

My Body

Story suggestions for this week:

Your Body is Awesome by Sigrun Danielsdottir

Who We Are: All About Being the Same and Being Different by Robie H. Harris

Me and My Amazing Body by Joan Sweeney

Parts by Tedd Arnold

Germs Make Me Sick by Melvin Berger

The Skeleton Inside You by Philip Balestrino

My hands are for clapping (clap)

My arms can hug tight (hug self)

My fingers can snap (snap)

Or can turn out the light

My legs are for jumping (jump)

My eyes help me see (point to eyes)

This is my body.

And I love all of me!

(to the tune: Frere Jacques)

I am special, I am special

You can see, you can see

Someone very special, someone very special

Yes, it's me! Yes, it's me!

(to the tune: Where is Thumbkin)

Here's my head

Here's my nose.

See my hand,

Touch my toes.

Reach up with my fingers,

High as they can go.

Wave them back

To and fro.

(point to body parts and follow actions)

Head, Shoulder, Knees, and Toes

Knees, and Toes,

Knees and Toes,

Head, Shoulder, Knees, and Toes

Eyes, Ears, Mouth and Nose

(to the tune: The Farmer in the Dell)

It's time to wiggle your toes (wiggle toes)

It's time to wiggle your toes

It's time to wiggle your toes

Then reach up and touch your nose. (touch nose)

It's time to shake your hands (shake hands)

It's time to shake your hands

It's time to shake your hands

Now it's time to stand. (stand)

It's time to wiggle your feet (wiggle feet)

It's time to wiggle your feet

It's time to wiggle your feet

Then sit down in your seat. (sit down)

Title of Lesson: Letter of the Week Lesson Kk

Standards Taught: K.ELA.L.1.a, K.ELA.L.2.c, K.ELA.FS.1.a, K.ELA.FS.1.d, K.ELA.FS.3.a		
Materials: Leap Frog Letter Factory Video Tracing Letters and Numbers Practice Page “Kk” Pencil and Paper Optional: Chalk board and chalk or dry erase board and marker	Preparation:	Implementing the Lesson: Allow your child to watch the Leap Frog video. Tell your child that our letter of the week is the letter Kk. Ask them if they can write the letter (either capital or lower-case) and allow them to try to write it on their own on a chalkboard, whiteboard, or piece of paper. Praise your child for trying hard no matter the outcome. At this age, scribbles are normal and teach your child that the things we write stand for letters. Your child should progress into forming correct letters as these lessons progress. Ask your child if they remember what sound the letter makes. Remind them that in the video, the K likes to kick. Ask your child to repeat the sound a few times. Look around the room and point out something that begins with the letter. Ask your child if they see any other things that begin with it. Provide examples if needed. Next, give your child the tracing page. Demonstrate the correct direction for writing a capital (see direction worksheets if needed). Allow your child to trace the rest of the capital letters on the page and then work on writing their own in the lines provided. Repeat this process with the lower-case letters, explaining to your child that both letters stand for K and make the same sound.

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Title of Lesson: Body Part Labels

Standards Taught: K.ELA.L.4, K.ELA.L.5.c, K.ELA.L.6, K.ELA.SL.5, K.ELA.FS.1, K.ELA.FS.3, K.S.4.2		
Materials: Body Part Labels Printout Tape	Preparation: None	Implementing the Lesson: Choose a song from the song list for this week. It can be a new one, or the same one as before. Sing the song a few times until your child can sing it with you. Read a story you have about the body, or one from the library. Try to focus on informational, non-fiction books. Ask your child about the book. Did they learn anything new about their body? Next, ask your child to name a few body parts that were mentioned in the story. Give your child the body parts labels and ask them to place them on the floor in a random order. Have your child choose one label. Ask your child to read the label. They may sound out the whole word or just the first letter. Encourage and praise their efforts. Help your child finish reading the label, as needed. Give your child a piece of tape and ask them to label their own body by taping the label to their own body part. Remind them not to cover their eyes or nose, but put those labels close to the right spot. Repeat with each label until your child has finished them all. Discuss with your child different things they can do with each body part. For example, their eyes help them see, their hands can throw a ball, and their legs help them walk. Ask your child to help you clean up when finished.

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Title of Lesson: X-Ray (chalk drawing)

Standards Taught: K.ELA.SL.1.a, K.RE.2.2, K.RE.3.4, K.S.4.1, K.S.4.1.a, K.S.4.2		
Materials:	Preparation:	Implementing the Lesson:
<p>Skeleton Image printout</p> <p>Black construction paper</p> <p>Chalk</p> <p>Video here (https://www.youtube.com/watch?v=kImjxU4KgfQ)</p>	<p>Cover work surface</p>	<p>Choose a song from the song list for this week. It can be a new one, or the same one as before. Sing the song with your child.</p> <p>Read a story you have about the skeleton or bones, or one from the library. Talk about bones with your child. Discuss how your bones are what helps your body stand and not mush to the ground. There are bones all through your body. Demonstrate for your child how to feel a bone (fingers are great) by gently squeezing until they can feel the hard bone beneath the skin.</p> <p>Show your child the skeleton printout. Explain that this is like an x-ray (or picture of your body that shows bones). It shows all the bones in our bodies. Ask your child to point to the arm, leg, chest, head, etc. Have your child wiggle or move each body part on themselves as they point them out on the skeleton.</p> <p>Give your child the black paper and chalk and ask them to draw their own skeleton, making sure they use the printout as an example. Praise their attention to detail.</p> <p>Ask your child to write their name at the top of the x-ray. Answer any questions they may have, encouraging them to take turns speaking.</p> <p>Watch the short video about x-rays with your child.</p> <p>Ask your child to help you clean up when finished.</p>

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Title of Lesson: Heart Rate and Lungs

Standards Taught: K.S.1.2.4, K.1.3.1, K.S.1.3.2, K.S.4.1, K.S.4.2		
Materials:	Preparation:	Implementing the Lesson:
Stopwatch or clock with a second hand Heartbeat Tracking Sheet Printout Pencil Large space to move Ball 2 straws 2 balloons Tape	None	<p>Choose a song from the song list for this week. It can be a new one, or the same one as before. Sit down and sing it together.</p> <p>Read a story you have about the heart and/or lungs, or one from the library. Ask your child to tell you about the story, allowing them to use the pictures to remember what it was about. Discuss how we cannot see our heart and lungs but doctors we know they are there because of scientists and doctors who have studied them. We can also feel them working. We are still learning about how our hearts and lungs work.</p> <p>Discuss the heart with your child. Ask them what they know about their own heart. Have they ever heard or felt it beating. Ask your child to put their hand on the center of their chest and feel their heartbeat. Ask them to say “bump, bump” each time it beats. Remind your child that sometimes you must sit very still and quietly to feel their heart. Ask them if they think their heart is beating fast or slow.</p> <p>Give your child the heartbeat tracking sheet. Point out the first box that says “resting” and ask your child to draw their heart in it. Allow your child to draw their heart any way they like, whether they try to draw an anatomically correct heart or just the heart shape. Next, ask your child to put a few lines around the heart if it is beating slowly, or several if it is beating fast. Explain that these lines will represent the heartbeat. Move on to the next box, doing the activity listed for one minute seconds with your child. Have your child quickly sit down when it is finished and ask them to feel their heart again. Is it slower or faster than last time? Ask your child to draw the lines around the heart again, this time representing the speed of beats after the activity. Repeat for each box on the paper, helping your child to see that their heartbeat is getting faster with each exercise and explaining that their heart is working hard to help their body have what it needs.</p> <p>Explain that when you breathe in, air goes into your lungs. Your lungs and heart send the air to different body parts and they use it to stay strong and healthy. They send the used up air back to the lungs, which blow it out when you breathe out. Show your child the supplies and explain that today we are going to make some pretend lungs to see what happens inside our body when we breathe. Ask your child to bend the ribbed bendy parts of each straw. Then have your child stretch out the balloons with their hands. Next, help your child tape the opening of the balloons over the ends of the straws, up to the bend. Then have your child lay the straws back-to-back on the table, creating a Y-shape. Help your child tape from top to bottom of the bend to the bottom of the straws, making sure to connect both straws. Demonstrate the lungs for your child by blowing in the bottom of both straws until the balloons fill up, then letting the air out. Ask your child to breathe with the lungs a few times, breathing in when they are full and out when they empty. Ask your child to describe what the lungs look like when they are full and empty. Give your child a chance to experiment and play with the lungs. Let them try to blow them up. What happens if you only blow in one straw? What if you don't blow hard enough?</p> <p>Ask your child to help you clean up when finished.</p>

Title of Lesson: Dress by the Month

Standards Taught: K.S.1.1, K.S.1.1.1, K.S.1.1.4, K.S.1.1.5, K.S.1.2, K.S.1.2.3, K.S.2.3, K.S.2.3.a, K.S.2.3.b, K.S.2.3.c		
Materials: Calendar Markers/Crayons Various seasonal clothing (jackets, sweaters, boots, flip flops, bathing suit, shorts, t-shirt, hats, scarves, etc)	Preparation: Lay out clothing where your child can easily access them Print out a calendar for the entire year, leaving enough space on each month for our child to draw a picture	Implementing the Lesson: Choose a song from the song list for this week. It can be a new one, or the same one as before. Sing and dance together. Read a story you have about the body, or one from the library. Ask your child what they know about keeping their body safe. Give example of different things we may do to protect our bodies (bandages for cuts, helmets when we ride a bike, baths to get rid of germs, or sunscreen when we are outside). Tell your child that one of the easiest ways to protect our body is to dress it correctly. Ask your child to discuss what they may wear when it is cold or hot outside. What about when it is raining? Snowing? Show your child the calendar and explain that it shows the entire year. Talk about how the weather and temperature outside changes throughout the year. Give your child the January calendar and tell them that it is winter in January. It is very cold. Ask your child to draw a picture of winter on the January calendar and then use the clothing to dress like it's January. Ask your child to explain how these clothes protect and help our bodies. Repeat for each month, following the seasonal norms for your area. Ask your child to help you clean up when finished. *If you are doing this lesson plan with multiple children, be sure you have enough clothing for each child or ask them to choose only one item for each month.

Food and Cooking

Story suggestions for this week:

Stone Soup

Llama, llama Yum, yum, yum! By Anna Dewdney

Cloudy with a Chance of Meatballs by Judi and Ron Barrett

Eating the Alphabet by Lois Ehlert

Monsters Don't Eat Broccoli by Barbara Jean Hicks

Songs for this week:

I like to eat, eat, eat,
Apples and bananas!
I like to eat, eat, eat,
Apples and bananas!
I like to ate, ate, ate,
Ay-ples and ba-nay-nay-s!
I like to ate, ate, ate,
Ay-ples and ba-nay-nay-s!
I like to eat, eat, eat,
Ee-ples and bee-nee-nees!
I like to eat, eat, eat,
Ee-ples and bee-nee-nees!
I like to ite, ite, ite,
I-ples and bi-ni-nis!
I like to ite, ite, ite,
I-ples and bi-ni-nis!
I like to ote, ote, ote,
Oh-ples and no-no-nos!
I like to ote, ote, ote,
Oh-ples and no-no-nos!

On top of spaghetti,
All covered with cheese,
I lost my poor meatball
When somebody sneezed.
It rolled off of the table
And onto the floor.
And then my poor meatball
Rolled right out the door.
It rolled into the garden
And under a bush.

And now my poor meatball
Is nothing but mush.
So next time you eat spaghetti,
All covered with cheese,
Protect your poor meatball
In case of a sneeze!

Five little sausages,
Sizzling in a pan (hold one hand open like a pan, the other with five fingers out "in" the pan)
One got hot and it went BAM! (clap)
(repeat with 4, 3, 2, 1)
No little sausages,
Sizzling in a pan
The pan got hot, and it went BAM!

Pop! Pop! Pop! (clap with each pop)
Put the corn in the pot.
Pop! Pop! Pop! (clap with each pop)
Shake and shake 'til it's hot (shake)
Pop! Pop! Pop! (clap with each pop)
Lift the lid and what have you got?
Pop! Pop! Pop! (clap with each pop)
POPCORN!

(to the tune: Twinkle, Twinkle Little Star)
Carrots, peas, and broccoli,
Vegetables are good for me.
For my snack and in my lunch,
Veggie sticks are great to munch.
Carrots, peas, and broccoli,
Vegetables are good for me.

Title of Lesson: Letter of the Week Lesson Ll

Standards Taught: K.ELA.L.1.a, K.ELA.L.2.c, K.ELA.FS.1.a, K.ELA.FS.1.d, K.ELA.FS.3.a

Materials:

Leap Frog Letter
Factory Video

Tracing Letters and
Numbers Practice
Page “Ll”

Pencil and Paper

Optional: Chalk
board and chalk or
dry erase board and
marker

Preparation:

Implementing the Lesson:

Allow your child to watch the Leap Frog video.

Tell your child that our letter of the week is the letter Ll. Ask them if they can write the letter (either capital or lower-case) and allow them to try to write it on their own on a chalkboard, whiteboard, or piece of paper. Praise your child for trying hard no matter the outcome. At this age, scribbles are normal and teach your child that the things we write stand for letters. Your child should progress into forming correct letters as these lessons progress.

Ask your child if they remember what sound the letter makes. Remind them that in the video, the L licks the lollipop. Ask your child to repeat the sound a few times.

Look around the room and point out something that begins with the letter. Ask your child if they see any other things that begin with it. Provide examples if needed.

Next, give your child the tracing page. Demonstrate the correct direction for writing a capital (see direction worksheets if needed). Allow your child to trace the rest of the capital letters on the page and then work on writing their own in the lines provided. Repeat this process with the lower-case letters, explaining to your child that both letters stand for L and make the same sound.

Title of Lesson: Grocery Store Scavenger Hunt

Standards Taught: K.IR.4.2, K.IR.7.1.a, K.SS.2.1, K.SS.2.1.a, K.S.2.1.e, K.SS.FL.4.1, K.SS.FL.4.1.a, K.SS.FL.4.1.c		
Materials:	Preparation:	Implementing the Lesson:
<p>Grocery Store Scavenger Hunt Printout</p> <p>Pencil</p> <p>Something hard to write on (clipboard, hardback book, etc)</p> <p>Grocery store you can visit</p>	<p>None</p>	<p>Choose a song from the song list for this week. It can be a new one, or the same one as before. Sing the song with your child.</p> <p>Read a story you have about cooking or food, or one from the library. Ask your child if they like any of the foods mentioned in the story. Have them go to the pantry or cupboard and point out different foods they like. Ask them to tell you the name of each as they point to it. Discuss the difference between needs and wants with your child. Talk about how our bodies need certain nutrients and vitamins. Briefly discuss how there are other things that we sometimes want, like candy or ice cream, but our bodies do not need. Ask your child to point out an example of a need vs. a want in the foods they have chosen.</p> <p>Ask your child to review the food pyramid groups (grains, fruits, vegetables, dairy, meat and protein, and sweets). Discuss with your child names of a few foods from each category and how they help (or don't help) our bodies. Are those foods needs or wants?</p> <p>Give your child the BINGO sheet and ask them to name each food listed. Ask your child which of those foods they like to eat.</p> <p>Remind your child of safety rules for going to the grocery store. Ask your child to hold their bingo sheet, a pencil, and a hard writing surface (clipboard or hardback book).</p> <p>Visit the grocery store and allow your child to find the items on their list, marking each as they find them. Help your child to see that the grocery store is organized by food group. The fruits and vegetables are together, the breads are together, the meats are together, and most of the dairy is together. Discuss names of foods with your child and listen to see if they point out any environmental print (logos, signs, or familiar food labels). Encourage and praise them as they find each thing on their list.</p>

Title of Lesson: Snack Counting

Standards Taught: K.MP.1, K.MP.3, K,MP.4, K.MP.6, KMCC.2, K.CC.4, K.CC.4.a, K.CC.4.b, K.CC.3, K.CC.5, K.CC.7

Materials:	Preparation:	Implementing the Lesson:
<p>Snack Counting Printout</p> <p>*Small snack your child likes (chocolate chips, cereal pieces, goldfish crackers, fruit snacks, etc)</p>	<p>None</p>	<p>Choose a song from the song list for this week. It can be a new one, or the same one as before. Sing the song with your child.</p> <p>Read a story you have about cooking or food, or one from the library. Ask your child if they like any of the foods mentioned in the story.</p> <p>Show your child the snack and explain that they may not eat them until the end of the lesson.</p> <p>Give your child the snack counting sheet and ask them to name the numbers on the paper, pointing to each one.</p> <p>Next, ask your child to point to the first box. Have them name that number add that many of their snacks to the square. For example, if the square says 12, your child would put 12 snacks into that square. Repeat for each square, noting which numbers your child recognizes and counts to easily.</p> <p>Ask your child if they can name any more numbers. Flip the paper over and ask your child to write down each number they name. Encourage your child to write any numbers 0-100. Assist them in correct number formation as needed. Then, ask your child to count out snacks for each of those numbers. Do this for at least 5 different numbers.</p> <p>Ask your child to compare and contrast the amounts. Which one has the most? The least? Are any of them equal?</p> <p>Write the number 0 on your child's paper. Explain that this means "zero." Zero means none. Ask your child to count 0 snacks. Practice counting 0-10 by ones and 10-100 by tens, asking your child to count along with you.</p> <p>Optional: let your child enjoy their snack.</p>

Title of Lesson: Label Puzzles

Standards Taught: K.ELA.FS.1, K.ELA.FS.1.a, K.ELA.FS.1.b, K.ELA.FS.1.c, K.ELA.FS.2, K.CC.2, K.CC.3, K.CC.7

Materials:	Preparation:	Implementing the Lesson:
Empty Food Box Scissors	Cut the front off of the empty food box. Draw lines on the box front, top to bottom, until there are 20 sections. At the bottom, label each section with a number 1-20	<p>Choose a song from the song list for this week. It can be a new one, or the same one as before. Sing the song with your child.</p> <p>Read a story you have about cooking or food, or one from the library. Ask your child if they like any of the foods mentioned in the story. Have them go to the pantry or cupboard and point out different foods they like. Ask them to tell you the name of each as they point to it.</p> <p>Give your child the piece of the box. Ask them what kind of food used to be in this box. Point to the numbers at the bottom of the box and ask your child to name each one. Ask your child if the numbers are in order.</p> <p>Next, remind your child of scissor safety rules and ask them to cut the box on each line. Last, mix up the pieces your child just cut out. Ask them to fix the puzzle they just made, reminding them that the numbers were in order when it was together. Watch as your child puts the puzzle together, using the numbers as clues.</p> <p>Ask your child to read the words that are now put back together on the box. Point to each letter and ask your child to tell you the sound it makes. Explain that reading is simply putting those sounds together to make a word. Remind your child that each word is separated by other words with a space. Model sounding out the word and ask your child to try. What kind of food was this? Are there any words you don't understand? What do you think they mean?</p> <p>Ask your child to help you clean up when finished.</p>

Title of Lesson: Stone Soup

Standards Taught: K.ELA.RL.2, K.ELA.RL.3, K.ELA.RL.4, K.ELA.RL.7, K.ELA.RL.9, K.SS.FL.4., K.SS.FL.4.1, K.SS.FL.4.1.a, K.SS.FL.4.1.b, K.SS.FL.4.1.c

Materials:	Preparation:	Implementing the Lesson:
<p><i>Stone Soup</i></p> <p>Stone or rock, cleaned with soap and warm water and dried</p> <p>Various soup ingredients (carrots, celery, onions, potatoes, etc)</p> <p>Cutting board and knife</p> <p>Water</p> <p>Salt and pepper</p> <p>Spoons and bowls</p> <p>Pot and spoon/ladle</p>	<p>Optional: Invite friends to a soup party, asking them to bring one ingredient each for the soup</p> <p>If doing this lesson with multiple children: ask each child to bring one ingredient for the soup</p> <p>Bring the water to a boil on the stove while reading the story so that the soup will cook faster</p>	<p>Choose a song from the song list for this week. It can be a new one, or the same one as before. Sing and dance together.</p> <p>Read a <i>Stone Soup</i> to your child. Ask them to tell you what happened in the story. Explain that no one in the town had enough food to cook a meal on their own, so they worked together and made enough food for everyone. They shared so that everyone could have what they needed. Ask your child if this story reminds them of any others they have read.</p> <p>Show your child the stone and explain that today you will be making stone soup. Add to the soup. Remind your child of kitchen safety rules (no touching hot stove, sharp knives, etc). Call for your first ingredient and ask your child to wash with running water. Teach them the correct technique. Place the ingredient on the cutting board and cut (adult only) it into small pieces. Add it to the hot water as your child watches. Repeat with each ingredient.</p> <p>Allow the soup to cook, adding salt and pepper to taste. Let your child pretend to cook or play as they soup cooks. When it is done (veggies are tender), serve in bowls and allow your child to try their very own stone soup.</p> <p>Encourage your child to try each ingredient. Ask your child to help you clean up when finished.</p> <p>*Substitute ingredients as needed, or to taste</p>

Family

Story suggestions for this week:

This is my Family by Gina and Mercer Mayer

The Family Book by Todd Parr

Me and My Family Tree by Joan Sweeney

Who's in My Family?: All About Our Families by Robie H. Harris

The Relatives Came by Cynthia Rylant

Songs for this week:

Families are people

Who care about you.

My family is special

Your family is too!

Mothers and fathers

And sisters and brothers

Grandmas and grandpas

And so many others!

One family is big

While another is small

Some families have children

And some, none at all!

When we are together

Or far, far apart

The people I love

Fill the map of my heart.

(to the tune of I'm a Little Teapot)

I love Mommy, she loves me

We love Daddy, yes siree

He loves us and so you see

We are a happy family!

(customize with titles to fit your family, repeat with brother, sister, grandma etc)

(to the tune: Ten Little Indians)

Some have fathers,

Some have mothers,

Some have sisters,

Some have brothers.

In some houses,

There are others.

Every family's special.

This is a family (hold up open hand)

Let's count them a see.

How many are there,

And who can they be?

This is the mother (touch pointer finger)

Who loves everyone

And this is the father (touch next finger)

Who is lots of fun.

This is my sister (touch ring finger)

She helps and she plays,

And this is the baby (touch pinky finger)

He's growing each day.

But who is this one? (touch thumb)

He's out there alone,

Why, it's Spot, the dog,

And he's chewing a bone.

(to the tune of Take Me Out to the Ballgame)

Let's go see our grandparents,

Take us there for awhile.

Mommy and Daddy both need a break.

We'll play games and we'll stay up real late!

Oh, we want to thank our grandparents

For all the things that they do,

So its time...to...say you're the best

And that we love you!

***A note about center time this week:** This week’s center time covers several standards. Please be aware of these and try to encourage your child to pursue each of these standards as they work through center time. Standards Taught: K.SS.C.1, K.SS.C.1.1, K.SS.C.1.1.c, K.SS.C.1.1.d, K.CSS.C.1.2, K.SS.C.1.2.f, K.SS.G. 3, K.SS.G.3.1, K.SS.G.3.1.b, K.SS.G.3.1.c, K.SS.G.3.2, K.SS.G.3.2.a

Title of Lesson: Letter of the Week Lesson Mm

Standards Taught: K.ELA.L.1.a, K.ELA.L.2.c, K.ELA.FS.1.a, K.ELA.FS.1.d, K.ELA.FS.3.a		
<p>Materials:</p> <p>Leap Frog Letter Factory Video</p> <p>Tracing Letters and Numbers Practice Page “Mm”</p> <p>Pencil and Paper</p> <p>Optional: Chalk board and chalk or dry erase board and marker</p>	<p>Preparation:</p>	<p>Implementing the Lesson:</p> <p>Allow your child to watch the Leap Frog video.</p> <p>Tell your child that our letter of the week is the letter Mm. Ask them if they can write the letter (either capital or lower-case) and allow them to try to write it on their own on a chalkboard, whiteboard, or piece of paper. Praise your child for trying hard no matter the outcome. At this age, scribbles are normal and teach your child that the things we write stand for letters. Your child should progress into forming correct letters as these lessons progress.</p> <p>Ask your child if they remember what sound the letter makes. Remind them that in the video, the M ate something yummy and rubbed his tummy as he made his sound. Ask your child to repeat the sound a few times.</p> <p>Look around the room and point out something that begins with the letter. Ask your child if they see any other things that begin with it. Provide examples if needed.</p> <p>Next, give your child the tracing page. Demonstrate the correct direction for writing a capital (see direction worksheets if needed). Allow your child to trace the rest of the capital letters on the page and then work on writing their own in the lines provided. Repeat this process with the lower-case letters, explaining to your child that both letters stand for M and make the same sound.</p>

Title of Lesson: Family Tree

Standards Taught: K.SS.C.1, K.SS.C.1.1.c, K.SS.C.1.2, K.SS.C.1.2.a, K.SS.C.1.2.f

Materials:	Preparation:	Implementing the Lesson:
Background paper	Cover work surface	Choose a song from the song list for this week. It can be a new one, or the same one as before. Sit down and sing it together.
Brown and green paint	Lay out supplies	Read a story you have about families, or one from the library. Ask your child to name a few family members that don't live with you. Grandma, grandpa, aunts, uncles, etc. Explain that families grow and grow, just like a tree.
Paintbrush		Give your child the background paper, paint, and paintbrush. Ask them to paint a tree on their paper. Ask your child to help you clean up the paint and wash their hands when they are done painting.
White rectangle cutouts		As the tree dries, tell your child that we are going to make this tree into a family tree. Give your child the rectangle cutouts and pen/pencil. Have your child write their own name on the first rectangle. Next, ask them to write the names/titles (Susan or Mommy) of each person in your immediate family, one on each paper. Then, ask them to add grandparents, one on each paper.
Pen/Pencil		Lastly, using the family tree example, help your child glue each name to the correct spot on the family tree and draw lines between each person. Talk about how families are all connected, even if they don't all live together. Please feel free to adjust the family tree layout to reflect your own family. Add step-parents, step-siblings, aunts, uncles, etc. Discuss with your child how families are meant to take care of and help each other. Use examples of families that you know or those from stories your child loves. Point out ways your child can help care for the family in their own ways.
Family tree example (printout)		Ask your child to help you clean up when finished.
Glue		

Title of Lesson: Family Traditions

Standards Taught: K.SS.C.1, K.SS.C.1.d, K.SS.C.1.2, K.SS.C.1.2.d, K.SS.C.1.2.f

Materials:	Preparation:	Implementing the Lesson:
Family Traditions Printout Crayons/Markers	Cover work space Lay out supplies	<p>Choose a song from the song list for this week. It can be a new one, or the same one as before. Sing and dance together. .</p> <p>Read a story you have about families, or one from the library. Ask your child to describe some of the things the family in the story does together. Point out that families often help each other and work together, but they also celebrate together.</p> <p>Ask your child what holiday is coming up (Thanksgiving). Discuss some of your family Thanksgiving traditions. Explain where they come from or how they started. Discuss your family culture (dress, language, food, stories, and shelter) in relation to Thanksgiving. Give a few examples of other families your child may know, pointing out how your Thanksgiving traditions are the same and how they differ with these other families.</p> <p>Next, give your child the printout. Explain that each picture represents a time when your family may have traditions. (Birthday, Valentine’s Day, Christmas, 4th of July) Ask your child to draw and label a tradition for each celebration.</p> <p>When your child is finished, ask them to describe these traditions to you. Point out examples of how other families celebrate the same or differently than your family.</p> <p>Ask your child to help you clean up when finished.</p>

Title of Lesson: Family Jobs and Routines

Standards Taught: K.SS.C.1, K.SS.C.1.c, K.SS.C.1.2, K.SS.1.2.a, K.SS.1.2.b, K.SS.1.2.c, K.SS.1.2.f, K.SS.Ci.2.1.a, K.SS.Ci.2.1.c, K.SS.Ci.2.1.e

Materials:

The Family: A Proclamation to the World
https://www.churchofjesuschrist.org/bc/content/english/pdf/36035_00_0_24_family.pdf

Family Duties and Routines Printout

Preparation:

Adjust the printout to your own family. Add or subtract family members until it reflects those in your home.

Implementing the Lesson:

Choose a song from the song list for this week. It can be a new one, or the same one as before. Sing and dance together.

If you have the proclamation displayed in your home, point it out to your child. Discuss that this is a special document that Heavenly Father gave us to help our families understand how to help each other. Tell your child that families are very special. Heavenly Father gave us families so that we could come to earth, learn about Him, and someday go back to live with Him. Families take care of us, teach us, and support us.

Read: *The Family: A Proclamation to the World* with your child. As you read, pause after each paragraph and provide a summary of the things taught. When you are finished reading, ask your child to summarize what they heard.

Next, give your child the printout, adjusted to your family. Ask them to draw a picture of each family member. Then, read the sections and sentences of the proclamation that match each family member (husband and father, wife and mother, children). As you read, help your child write down the duties and responsibilities of those listed. Define the word responsibility: something Heavenly Father expects us to do; a job He gave us. Ask your child how those duties are fulfilled in your own family. (e.g. dad is to provide so he goes to work everyday). Discuss the family routines in relation to those duties.

Point out how family rules promote and support those things the family proclamation discusses. Explain that we don't make rules because we want to be mean, but to keep everyone safe. Use the example of the rule not to run or play in the street as an example. We have that rule because we may get hurt if we do those things.

End by reading the part of the proclamation that explains that families are meant to help each other in their responsibilities. Ask your child to name a few ways they can help their family. Point out ways that you help others in the family with their responsibilities.

Ask your child to help you clean up when finished.

Title of Lesson: Growing Families

Standards Taught: K.SS.C.1, K.SS.C.1.1, K.SS.C.1.1.b, K.SS.1.2, K.SS.1.2.a, K.SS.1.2.e, K.SS.1.2.f, K.S.4.1.b

Materials:	Preparation:	Implementing the Lesson:
<p>A photo that reflects each of the following: your child's grandparents at their wedding, your child's grandparents with all of their children, your child's parents at their wedding, a photo of your child's parents with their first child, a photo of your child's parents with 1st and second child, and so on</p>		<p>Choose a song from the song list for this week. It can be a new one, or the same one as before. Sing and dance together.</p> <p>Read a story you have about families, or one from the library. Ask your child to name some of the families in the story as well as a few they know in real life. Talk about those families. How are they different? How are they the same?</p> <p>Relate a story about a family your child brought up that happened before their family was structured the way they are now. Maybe you knew the parents before they had children. Maybe you knew them with only one child, or with a child that has since passed away. Talk about how the family was different then. Point out that, over time, families change.</p> <p>Show your child the photo of their grandparent's wedding, explaining who is in the photo and what is happening. Ask your child if grandma and grandpa look the same. Ask them where their children are. Explain that grandma and grandpa to your child are mom and dad to you. Talk about how their family grew, adding each child and aging as time went on. Show your child the photo of the entire family.</p> <p>Explain that when the children grew up, many of them got married. Show the photo of your child's parents. Once again, explain who is in the photo, what is happening, and how it compares to the family your child knows now. Point out that this is how your family started. Just mom and dad.</p> <p>Show your child each photo of your family growing in chronological order, pointing out differences. Answer any questions your child may have. Allow your child to look through family photo albums and discuss what they have learned.</p> <p>Ask your child to help you clean up when finished.</p>