

Families

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ECE 211 090L [9042]

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Families

This curriculum is adapted from NYCDOE Pre-K unit of study; unit 3 “All About Us”

This curriculum is designed to meet the NYS Pre-K Learning Standards. This curriculum has developmentally appropriate and culturally responsive practices.

Students will learn the meaning of a family, how to recognize, and create familial bonds. They will explore similarities and differences in families through working with classmates.

Students will read rich literature and perform developmentally appropriate activities to understand the question “What makes a family?”

Each sub-topic will explore the student’s role in their family and the origin of their family through activities that support all developmental domains.

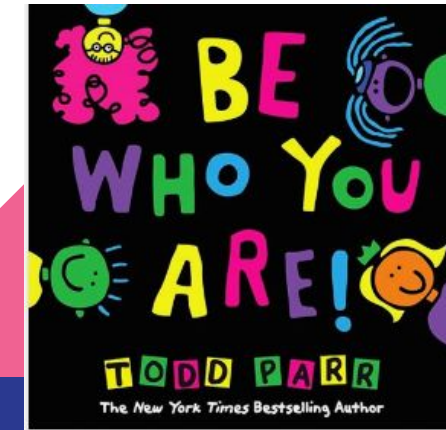
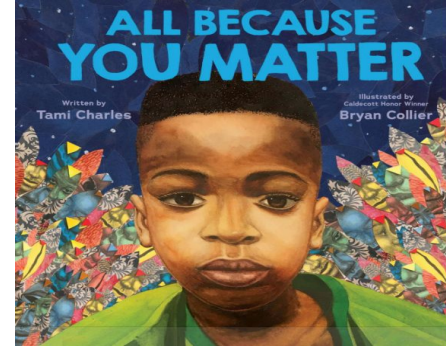
Each sub-topic is meant to represent a week of work. The entire curriculum unit represents one month of work.

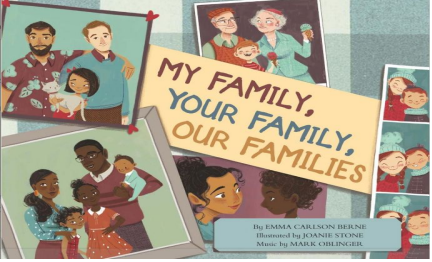
Sub-Topic 1: Who Am I?

Goals: Students will (1) explore their role in their families, (2) show understanding of the differences and similarities between their roles and their classmates' roles, (3) practice fine motor skills when drawing a self-portrait, and (4) develop language/literacy skills to describe themselves.

Activities:

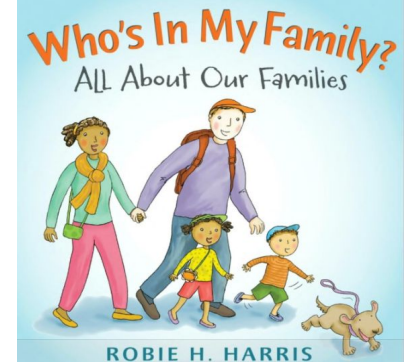
- (1) **Literacy:** At read aloud, we will read “All Because You Matter” and “Be Who You Are”
- (2) **Self-Portrait:** Students will draw a self-portrait of how they view themselves in their own family.
- (3) **Music/Movement:** In the circle area, we will sing songs that show children helping out in their family such as “Being Responsible. Then, we’ll create our own song about our jobs in our family.
- (4) **Art:** As a class, we will decorate plain t-shirts writing our names and using other preferred materials.





Sub-Topic 2: Who's In My Family?

Goals: Students will be able to (1) identify the members of their family, (2) recognize the differences in family structures between classmates, (3) develop fine motor skills, (4) develop language/literacy skills by writing family members' names.



Activities:

- (1) **Literacy/Art:** Together, we will read “My Family, Your Family, Our Families” and “Who’s In My Family”. Students will understand unique members in families and will create a family tree (drawing, painting, construction) featuring people and beloved pets.
- (2) **Movement:** Students will use the dramatic play area to play different roles in families to grasp a better understanding of familial roles.
- (3) **Class Portrait:** As a class, we will draw each other in a family tree to introduce students to the concepts of found family.

Family Song



Sub-Topic 3: Where Do I Live?

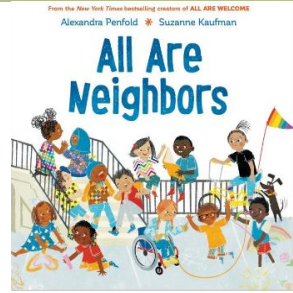
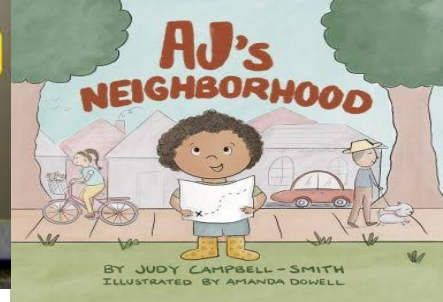
Goals: Students will (1) become aware and recognize their surroundings, (2) develop language skills to write their street names/local parks names, (3) develop fine motor skills drawing in the art center, (4) understand different communities have unique artifacts in their neighborhood.

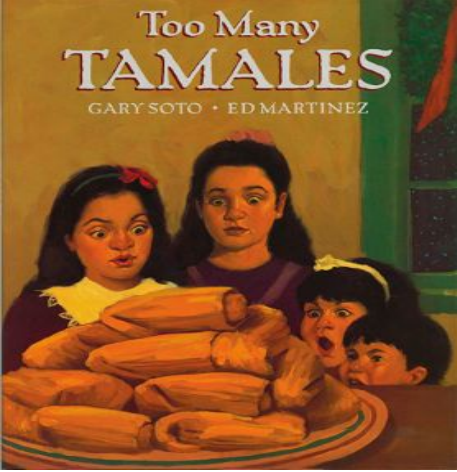
Activities

- (1) **Literacy** In circle time, “AJ’s Neighborhood” and “All Are Neighbors” will be read aloud to inspire students to develop self-awareness of their surroundings.
- (2) **3D Art:** Students will draw a map of their neighborhood using textured materials to emphasize important artifacts in their neighborhood.
- (3) **Scavenger Hunt:** Students will engage in a scavenger hunt around the classroom using a map to recognize important parts of our classroom.
- (4) **Music/Movement:** Student’s will watch a sing along of Sesame Street’s “People in Your Neighborhood with Bob”
- (5) **(Bonus Activity, if extra time):** Students will watch a short episode of “Mr. Roger’s Neighborhood” to understand the importance of a community in a shared place.



People in Your Neighborhood with Bob



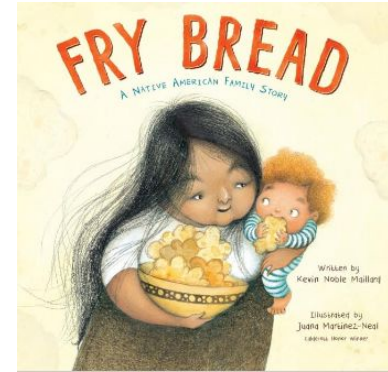


Sub-Topic 4: Family Traditions

Goals: Students will (1) understand the significance of family traditions, (2) recognize that different families have different traditions/celebrate different holidays/follow different religions, (3) develop language skills through presenting, (4) develop fine motor skills while drawing.



[I Love My Family Song with Julia's Family](#)



Activities:

- (1) **Family Artifact:** Students will bring an artifact from home and give a small presentation explaining the significance this artifact has in their family.
- (2) **Art/Literacy:** Students will create (drawing, painting, sculpture) of their favorite family traditions, then write what their traditions is and why they like it.
- (3) **Music/ Movement (Scarf Activity):** Students will create movement using one end of a scarf to represent family ties while listening to music.
- (4) **Class Traditions:** At the circle area, we will create a tradition to do once a week as a class to emphasize the significance of following traditions.



Sub-Topic 5: I Am Grateful For My Family

Goals: Students will (1) learn how to express gratitude, (2) develop language and literacy skills through writing, (3) develop fine motor and gross motor skills to perform creative movement activities

Activities

- (1) **Thank You Notes:** Students will write small Thank You Notes for their family members to show appreciation.
- (2) **Art:** Students will create (painting, drawing, construction) Gratitude Trees that shows the responsibility each family member has on each branch.
- (3) **Music/Movement:** In the circle area, we will listen to different songs about being thankful and engage in creative movements that express appreciation.



[Sesame Street: Thankful for Friends Song with Leon Bridges](#)



[I'm Thankful](#)

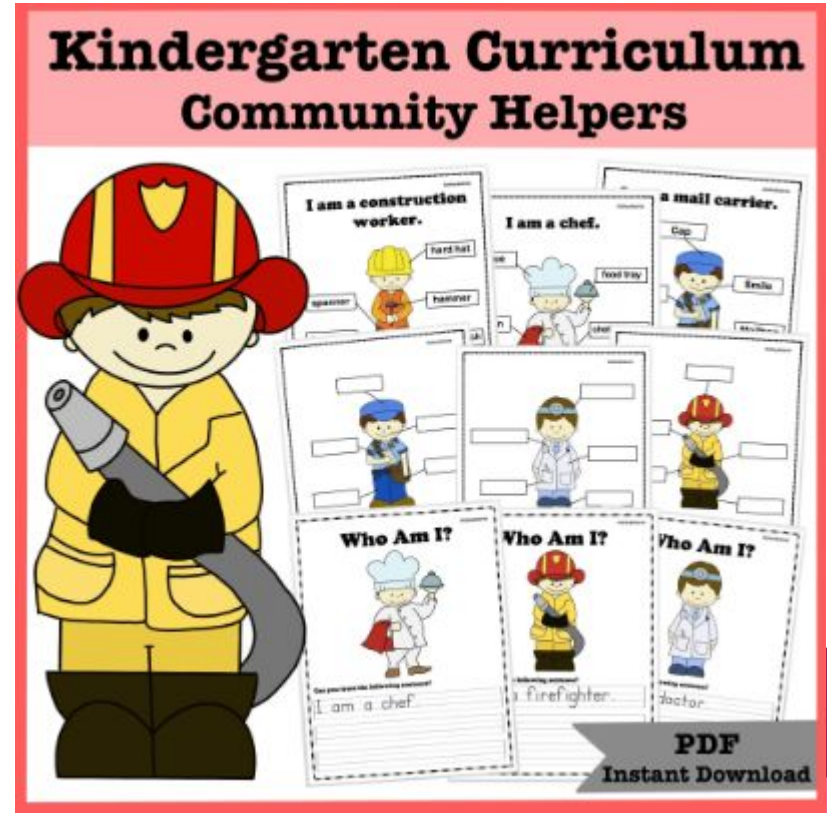
Next Curriculum: Communities

We will transition from Families to Communities in the next curriculum unit.

In this unit, students will consider community formation, providing a helping hand, and teamwork. They will further comprehend the way people blend together to form a support system.

Subthemes:

1. What is a Community?
2. How to Form a Community?
3. What Jobs Do People Have In a Community?
4. How to Support Communities?
5. Classroom Community.





Thank You!

The end.