All About Me

Week 1: Families

November 29 – December 3, 2021

Objectives:

- Students will learn that a family is a group of people who work together and care for one another.
- Students will understand that families can include many different people: siblings, parents, grandparents, aunts, uncles, cousins, even pets.
- Students will learn that each member of their family has special qualities and has responsibilities to the family unit, including them!
- Families spend time together and celebrate important events: birthdays, holidays etc.
- Students will learn about each other’s families and how they are the same and different.

Vocabulary:

Mother, Father, Son, Daughter, grandparent, uncle, aunt, cousin, sibling, child, adult, friend, pet, chores, help, house, apartment, tradition, celebration, unique, special

Standards:

Domain 3: Social & Emotional Development – Self Concept and Awareness 1) Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests. B. Identifies self as being part of a family and identifies being connected to at least one significant adult.

Domain 4: Communication, Language & Literacy: 4: Children will understand and use an increasing complex and varied vocabulary. Children will exhibit curiosity and interest in learn new vocabulary.

Domain 4: Communication, language, and Literacy: Responding to literature 1) With prompting and support, make connections between self, text, and the world around them.
Domain 4: *Communication, Language & Literacy*: Writing Standards; Text Types and Purpose
1) With prompting and support, use a combination of drawing, dictation, or writing to express an opinion about a book or topic.

Domain 4: *Communication, Language & Literacy*: Conventions of Standard English
2 b) Attempt to write a letter or letters to represent a word.

Domain 5: *Cognition and Knowledge of the World*: Counting and Cardinality; Count to Tell the Number of Objects
3 a) Understand the relationship between numbers and quantities to 10; connect counting to cardinality.

Domain 5: *Cognition and Knowledge of the World*: 4. Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

Domain 5: *Science*: Scientific Thinking
1. Asks questions and makes predictions based on observations and manipulation of things and events in the environment.
   a) Uses senses to gather, explore, and interpret information.
   b) Manipulates and observes objects in his or her surroundings to develop conclusions.
   d) Organizes his or her observations of objects and events by identifying, classifying, etc.
   e) Asks “why,” “how,” and “what if” questions and seeks answers through experimentation and investigation.
   d) Records and organizes data using graphs, charts, science journals, or other means of recording.

Domain 5: *Social Studies*: Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community.
   a) Identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture.
   b) Describes how each person is unique and important.
   c) Identifies family members, family characteristics and functions.
   d) Identifies as a member of a family.
   e) States how families are similar and different.
   f) Describes his own community and/or cultural group.
   g) Describes how people within a community are alike and different (e.g., eat different foods, wear different clothing, speak different languages)

Domain 5: *The Arts*: Theatre/Dramatic Play: Participates in a variety of dramatic play activities to represent fantasy and real life experiences.
   a) Represents fantasy, real-life, imagination, and literature through dramatic play.
   b) Assumes the role of something or someone else and attempts to speak in the appropriate manner and tone.

**Monday November 29, 2021**

- **Morning Meeting**: Introduce students to the new Unit & weekly theme: All About Me/Our Families. Bring a picture of teacher’s family. Ask students to guess who the people in the picture are? Explain that all the people in the picture are “family”. Explain that a family is a group of people that may live together but sometimes they don’t. The most important thing about a family is that they love, help, and care about one another. Show pictures of some families and ask the students to point out some of the members of the family. Remind students that all families are special and unique. Tell students that tomorrow each one of them will bring in a picture of their family to share with the class.
Guided Reading: Show students the family poem written on chart paper. This poem will be recited each day at circle time.

Some Families
Some families are big (spread arms out wide)
Some families are small (bring arms close together)
But I love my family (cross arms over chest) best of all!

➢ Story Time: All Families Are Special by Norma Simon. Ask students what makes their family special. Have them point out some similarities and differences between the families in the story. 

Differentiation for the story: Use block play figures to act out and show different configurations of families. Ask students to help by grouping the figures together to represent different family combinations. Prompt them to name the figures, for example: mom, dad etc.

➢ Afternoon Meeting: Have children listen and watch the video to “My Family” by the Laurie Berkner Band. Encourage them to sing along. *This song will be used all week during Meeting time

Tuesday, November 30, 2021

➢ Morning Meeting: Display anchor chart: Families Have: Live in: Are: Elicit responses from students for the chart. Read Aloud: The Family Book by Todd Parr. Discuss the different members of each family in the book. Students will each show the pictures of their individual families. Encourage students to point out and name the different members and to count how many people are in each family.

➢ Story Time: The Family Book by Todd Parr Discuss details learned in this text. How is this book the same or different from the book we read the day before?

➢ Small Group Meeting: Have students look at the family pictures they brought in and draw a picture of their families to use for a class family book. Encourage them to write letters or words to go with it. Differentiation for activity: Use the read aloud book and the figurines for students ELL and for other students that need visuals or hands on examples.

➢ Afternoon Meeting: Ask Students to come up and share the names they use to identify their Mommy’s and Daddy’s. Encourage ELL to use their native language. Show the family pictures as reference. Make a chart showing the names they use for example: Mommy – Mami (Spanish) – Mama (Chinese) - Eomma (Korean)
**Wednesday, December 1, 2021**

- **Morning Meeting:** Place precut paper houses labeled 1-10 on the carpet. Ask students how many people they have in their families. Guide them in choosing the corresponding amount of plastic counting people and place them individually on each mat to count up to the number of people they have in their family. Make a graph to show how many people each student has in their family.

- **Story Time:** The Mommy Book by Todd Parr. Ask students to look at the pictures and see if they can recall that we read a story by this author earlier in the week based on the pictures. Tell students that an author is someone who writes books and an illustrator is someone who draws the pictures in a story. Sometimes they are the same person.

- **Afternoon Meeting:** Family Share: Students will share their “My Family Project” with the class. Guide students in communicating by using Who, What, When, Where and Why questions.

**Thursday December 2, 2021**

- **Morning Meeting:** Using the block play people as props, discuss with the students how people in a family can be different sizes and colors (complexions- light/dark). Stress that each one of us is unique and beautiful in our way. Tell them that being “unique” means we are one of a kind but also one of a group of special people. Ask students to identify the block play people and sort them based on size: small, medium, large. After the people are sorted, ask students to count how many are in each group.

- **Story Time:** All Kinds of Families by Mary Hoberman. Point out how different things grouped together make a family. Reference the rhyming words in the story.

- **Afternoon Meeting:** Ask each student to share something about their family, record answers on chart paper.

**Friday December 3, 2021**

- **Morning Meeting:** Show students’ pictures of families engaged in different activities. Ask students what they think is happening in the pictures. Model telling a short story about the pictures. See if any students will try to do the same with a picture. Ask students about some of the special things they like to do with their families.
➢ **Story Time:** The Daddy Book by Todd Parr. Tell students why the teacher’s dad is important to them. Share a special story from childhood. Ask the students to share something special about their dads, grandpa, or uncle. What are some things they like to do together?

➢ **Afternoon Meeting:** Practice for Christmas concert

---

**Center Time:**

**Block Center:** Encourage students to build different structures for housing for the block play figures. Ask them to build houses for smaller families and larger families. How do these places to live differ?

**Writing Center:** Provide students with vocabulary cards for family members and encourage them to practice writing.

**Dramatic Play:** Provide pictures of different families for students to talk about and role play. Provide menus from different type of ethnic restaurants for role play.

**Art Center:** Potato prints – dip halved potatoes into paint and make prints for each family member. Later on after paint is dry, have children add physical attributes (faces, arms, legs, etc.)

**Differentiation: (Hands on play): Mr. Potato Head building:** Encourage students to use the pieces to create different family members and talk about guide them in identifying their unique traits as they are going through the process.

**Computer Center:** Place a board with theme words: mom, dad, brother, sister and encourage them to type the letters they see in the words.

**Math Center:** Students will count block play people and put them into the houses to match the corresponding numbers on the houses.