My Family and Me: Making Connections
Special Area: Preschool
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I. ABSTRACT
As children grow, they begin to understand that there is a larger world around them. They begin to explore the image that they have of themselves. By learning about their body and the members of their family, children develop a deeper understanding of the living world and how they function in the world. This unit develops the child’s awareness of the functions of the human body, its development over time, and the child’s relationships with family members. Discussions of family life, differences in families, and comparisons of body functions are some aspects of the unit.

II. OVERVIEW
A. Core Knowledge Preschool Sequence content
   1. Refine physical attention and relaxation. (Page 14, Level II).
   2. Learn to use the body expressively by playing group games. (Page 15, Level II).
   4. Listen and expressively respond to a variety of literary forms. (Page 48, Level II).
   5. Develop an awareness of language and its uses. (Pages 54, 55, Level II).
   6. Understand the language of time and points of reference in time. (Page 74, Level II).
   7. Demonstrate an understanding of the living world around them. (Pages 84, 85, Level II).
   8. Depict and represent: people, events, or objects in child’s experiences or imagination. (Page 32, Level II).
   9. Identify and describe human needs. (Page 32, Level II).

III. BACKGROUND KNOWLEDGE
A. For Teachers.

IV. PREREQUISITE PRIOR KNOWLEDGE FOR STUDENTS
A. Stop and/or start movement and physical activity in response to a visual or auditory signal.
B. Participate in group games.
C. Recognize and respond to first and last name orally or in writing.
D. Attend and listen to picture books.
E. Identify examples of print.
F. Identify references of time.
G. Identify basic body parts and senses.

V. RESOURCES


H. My Face and Body (felt pieces), Judy Instructo, Frank Schaffer Publications. (Lesson Two).


M. Posters of Favorite Songs and Nursery Rhymes, Singlish Publishing Company. (Poster of “Head, Shoulders, Knees, and Toes”). (Lesson Two).

N. CD player.

VI. LESSONS OUTLINE

Lesson One: What’s My Name?

A. Daily Objective(s).
   1. Establish a sense of self-image.
   2. Learn to use the body expressively by playing group games.
   3. Recognize their name orally and written.
   4. Memorize, recite, and respond to simple nursery rhymes, poems, and finger plays.

B. Whole group instruction and small group centers.

C. Materials and Preparation.
   1. Nameplates with each of the children’s names printed on the plate.
   2. Small softball that can be rolled to each child.

D. Language of Instruction – Teacher and children.
   1. Name – what a person is called.

E. Procedures/Activities.
   1. Call the children to sit in a circle.
   2. Explain what the word name means and introduce each child by showing their nameplate and asking that child to stand up.
   3. Play the game: My Name Is ____________. The teacher rolls a ball to a child and the child responds, “My name is ______.” The child rolls the ball back to the teacher and the motions are repeated for each child. Always have the ball rolled back to you. This will keep you in control of the game. (500 Five Minute Games. P. 12.).
4. The child can say what letter his name begins with.
5. Recite the poem “Everybody Has a Name” and substitute each child’s name in the poem. Hold up the child’s written name when you call out their name. The other children in the circle can join in the poem when they feel comfortable with the words.
6. Explain the other activities around the room that the children will do in their center time.
7. Dismiss children to their centers by calling out their names and showing their written names.

F. Go a Little Further.
1. The teacher can modify this lesson by making the nameplates tactile with sand glued to the names.
2. The teacher can ask the students to say the first letter of their name or spell their name.

G. Centers.
1. Writing Center.
   Make a family booklet. Help the children write their own booklets. Do one page at a time. Use the pages that were copied for each child from the book, *All About Me*. The teacher can record the child’s statements on each picture. Have paper, pencils, crayons and stapler ready when the booklet is finished, so that the child can assemble it. Display the books in the reading center so that other students can “read them.”
2. Drama Center.
   The center will have a home environment; stove, washing machine, table and chairs, sofa/bed and costumes to role-play different family members.
3. Reading/Listening Center.
   The center will contain a variety of books that are relevant to the unit. Books can be put on tape so that the children can listen to the stories as well as look at the books. (See Bibliography for a list of books.)

H. Assessment/Evaluation.
1. The teacher will listen to and observe the child’s responses during the lesson.
2. Anecdotal records
3. The booklet that the child makes can be used to evaluate the child’s understanding of their world.

Lesson Two: It’s My Body!
A. Daily Objective(s).
1. Refine physical attention and relaxation.
2. Learn to use the body expressively by playing group games.
3. Listen and attend to books of different genres.
4. Memorize, recite, and respond to simple nursery rhymes, poems, and finger plays.
5. Identify and describe body parts and functions.

B. Whole group instruction and small group centers.

C. Materials and Preparation.
1. Flannel board and flannel pieces of all the different body parts.
2. *100 All Time Children’s Favorites* compact disc.
4. Poster of “Head, Shoulder, Knees, and Toes” (Singlish).
5. Washable markers.
6. Large sheets of newsprint paper.
7. Crayons.
8. Odd pieces of cloth, yarn, string, buttons, etc.

D. Language of Instruction – Teacher and Children.
   1. A list of all of the parts of the body on page 20 of the Core Knowledge Preschool Sequence.

E. Procedures/Activities.
   1. Call the children into a circle.
   2. Repeat the poem from Lesson One “Everybody Has a Name” and call each child’s name.
   3. Sing the song “Head, Shoulders, Knees and Toes” and use the poster to illustrate the words and pictures. Let the children act out the gestures to the song with the teacher. Repeat the song.
   4. Have the children touch the different parts of their bodies as you call out the body part. See if the children can touch the parts as fast as you can call the names.
   5. Using the flannel board and body parts, have different children come to the board and name the part as they put the person together.
   6. Display the book The Amazing Pull-Out, Pop-Up Body in a Book. The teacher can call on each child to name a part of the body as she points to them.
   7. As a game, increase the speed of how fast you call out the body parts and have the children respond.
   8. Play the song, “Do Your Ears Hang Low?” (in the 100 Children’s All Time Favorites CD) and have the children do the hand motions with you. (Wobble your hands around your ears. Roll your hands for the tying in a knot. And make the action of throwing something over your shoulder.

F. Go a Little Further.
   1. The teacher can modify this lesson by asking the children to list more body parts than are given in the Core Knowledge Preschool Sequence.
   2. The teacher can ask for the identification of only basic body parts for students with a minimal understanding.

G. Centers.
   1. Art Center.
      The child lies down on a large sheet of paper that will accommodate the child’s size. The teacher draws a line around their body. The child can fill in body parts with markers, crayons, or other art materials.

H. Assessment/Evaluation.
   1. The teacher can use a checklist of body parts to evaluate and record the children’s knowledge of the body parts.
   2. Anecdotal records

Lesson Three: What Does My Body Do!

A. Daily Objective(s).
   1. Refine physical attention and relaxation.
   2. Learn to use the body expressively by playing group games.
   3. Listen and attend to books of different genres.
   4. Memorize, recite, and respond to simple nursery rhymes, poems, and finger plays.
   5. Identify and describe body parts and functions.
   6. Depict and represent: people, events, or objects in child’s experiences or imagination.
   7. Identify and describe human needs.

B. Whole group instruction and small group centers.

C. Materials and Preparation.
1. *100 All Time Children’s Favorites* compact disc.
2. Book: *500 Five Minute Games* (page 96).
3. Stop sign with red and green on either side (made out of construction paper and a Popsicle stick).
4. Song: “We All Have 5 Senses” (Frank Leto’s compact disc).
6. Jell-O (different flavors).
7. Construction paper (different colors).
8. Paint brushes.
10. Variety of items to touch: buttons, paper clips, crayons, erasers, etc.
11. Pictures of the items in the socks.

D. Language of Instruction – Teacher and children.
1. Heart - muscle that pumps the blood throughout your body.
2. Lungs - large air sacks in your body that take in and hold the oxygen for your body.
3. Smell - the sense carried out by the nose.
4. Sweet - pleasing to the taste.
5. Sour -having a tart taste.
6. Taste - the sense carried out by the tongue.
7. Touch - the sense carried out by the hand.
8. Breathe - to take in air to the lungs.
9. Blood - the fluid that carries the oxygen to the parts of the body.
10. Hearing - the sense carried out by the ears.
11. Sight - the sense carried out by the eyes.
13. Skeleton - the bones that hold our bodies together.
14. Muscles - the material inside the body that helps it move.

E. Procedures/Activities.
1. Repeat the songs and finger plays in lessons One and Two as a review.
2. Play the game “Simon Says” and ask the children to move different body parts fast or slow. Use a stop sign that has red on one side and green on the other to have the children stop and start.
3. Display *The Amazing Pull-Out Pop-Up Body Book* and discuss with the children what they believe the blood, heart, lungs, skeleton, muscles and each of their senses do to help the body. Explain each part and how it works.
4. Explain what a human body needs in order to be healthy. Ask what would happen if the body does not have air, water, food and shelter.
5. Let the children take turns describing any experiences that they may have had when their have hurt their body or when they notice differences in the way their body reacts to changes.
6. Play the song, “We All Have 5 Senses” from the compact disc. Repeat the song and have the children sing with you pointing to the different senses. Hold up the pictures of each part of the body that belongs to the five senses.
7. Ask the children to play the game “If Your Body Could Talk.”
8. Pretend that different parts of your body can talk.
9. Tell the children what each part of the body is saying, and ask them to act it out. Statements: Nose- I smell something delicious. I smell something disgusting. Eyes- I am happy. I am sad. Shoulders- I don’t know. Hands- Stop! Feet- I am waiting. Elbows- Get away! Arms- I love you! Legs- Run fast. You may need to explain the movements to some children.
F. Go a Little Further.
1. The teacher can modify this lesson by asking students to feel the different body parts in the model on the book or their own body.
2. The teacher can ask for the identification of only basic body parts for students with a minimal understanding.

G. Centers.
1. Art Center.
   The children can paint with different flavors of Jell-O on construction paper of different colors. The teacher pre-mixes the different flavors of Jell-O with warm water. Provide paper and brushes for each student. Let each child freestyle paint with the Jell-O mixture. Ask the child, “What does it smell like?”
2. Science Center.
   Sensory Socks-Insert a plastic cup into the foot of a long tube sock. Gather a collection of objects and corresponding pictures. Place an object in the cup and show several pictures of what the object could be. Each child can reach into the sock and guess what inside. If it is right, then put it on the appropriate picture. Objects can be changed as the children guess the different items in each sock.

H. Assessment/Evaluation.
1. The teacher can use a checklist of body parts to evaluate and record the children’s knowledge of body parts.
2. Anecdotal records

Lesson Four: Who is My Family?
A. Daily Objective(s).
1. Understand people around them and their place in the environment.
2. Understand and express written and oral language.
3. Listen and expressively respond to a variety of literary forms.
4. Develop an awareness of language and its uses.
5. Depict and represent: people, events, or objects in child’s experiences or imagination
6. Identify and describe body parts and functions.
7. Dictate a description to describe one’s drawings of people or experiences.

B. Whole group instruction and small group centers.

C. Materials and Preparation.
2. Individual dry erase boards for the teacher.
3. Dry erase markers for the teacher.
4. Paper and crayons for each child.
5. *100 All Time Children’s Favorites* compact disc (Disc 2, songs 31 and 36).
6. Pictures of ear, eye, nose, hand, tongue (from *Big and Easy Themes*).
7. Brown lunch bags (1 per child).
8. Newspaper for stuffing.
10. Scissors.
11. Glue or tape.
12. Stapler.
13. Arms and legs precut out of construction paper of different colors, enough for each child.

D. Language of Instruction – Teacher and children.
1. Family - a group of people who live in one household.
2. Mother - a female parent.
3. Father - a male parent.
5. Brother - a male sibling.
6. Grandparents (grandfather, grandmother).

E. Procedures/Activities.
1. Call the children to circle by playing the song, “Hush Little Baby”. (Disc 2, #31).
2. The song can be repeated and have the children sing along with the disc.
3. Introduce and read the book, Families. Pause during the story and ask questions about the characters, plot, family members and illustrations.
4. At the end of the reading, ask the children to share experiences about their families. Make comparisons with each of the children and their families.
5. Model for the children how to draw a person. As the teacher draws, he/she can review the different body parts.
6. Ask the children to go to their tables and draw a picture of the people in their families. As the children draw, the teacher can write whatever the child dictates to them about their pictures.
7. Come back to circle and ask the children to share their drawings. Have each child name the different people in their families.
8. Introduce the poem “Bye Baby Bunting” (Disc 2 #36) by listening to the poem on the disc, then, repeat it with the children.

F. Go a Little Further.
1. The teacher can modify this lesson by helping the students construct the puppets.
2. The teacher can model drawing so people for the students.

G. Centers.
1. Art Center.
   The children can make puppet dolls of different family members.
   Stuff a brown lunch bag with newspaper and staple closed. Color and cut out the different face parts. Glue on the bag to make a face. Have child glue on arms, legs, and hair. The child or the teacher can write the name of the family member on the back of the puppet.

H. Assessment/Evaluation.
1. The teacher will listen to and observe the child’s responses during the lesson.
2. Anecdotal records
3. The puppet that the child makes

Lesson Five: Why Are Families Different?
A. Daily Objective(s).
1. Understand people around them and their place in the environment.
2. Understand and express written and oral language.
3. Listen and expressively respond to a variety of literary forms.
4. Demonstrate an understanding of the world around them.
5. Identify and describe human needs.
6. Sequence photos of the different stages of human development.
7. Use the days of the week, months of the year, and year as divisions of time.
8. Memorize, recite and respond to simple nursery rhymes, poems, and finger plays.

B. Whole group instruction and small group centers.

C. Materials and Preparation.
1. 100 All-Time Children’s Favorites compact disc (Disc #1, song 1).
4. Strong paper plates (One per child).
5. Yarn cut in 18” lengths of different colors.
Lesson Six: What’s It Like to Be a Kid?

A. Daily Objective(s).
1. Understand people around them and their place in the environment.
2. Sort and classify pictures.
3. Listen and expressively respond to a variety of literary forms.
4. Develop an awareness of language and its uses.
5. Use a simplified schedule of daily activities in words and pictures to represent a passage of time.
6. Recognize their name orally and written.
7. Memorize, recite and respond to simple nursery rhymes, poems, and finger plays.

B. Whole group instruction.

C. Materials and Preparation.
2. Graph with enough spaces for each child’s name.
3. Nameplates with each child’s name.
5. Book: *To Be A Kid*, by Maya Ajmera and John D. Ivanko.
6. Clock with picture schedule of the different times of the day.

D. Language of Instruction – Teacher and children.
1. Graph - visual representation of information that is collected and counted.
2. Job - an activity that is done by an individual.
3. Morning - time of day that is the beginning of the day.
4. Afternoon - time of day after 12:00 p.m./lunch.
5. Evening - time of day when the sun begins to set.

E. Procedures/Activities.
1. Call the children to sit in a circle. Repeat any of the songs that have been presented in any of the previous lessons.
2. Ask the children what time of day we wake up, eat our meals, play, and sleep. Explain the different times of the day. Show the children the different times on the schedule/clock.
3. Ask the children to take turns acting out what do we do at different times of the day. Let them role-play helping parents do different jobs around the house, playing, taking a nap, etc.
4. Ask the children to recite with you the finger play, “I Help My Parents.” Repeat the poem until the children are familiar with the words and actions.
5. Read the book, *To Be A Kid*. Ask the children the differences that they see in the children and the activities presented in book. Compare this to their lives.
6. Discuss that people are different all over the world, but most children live in some kind of family. Skin colors are different, but we have many things in common.
7. Make a large graph from paper. Have the children put their nameplates on their graph depicting how many people are in their family. The children can take turns counting the different number of people in each child’s family.

F. Go a Little Further.
1. Reread stories that are unfamiliar to the students.
2. Read other stories that relate to the topics in the lesson.
3. Repeat poems and finger plays until they are familiar.

G. Assessment/Evaluation.
1. Anecdotal records

VII. CULMINATING ACTIVITY
A. The children will bring in their poster project along with any family members that are able to come with them to the class. The child can explain to the other classmates the pictures on their posters. The schedule of how children will present their poster can be left up to the discretion of the teacher. It can be done at the end of the unit, throughout the next few weeks, or throughout the school year.

VIII. HANDOUTS/WORKSHEETS
(none)

IX. BIBLIOGRAPHY
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N. Leto, Frank. Frank Leto’s Time for Music. 7 Caminito Trail, Placitas, NM. 1987. Frank Leto Musical Ventures. (Compact disc)


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S. Posters of Favorite Songs and Nursery Rhymes Singlish Publishing Company.


