



### Invitation to All About Me Week 2 – My Family, Your Family

What is a family? What does a family look like? What does our family look like? How are all families alike? This week we will explore these questions to help children know they all belong to a family, and that, while families may seem different, they all share a common bond. As are all our lessons, these are concepts that are not just for the week, but that can be revisited throughout the year, and, for that matter, a lifetime.

### Week 2 My Family

#### Connecticut Standards of Learning

- |         |          |
|---------|----------|
| C.48.2  | C.60.3   |
| C.48.4  | C.60.5   |
| C.48.7  | C.60.8   |
| C.48.12 | C.60.14  |
| C.48.14 |          |
|         | SE.60.11 |
|         | PH.60.3  |
| PH.48.7 | PH.60.4  |
| L.48.11 |          |
| L.48.23 | L.60.26  |

SS.48.2

SS.60.1

Connecticut Standards of Learning

C.48.2

C.60.3

C.48.7

C.60.8

C.48.12

C.48.14

SE.60.11

PH.60.3

PH.48.7

PH.60.4

L.48.11

L.48.23

L.60.26

SS.48.2

SS.60.1

C.48.2 Maintain interest in exploring specific topics over time	
	C.60.3 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high interest activities 15 minutes or longer
C.48.7 Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound)	C.60.8 Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less)
C.48.12 Represent people, places or things through simple drawings, movements and three-dimensional construction	

C.48.14 Continue working through moderately difficult activities, despite some frustration	
	SE.60.11 Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates)
	PH.60.3 Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors)
PH.48.7 Use writing/ drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft	PH.60.4 Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar)
L.48.11 Answer simple who, what, where and why questions	
L.48.23 Draw or “write” to convey an idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes (e.g., make pretend	

list or use their words to dictate a message to communicate with others)	
	L.60.26 Use early developmental spelling. May use one letter for the initial or final sound to represent whole word
SS.48.2 Demonstrate an understanding of self as part of a family (e.g., parents, grandparents, siblings, caregivers)	SS.60.1 Demonstrate an understanding that there are similarities and differences among people and families

### Learning about My Family

#### Read or watch on Youtube

My Family, Your Family, Our Families by Emma Carlson Berne, with Joanie Stone (illustrator) [LINK](#)

Talk about how families are alike in that they are made up of people like us who love one another and who live together. Discuss how some families have a mommy and a daddy, some have 2 mommies or 2 daddies, some children live with mommy one week and daddy the next, some family members don't look alike, some families have just 1 mommy, or a step-daddy, etc.

Then ask about your family and talk about who makes up your family.

Draw a picture of your family.

#### Over the next 2 or 3 days work on "My Family" book\*

For 3's and some 4's it might be enough to just get cozy together in bed, on a sofa or under a tree and talk about My Family using some of the prompts below for talking about, but not writing.

For those who want to make a book, they can dictate and parent/caregiver writes, or write in their own invented spelling. Any variation is possible, even video recording. The point is to think about one's family in the broader context of what makes a family, and to then

transform that thinking into spoken or written words, or through drawing.

\*Example for making "ALL ABOUT MY FAMILY" book. ASK CHRIS ABOUT A FOLDER

Today is \_\_\_\_\_

My name is \_\_\_\_\_

These are the people in my family \_\_\_\_\_

my \_\_\_\_\_

my \_\_\_\_\_

my \_\_\_\_\_

My (mommy/daddy/grandmother (if she is the primary caregiver) is (choose) tall/short, friendly, happy, funny, loving,...

S/he (or They) likes to (choose) cuddle with me, hug me, read me stories, take a walk with me, cook for me, .....

S/he (or They) also likes to (choose) run, play tennis, walk outside, cook, read, talk with friends, ...

Here is a picture I drew of my .....

Next day - do the same with another family member, and so on.

Ask basic who, what, why, where, when questions about family and family routines. These help children to be mindful of the roles family members play, who takes care of them and why, and the basic routines and responsibilities that contribute to the sense of security and well-being of children.

Who does the dishes, the laundry, sets the table, makes the beds?

What do I like to do most with my family?

Why do we take a bath, brush our teeth, clean up our messes?

Where do you eat? sleep? play? watch TV? read?

When do you eat breakfast? lunch? dinner? and so forth.

### Option

Take photos of your family together and/or individual family members and discuss with children.

Extension – For children who are enjoying making their My Family Book and would like to do more, they can add their pets and their special dolls or stuffed animals.

### DOCUMENTATION

For all the activities, parents will want to *Make Learning Visible LINK* through photos and examples of child/ren's work. You may want to create a digital (such as Evernote) and a hard copy folder/portfolio. This will help you and future teachers know what your child has done.

### Books, Songs, Poetry, Movement and Games

Here is a suggested list of books, songs, poetry, movement and games to enhance our lessons. GNP recommends reading daily to children, both those recommended as part of the program and those of additional interest to your child/ren. Members will find many of these on our YouTube channel. You may also want to check your own YouTube preferences, and, for stories, apps such as Audible.

*My Family, Your Family, Our Families* by Emma Carlson Berne, with Joanie Stone (illustrator)

*A Family Is a Family Is a Family* by Sara O'Leary and Qin Leng (Illustrator)  
youtube

*And Tango Makes Three* by Justin Richardson

*The Grouchy Mom* by Rebecca Ventre and Darya Shchegoleva (Illustrator)

*My Mom and Dad are Getting a Divorce*  
by Florence Bienenfeld

*Lucy's Mask* by Lisa by Sirkis Thompson, and John Thompson (Illustrator)

Lucy uses her imagination with her mask!