

Families And Homes Curriculum Web

Natasha Harrington



Families and Homes

- I chose the theme “Family and Homes” because it is relevant to all children in some way.
 - All children have people who take care of them and live with them.
- It is culturally sustaining and meaningful to children’s lives, by focusing on different types of homes, family structures, and family activities, traditions, values, etc.
 - The theme also acts as a window to other cultures, both within the classroom and by learning about homes in cultures not represented in the classroom.
- We will explore the question “How are our families and homes similar, and how are they different?”

Subtopic: Our Families

- Book: *The Great Big Book of Families*, by Mary Hoffman
- Family Portrait: students will paint pictures of themselves and their families that represent what makes their family special to them.
- Family Web: with themselves in the center, students will draw pictures of family members and household members, connecting them to themselves with one or two colors of string (one representing family members and one representing people they live with— both colors will be used for family members whom they live with).
- Dramatic Play: have items representing the children's families and home lives present in the dramatic play center.



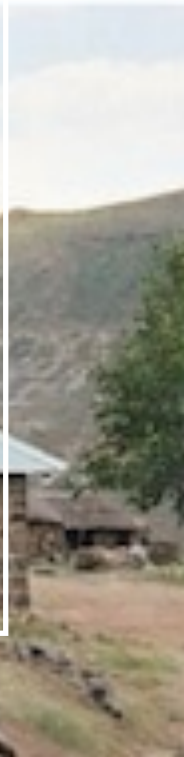
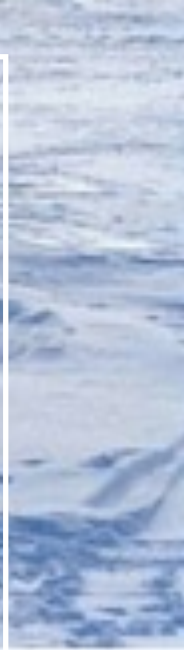


Subtopic: Where We Live

- Book: *Going Up*, by Sherry J. Lee
- Book: *Still a Family*, by Brenda Reeves Sturgis
- Block Center: have shoeboxes to make apartment buildings with miniature furniture and figures.
- Drawing: bring in a favorite object from home to examine and draw with oil pastels.
- Song: "People in Your Neighborhood"

Subtopic: Homes Around the World

- Book: *Home*, by Carson Ellis
- Collage: students design a home they'd like to live in through collaging with a variety of materials.
- Family engagement: ask parents what type of homes they grew up in, and if they know, what type of homes their parents, grandparents, or ancestors lived in. Share stories in class.
- Dramatic Play: students choose which type of home they'd like to turn the dramatic play center into and use classroom materials (cardboard boxes, fabric, paint, markers, etc.).



A close-up photograph of a bird's nest. The nest is constructed from a dense, tangled mass of dry, light-brown twigs and grass. It is nestled within lush green foliage, with several large, vibrant green leaves visible in the foreground and background. Three bright blue eggs, each covered in small, dark brown speckles, are positioned in the center of the nest. The lighting is soft and natural, highlighting the textures of the nest materials and the smooth surface of the eggs.

Subtopic: Animal Homes

- Book: *Bird Builds a Nest*, by Martin Jenkins
- Build Nests: students choose from different materials (twigs, yarn, grass, scraps of paper, etc.) to make a nest from, and build nests.
- Sensory Center: have materials different animal homes are made of, such as sand, rocks, bark, twigs, and leaves.
- Science Center: have animal figures and other materials so that students can create miniature habitats.

Subtopic: Family Traditions (Food)



- Book: *Cora Cooks Pancit*, by Dorina K. Lazo Gilmore
- Art: make a list as a class of different ingredients and cooking utensils used to make pancit, then determine what is already present in the classroom (or could be represented by an object in the classroom) and what isn't. Use clay to make ingredients and utensils that aren't already there.
- Dramatic Play: put the products made by the class in the kitchen area of the dramatic play area, so students can imagine making pancit themselves.
- Family Engagement: have students get their favorite recipe from a person who cooks in their home or family and collect them into a class recipe book.

Activity Plan

Designed by: Natasha Harrington

OVERVIEW/FRAMING				
This Activity Plan is part of a larger Learning Experience Unit on: Family and Homes				
TOPIC <i>Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.</i>		This project will help children understand their own definition of family. It will give them an opportunity to think about who is in their family and what makes their family special to them, and see how their classmates think about these things. It brings meaning to the topic by relating it to their own lives and their classmates' lives. This project connects deeply with students' cultures and experiences because they are representing their own families and reflecting on aspects of being in their families that they value and enjoy.		
BIG IDEAS/OVERARCHING QUESTIONS <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i>		What types of family members are there? Do all families live together? Are they all the same size? What are some things families like to do together? Who is in my family? What makes these people my family? Who is in my classmates' families? What do our families have in common? What is special/different about them? E.Q.: How are our families and homes similar, and how are they different? Goal: To learn that there are many family structures, all with similarities and differences. Students will be able to illustrate their own family by making a family portrait.		
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>		<u>Visual Arts</u> <u>Emergent Literacy</u>	Music Mathematics	Movement/Dance Science Drama <u>Social Studies</u>

KNOWING THE LEARNERS	
AGE RANGE:	Pre-K
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	Four-year-olds are becoming more capable with using paintbrushes and writing utensils and are experimenting with mark-making and storytelling. Their interest in people (particularly what is similar and different about people) is especially relevant to this activity.
<i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i>	Children might have difficulty expanding their notions of "family" beyond their own experience or previous knowledge. While they are sketching their family members, I will ask them about what type of families we saw in the book and who their classmates said were in their families.

SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?*</i>	The classroom population is mostly Black, with two Hispanic students and one English language learner. The students are mostly from low-income families. A few students have disabilities.
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MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS <i>What, if any, materials, including set-up and clean-up, will be needed?</i> <i>List all materials, including any used during the launch/reflection.</i>	LEARNING ENVIRONMENT <i>What, if any, modifications will you need to make to the classroom to support this activity?</i>	EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i>
Book, paper, pencils, black markers, watercolors, paintbrushes, water cups, newspaper, smocks, tables	<p>To set up for activity, I will put newspaper on table and remove chairs so students stand for project.</p> <p>Dramatic play center will have items that represent children’s families and home lives.</p> <p>Block center will include dollhouse with moveable furniture and lots of diverse figures (age, race, cultural markers, gender presentation) to represent family members.</p>	<p>Library center will have books that show lots of different family and household structures (<i>The Great Big Book of Families</i>, by Mary Hoffman; <i>Still a Family</i>, by Brenda Reeves Sturgis; <i>The Family Book</i>, by Todd Parr; and <i>Cora Cooks Pancit</i>, by Dorina K. Lazo Gilmore), as well as costumes and props related to the books (e.g., baby dolls, stuffed animals to represent pets, clothing and fabrics similar to those from books)</p> <p>Family engagement: ask family for items from home that they’d be willing to have in dramatic play center (old clothes, etc.)</p>

THE LEARNING EXPERIENCE		Multimodal Engagement <i>Identify and explain the ways that this activity offers opportunities to use multiple senses and intelligences.</i>	Differentiation <i>How will you modify this activity for learners with different styles and needs? (e.g., children who have special needs, very physically active, or emergent bilingual, etc)</i>
The spark/launch/intro <i>What will you say or do to engage the children in this experience? To define specific vocabulary, concepts, or procedures, describe how you would introduce them.</i>	<ul style="list-style-type: none"> - Ask students “Who’s in your family?” and “What is a family?” - Tell students “Today we’re going to think about our own families and what makes them special.” - Read <i>The Great Big Book of Families</i>, by Mary Hoffman, discussing what families they see that have similarities to their own and what about their family they didn’t see in the book. Do all the families have the same members? Live in the same place? Do the same things? - As a class, create a list poem of words that make us think of our families. 	<-Linguistic/interpersonal <- Existential/intrapersonal <-Logical-mathematical (categorizing)	For ELLs, have one-on-one reading time before whole-class reading, and provide translations of key vocabulary Provide different sized brushes for students with different fine motor ability levels Save project so

<p>The activity <i>What will the children be doing?</i> <i>List the procedure step-by-step.</i> <i>What will you say or do to support their process?</i></p>	<p>Students will make a portrait of their families and something that makes them special.</p> <ul style="list-style-type: none"> - Students will use pencils to sketch family members. - They will then trace pencil markings with markers. - Then, students will select brush/es and set up individual station with paints and water cup. - Next, they will set up their individual paint stations and paint the special aspect of their family. - Finally, they will dictate to the teacher what their portraits show. <p>During the activity, I will ask them about what types of families and family members we saw in the books, ask them about who they're drawing, and ask about the special aspect and how they might represent that (what colors they'll use, etc.). For students with very large families, I might help them to narrow it down by asking who they talk to or see often (say, every week) and offer to do an additional activity for other people they would like to include (dictating a list and/or making additional portraits during center time). (Though if there is someone it's important for the student to include who they aren't able to speak to weekly, I would encourage that as well.)</p>	<p><-visual/bodily-kinesthetic</p>	<p>students may return to it later in the day or on a different day.</p>
<p>Reflection <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i></p>	<p>Students will discuss their portraits (who's in them and what special aspect they're showing) with the class and notice and share one thing about their portrait that isn't in any other classmate's and one way it's similar to another classmate's. Portraits will be displayed in classroom.</p>		

Possible Extensions <i>What could you do on another day to build on this activity?</i>	As a math activity, students will create a family and household web that connects themselves to members of their family and household, showing overlaps and differences between the two categories.		
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GROWTH AND LEARNING <i>How will this learning experience support the children's growth and learning be in the following domains?</i>	
Cognitive/thinking	Students compare and contrast aspects of families to expand their thinking on the topic.
Physical	Students will use paintbrushes, refining and practicing fine motor skills.
Social/emotional	Students will collaborate to create a list poem.
Language/literacy	Students will discuss their painting and its meaning.
	List 3-5 target vocabulary words: family, portrait, different, similar, siblings
Content Area(s)	

STANDARDS/GOALS <i>What Pre-K Common Core Learning Standards (CCLS)* are addressed in this activity?</i>	
Domain 1: Approaches to Learning	PK.AL.3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences a) Uses materials/props in novel ways to represent ideas, characters and objects
Domain 2: Physical Development and Health	PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills a) Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively)
Domain 3: Social and Emotional Development	PK.SEL.6. Understands and follows routines and rules c) Uses materials purposefully, safely and respectfully as set by group rules
Domain 4: Communication, Language, and Literacy	PK.AC.4 Demonstrates a growing receptive vocabulary a) Understands and follows spoken directions

Domain 5: Cognition and Knowledge of the World	PK.ARTS.16. Creates Visual Arts b) Creates, shares and/or talks about art that communicates a familiar place or object (e.g., using blocks to build a castle or clay to create a snake)
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AUTHENTIC ASSESSMENT	
<i>What will you do to determine whether or not the children are getting the Big Ideas and/or exploring the Overarching Question? (This may be a conversation, a group project, a performance, etc...)</i>	I will start by evaluating students' prior knowledge by asking questions during the spark about who is in their family and what they think of a family as being. During the activity, I will observe students' handling of pencils, markers, and paintbrushes to get an idea of their fine motor skills; observe peer interactions to inform my understanding of their social development; and observe how their portrait relates to the book and the activity instructions, to see if they are making connections and following instructions. I will ask questions to understand children's thinking and scaffold their experience— e.g., who and what is in their portrait; why did they choose these people and things; what elements are they using to represent these people and things (color, shapes, etc.). These questions will give me a more accurate understanding of how well they understand the activity and their knowledge of the content area. Afterwards, I will ask students to tell me about their drawing in their own words and I will document that. I will ask students something new they learned about their families and what they learned about what a family is. As a group, we'll discuss how other students' families are similar and different to their own.

POST-ACTIVITY REFLECTION*	
<i>What aspects of this activity seemed to be most successful in supporting the children's growth and learning? What, if any, surprises were there? What, if any, challenges were there? Record the results of your authentic assessment activity. How would you modify this activity the next time to make it more successful?</i>	N/A

[1]* Note: You may not be designing this activity with a specific group in mind. If that is the case, envision and describe a group of children you *could* anticipate working with in a NYC early childhood classroom.

[2]* For CCLS, please go to the following URL: <http://www.p12.nysed.gov/earlylearning/standards/documents/PrekindergartenFoundationfortheCommonCore.pdf>
HYPERLINK "http://www.p12.nysed.gov/ciai/common_core_standards/pdfiles/nyslsprek.pdf"

* You may not actually have the opportunity to implement this learning experience. In the future, though, you should build a practice of returning to your plan to document your post-activity reflection.