-loop dots on the chart and the back of student Name Cards. Rotate jobs on a weekly basis. You may choose to introduce only a few jobs at first and then, as students master the existing jobs, continue introducing new and more challenging jobs throughout the year. Below are some free online resources to help you create a Classroom Jobs chart:

1. Free Printable Daily Job Charts
<http://www.daycareresource.com/printables/centersigns/centersignsclassroomhelperssigns.html>
2. Environments: Daily Jobs Printables
<http://www.eichild.com/job-chart-signs>

Teaching Tip

Use Classroom Jobs as an opportunity to teach students names of jobs held in the community (e.g., librarian, electrician, veterinarian, etc.).

Suggested Classroom Jobs

- Librarian (gets books for teacher, puts books away, cleans up library center)
- Mail person (puts things in cubbies)
- Electrician (lights)
- Line Leader
- Caboose
- Meteorologist (helps with weather during morning circle)
- Center Checker (cleanup)

- Custodian (trash)
- Table Setter
- Table Wiper
- Sweeper
- Gardener (waters plants)
- On Vacation (students without jobs for a given week)

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

Small Group 2

Prepare a **My First Strokes Book** for each student in the class. To make a **My First Strokes Book**, you will need **Activity Pages 2-1—2-2**, report covers (one per student), plastic page protectors (fifteen per student), construction paper, markers, and a hole punch. First, make a title page for each book by writing and underlining 'My First Strokes Book' on a piece of construction paper. Then, write the student's name underneath the title. Punch three holes in the title page and insert it behind the clear plastic of the report cover. Put fifteen page protectors in the report cover behind the title page. Insert the first two activity pages into the first two page protectors (order of strokes: vertical, horizontal). The remaining page protectors will be filled with additional writing strokes Activity Pages in this domain and the ones following.

Starting the Day

| | | Exercise | Materials | Minutes |
|----------------------|---|-------------------------------|----------------------------------|-----------------------|
| Routines | W | Continue Established Routines | Name Cards; Classroom Jobs chart | During morning circle |
| | | Classroom Jobs | | |
| Nursery Rhyme | W | Rain, Rain Go Away | Nursery Rhyme Poster 41 | |

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* domain. These include:

- Daily schedule
- Learning Center labels and sign-in
- Attendance: One Pile

Classroom Jobs

Students will be introduced to the Classroom Jobs chart (see **Advance Preparation**) and will learn to identify their job for the day (or week) based on where their name is located on the chart.

- Introduce students to your initial list of classroom jobs. Tell students that jobs in the classroom are important because they keep your class running smoothly so everyone can be safe, happy, and have fun together.
- Show students the jobs chart you created and tell students they will know which job to do by finding their name on the chart. Tell students they will each get a chance to do every job.
- Read the label of and describe each job on the job chart. Model how to do each job for the students.
- Explain how you will rotate students' jobs on a regular basis (daily or weekly).
- Throughout the day, refer to the Classroom Jobs chart to remind students of their jobs.

Teaching Tip

Having a job gives students a sense of responsibility and ownership in the classroom. It also allows them to practice daily chores that involve gross and fine motor movements, such as turning lights on and off and wiping down tables.

- Continue using the chart throughout the school year. Add more difficult jobs to the list as students become ready.

Nursery Rhyme

Whole
Group

Rain, Rain Go Away

Students will review the song “Rain, Rain Go Away” by singing it with you. Then, students will learn to recognize the rhyming words in the song.

- Show students **Nursery Rhyme Poster 41** and review the song by having them sing the song with you. Remind them that some words in the song rhyme.
- Remind students that the other day you played a game where they jumped in the air every time they heard words that end in the /ae/ sound.
- Tell students you want them to play this game again as a whole class. Have students stand in a circle and whisper the rhyme. Every time they say a word ending in the /ae/ sound, tell students to jump up in the air and say the word loudly.

Skills

| | | Exercise | Materials | Minutes |
|----------------------|---|----------------------------------|---|---------|
| Small Group 1 | S | Warm-Ups | Good Listening Poster; musical instruments (one per student) | 10 |
| | | Musical Instrument Circle | | |
| Small Group 2 | S | Warm-Ups | Activity Pages 2-1–2-2; report covers, laminate or page protectors, markers, hole puncher; shaving cream or finger paint, trays, construction paper | 10 |
| | | Handwriting Strokes with Fingers | | |

Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to transition students between each Small Group.

Small Group 1

10 minutes

Small Group

Warm-Ups

Body Beats

Students will use their bodies to imitate sound patterns.

- Use your body to make sound patterns that students copy.
- First, you demonstrate the pattern. Then, point to students when it is their turn to copy.
- Today, make patterns using up to four stomps, claps, knee pats, and vocalizations (say *ho!*) (e.g., knee pat, knee pat, knee pat, *ho!*; stomp, clap, stomp, knee pat; knee pat, clap, clap, *ho!* etc.). Increase the number of sounds you make as students are ready.

Be a Good Listener

Students will learn and demonstrate the steps to being a good listener.

- Show students the **Good Listening Poster** you made during the *All About Me* domain and say the following:

Eyes look. Look at me eye to eye.

Mouth closes. Close your lips and stop talking.

Body is still. Stop your body from moving.

Ears listen. Listen with your ears.

Musical Instrument Circle: One Instrument

Students will use one musical instrument to repeat up to three instrumental noises.

Note: *If students are not ready to advance after Rounds 1 or 2, repeat these rounds.*

Round 1

- Tell students that you are going to play an instrument and you want them to play it just like you did.
- Make one, two, or three noises with the instrument.
- Pass the instrument to the student next to you and have them make that same number of noises.
- Ask all the students to show ‘thumbs up’ if the musician played the instrument just like you did (i.e., played the same number of sounds) and ‘thumbs down’ if they did not.
- Continue passing the instrument around the circle, giving each student a chance to repeat the noise. Repeat the noise for students as needed to remind them what you want them to repeat.
- When the instrument comes back to you, play another series of one, two, or three noises and pass the instrument again.

Round 2

- Allow each student to be the ‘leader’ and make noises for the other students to copy (as in Round 1).

Round 3

- Give each student an instrument.
- Tell students to use their instrument to copy the noises you make.
- Make one, two, or three noises with the instrument.
- Have students copy your noises.
- Continue making series of one, two, or three noises.

Round 4

- Students keep their own instruments.
- Allow each student to be the ‘leader’ and make noises for the other students to copy (as in Round 3).

Warm-Ups

Move Your Body

Students will make gross motor movements to prepare them to participate in Small Group.

- Have each student stand behind a chair at a table.
- Model the poem for students and have them join in doing the motions. Students can begin to join in saying the poem as they learn the words. As they say the last line of the poem, have students sit in their seats in preparation for the next activity.

I can stretch; I can bend.

I can wave to a friend.

I jump so high; I crouch so low.

I tap the floor with my toe.

I cross my arms and breathe in deep.

I calm my body and take a seat.

My First Strokes Book

Students will practice two handwriting strokes by tracing lines with their fingers in their My First Strokes Books (see **Advance Preparation**). They will practice vertical and horizontal lines.

Vertical line



Horizontal line



Teaching Tip

Hold up the cover of each book and see if students can tell whose book it is by recognizing their name or their classmates' names.

- Give each student their My First Strokes Book. Tell students they will be learning strokes by following along in the book and drawing lines with their pointer finger.
- Tell students to drag their finger from left to right under the title as you read, "My First Strokes Book."
- Have students open to the first page of their books.
- Model tracing the writing stroke by holding up a copy of the Activity Page and demonstrating how to trace the dark lines as you read the poem.
- Ask students to hold up their pointer fingers when they are ready to trace.

Teaching Tip

Students should trace with the pointer finger on the hand that they will eventually use for holding a writing utensil. Some students may still be establishing dominance, while others may already have a dominant hand. If you know which hand is a student's dominant hand, you might put a sticker on their fingernail or back of their hand to help them remember to use that hand.

Learning Center

Put shaving cream or finger paint and trays in the **Art Center** or **Sensory Table** for students to practice drawing lines independently.

Teaching Tip

If students are ready, have them trace over the letters of their name in the shaving cream after you write them. Some students may even be able to write the first letter of their names themselves.

- Read the poem for each stroke. Have students trace the lines with their pointer fingers as you read each verse.
- Tell students when to begin a new page by saying, "Turn the page."

Handwriting Strokes with Fingers

Students will practice making vertical and horizontal lines with their fingers in shaving cream in a tray or on a cookie sheet. Students make small motions with their wrists and fingers in preparation for making marks on a horizontal surface holding a writing utensil. The tray or cookie sheet provides boundaries that help students start and stop their lines.

Note: *You may choose to do this activity with finger paint if shaving cream is not suitable for your students. During Handwriting Strokes with Fingers, you do not need to wipe down the shaving cream trays between groups, but you may need to add more shaving cream to each tray for the second group.*

- Squirt some shaving cream into each tray and give one to each student.
- Have students spread the shaving cream in the tray with their hands to create a smooth surface in which they can make marks.
- Read the rhymes from the *My First Strokes* book and encourage students to make marks in the shaving cream as you read. If needed, model each stroke on the pages of the book or in an extra tray.
- As students explore the strokes, they can "erase" their work by swishing the shaving cream around with their palms before trying again.
- As students practice, circulate around the table, stopping at each student to have them show you each stroke. When a student has shown you both strokes, write his/her name on the tray with your finger. Use a capital letter for the first letter and then lower case letters for the rest. Name each letter as you write the student's name. Tell the student s/he is learning how to draw lines that will help him/her write the letters in his/her name.
- Once most students have demonstrated the strokes, show students how to draw various 'pictures' using the strokes learned. Students could draw railroad tracks (two long lines across, lines down connecting the two lines) or a fence (many fence posts, and lines

across for the slats). Demonstrate these pictures for students on a white board or chart paper and allow them to experiment in their trays while using the strokes they have learned.

Listening & Learning

| | Exercise | Materials | Minutes |
|-----------------------------------|--|---|-------------------------|
| Introducing the Read-Aloud | W Book Parts | <i>Families</i> by Ann Morris | 5 |
| | Purpose for Listening | | |
| Presenting the Read-Aloud | W <i>Families</i> by Ann Morris | <i>Families</i> by Ann Morris | 10 |
| Discussing the Read-Aloud | W What's the Big Idea? | <i>Families</i> by Ann Morris | 10 |
| Extension Activity | L My Family Book | Drawing tools; paper; writing utensils; stapler | During Learning Centers |

Introducing the Read-Aloud

5 minutes

Whole Group

Learning Center

After the read-aloud, place *Families* by Ann Morris in the **Library Center** so students can look more closely at the pictures. As students explore the book, tell them about or ask them about the parts of the book, including: front and back covers, pages, and spine.

Book Parts

- Show students the cover of the book *Families*, by Ann Morris.
- Read the title and slide your finger under the words as you read. Connect the title to the picture on the front cover.

*"Today we are going to read a book. The title of this book is **Families**. It is a book about all the different kinds of families that people have. Look at the picture on the front cover. It is a big family! There is a picture of a family on the front of our book because the title is Families."*

- Ask a student to come forward and point to the title of the book.

"Who can come forward and point to the title of this book?"

- Talk about and show the front cover and back cover of the book.

"This is the cover of the book. The cover is a thick piece of paper that protects the pages of the book. This is the front cover and this is the back cover."

- Ask a student to come forward and show the class the covers of the book.

"Who can come forward and show everyone the front and back covers of this book?"

Purpose for listening

- Tell students to listen to find out about all the different kinds of families people can have and to find out about the many different things families do together.

“The other day we learned about many different family members. How many different family members can you remember and name? Today we are going to read this book and learn more about families. I want you to listen to find out about all the different kinds of families that people can have. All over the world, people have families, and those families can be really different. Think about the people you have in your family as I read this book. We are going to talk about our own families after we are done reading.”

Families by Ann Morris➔ **PAGE 1(TITLE PAGE) . . . Families by Ann Morris**

- Slide your finger under the title of the book as you read the words. Talk about the title and the family in the picture.

"This is the title page. It has the title of the book, FAMILIES, written right here. This is a picture of a baby. The baby's mom and dad are giving him a kiss. The mom and dad love the baby, and they are all members of the same FAMILY. There are three people in this family."

➔ **PAGE 3 . . . [photos of a family at a table]**

- Use the word FAMILY in a few different sentences.

"This book is about different kinds of families. Look at all the different members of this family. There are four children—two brothers and two sisters. There is a mom and a dad. This family likes to sit at the table together and do all sorts of things together. These people all love and care for each other, so they are a family."

➔ **Page 6 . . . is part of a family.**

- *Point to and talk about the family that lives on the houseboat.*

"All of these people are members of the same family. This family has a grandma, and a baby, and brothers and sisters. This family lives on a houseboat. Their house floats on the water. We learned about houseboats a few weeks ago when we talked about shelter, or a place to live. This family has a houseboat for a shelter."

➔ **PAGE 12 . . . they work together.**

- *Point to and talk the families doing chores.*

"Families work together to do chores. A chore is a job you do to help your family. This little girl is helping her uncle get ready to go fishing. This girl is helping her grandfather plant a garden. This girl is helping her mom wash the dishes. And this family is using knives to take the bark off of a tree. I think they might use that tree to build their house. What kinds of chores or things do you do to help your family?"

➔ **PAGE 20 . . . Others have none.**

- *Point to and talk about siblings.*

"There are lots of brothers and sisters in this family. There are four children. But there aren't any brothers or sisters in this family. There is just one child and his parents. Raise your hand if you have a brother or sister. Raise your hand if you are the only child in your family."

➡ **PAGE 23 . . . or live with just one parent.**

- *Point to and talk about the boy and his father.*

"This little boy lives with his father. There are just two people in this family."

- *Point to and talk about the brothers and their mother.*

"These boys live with their mother. They like to all go to the park together and play on the slide."

➡ **PAGE 24 . . . [Picture of grandma and two boys].**

- *Point to and talk about the grandmother.*

"These two boys live with their grandma. There are three people in this family."

- *Point to and talk about the mother with her adopted child.*

"This boy was adopted by his mom. His mom is reading a story with him. She loves and cares for him so they are a family."

➡ **PAGE 29 . . . wherever you are.**

- *Point to and talk about all the different families.*

"No matter where you live, everyone has a family who cares for them. These people live in different places all around the world, but they all have people who love and care for them. They all have families."

What's the Big Idea?***How Does Your Family Care for You?***

- Remind students that their families care for them by helping them do things.

"We saw some pictures in this book that showed families caring for each other and helping each other do things."

- Show students Pages 12 and 13 and explain how families are helping each other in the pictures.

"Look at the families on these pages. This family is gardening. The daughter is helping her father put a plant in the ground. This mom is helping her daughter clean the dishes. This family is taking the bark off of a tree so they can build a house. The boy in this family is helping his mom by holding the tree still for her."

- Show students Page 16 and explain how families are helping each other in the pictures.

"Look at the families on this page. This grandma is helping her daughter cut vegetables. The daughter is helping her mother make dinner. Families take care of each other by helping each other do things. Let's talk about some things that your family members help you do."

- Have students raise their hands when they hear something that their family members help them do.

"I'm going to say some things that family members might help you do. If someone in your family helps you do the thing I say, raise your hand."

- get ready for school in the morning
- pack your lunch
- take a bath
- read stories
- play outside
- play catch
- play games
- get ready for bed
- brush/braid hair

- make breakfast
- come to school
- Remind students that many different family members help them do these things because families love and care for each other.

“Family members help you do these things because they love and care about you and want to help you.”

How My Family Cares for Me

- Ask each student to share one thing a family member does to care for him or her. Call on students one by one using their **Name Cards**. Students may also share a way they help their family members.

“Family members help you do these things because they love and care about you and want to help you. What is something a family member helps you do?”

- Recast student’s answers providing a label for the family member. Remember to be sensitive to and accepting of the variety of family members.

“Misha’s stepmom helps her take a bath.”

- After a student answers, ask the rest of the class who also has a family member that helps them do that task.

“Who else in our class has a family member who helps them take a bath?”

- Call on a few of the students who are raising their hands and ask them which family member helps them do that task.

“Jamal, which family member helps you take a bath?”

- Continue doing this until each student has a turn to speak. Each time, remind students that many different family members can teach us many different things.

Families Play Together

- Remind students that they heard in the read-aloud that family members love and care for one another, even when things go wrong.

“In our book, we learned that families love and care for one another, even when things go wrong. Listen as I read that part about families again.”

➔ **PAGE 9... even on bad days.**

- Give examples of ways families care for each other when something bad happens, then ask students to share a time a family member cared for or helped them.

“This little boy is telling his father about a problem he had at school. His parents are helping and caring for him by listening to his words and making him feel better. Has someone in your family ever helped you feel better when you had a bad day? How did they help you?”

Extension Activity

Learning
Center

My Family Book

Continue this activity during Learning Centers. See **Day 1: My Family Book** for detailed instructions on this Extension Activity.