

## The Den Curriculum

**December**

**Unit 4 Title: Families**

**Length of Unit: 3-4 weeks**

***Adapted from New Fairfield Public Schools & Norwich Public Schools Preschool Curriculum***

Unit 4: Families	
<b>Unit Overview</b>	<p>The purpose of this unit is for students to understand what a family is, who the members of a family are, where families live, and all families have similarities and differences. In addition, students will learn that families come from diverse cultures and celebrate various traditions. We will develop student learning through the following Connecticut Early Learning and Development Standards: Social Studies Domain, Math Domain, and Social and Emotional Development Domain.</p>
<b>ESSENTIAL QUESTIONS</b>	<p><b>SOCIAL STUDIES DOMAIN and SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN</b></p> <ul style="list-style-type: none"> <li>• What makes a family?</li> <li>• Can you name some of the places you go with your family?</li> <li>• Can you name the different people in your family?</li> <li>• What is something special about your family?</li> <li>• What traditions do you celebrate with your family?</li> <li>• How are we the same? How are we different?</li> <li>• How are our families the same and different (graphing)?</li> </ul> <p><b>MATHEMATICS DOMAIN</b></p> <ul style="list-style-type: none"> <li>• What shapes make up your house?</li> <li>• What shape is your hand?</li> <li>• Where do you see shapes in the community?</li> <li>• Can you describe the location of ____ to me? (using positional vocabulary)</li> </ul>

	<ul style="list-style-type: none"> <li>● Can you use these two shapes to make a new shape?</li> </ul>
<p style="text-align: center;"><b>LEARNING PROGRESSIONS (STANDARDS)</b></p>	<p><b>SOCIAL STUDIES DOMAIN</b></p> <ul style="list-style-type: none"> <li>● Individual Development and Identity <ul style="list-style-type: none"> <li>○ SS.48.1 Identify physical characteristics of self (e.g., eyes, hair, skin, etc.)</li> <li>○ SS.48.2 Demonstrate an understanding of self as part of a family (e.g., parents, grandparents, siblings, caregivers)</li> <li>○ SS.60.1 Demonstrate an understanding that there are similarities and differences among people and families</li> </ul> </li> <li>● Culture <ul style="list-style-type: none"> <li>○ SS.48.3 Identify cultural characteristics of self, family and community (e.g., home language, foods, modes of transportation, shelter, etc.)</li> <li>○ SS.60.2 Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., languages, foods, art, customs, modes of transportation and shelter)</li> </ul> </li> </ul> <p><b>MATHEMATICS DOMAIN</b></p> <ul style="list-style-type: none"> <li>● Data <ul style="list-style-type: none"> <li>○ M.48.9 Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more)</li> <li>○ M.60.11 Represent data using a concrete object or picture graph according to one attribute</li> </ul> </li> <li>● Spatial Relationships <ul style="list-style-type: none"> <li>○ M.48.11 Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object</li> <li>○ M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, over and under) to identify and describe the location of an object)</li> </ul> </li> <li>● Identification of Shapes <ul style="list-style-type: none"> <li>○ M.48.12 Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes</li> <li>○ M.60.14 Identify and describe a variety of 2-dimensional and 3-dimensional shapes</li> </ul> </li> </ul>

	<p>with mathematical names (e.g., ball/sphere, box/rectangular prism, can/ cylinder) regardless of orientation and size</p> <ul style="list-style-type: none"> <li>● <b>Composition of Shapes</b> <ul style="list-style-type: none"> <li>○ M.48.13 Combine two or more shapes to create a new shape or to represent an object in the environment</li> <li>○ M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose</li> </ul> </li> </ul> <p><b>SOCIAL AND EMOTIONAL DOMAIN</b></p> <ul style="list-style-type: none"> <li>● <b>Sense of Self</b> <ul style="list-style-type: none"> <li>○ SE.48.9 Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills</li> <li>○ 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)</li> </ul> </li> </ul>
<b>FOCUS AREAS</b>	<ol style="list-style-type: none"> <li>1. Homes</li> <li>2. Families</li> <li>3. Traditions</li> <li>4. Diversity</li> </ol>
<b>KEY VOCABULARY</b>	<ol style="list-style-type: none"> <li>1. Home (neighborhood, chimney, roof, basement, porch, driveway, garage, lawn/yard, apartment, house, size, shape, community)</li> <li>2. Shapes (rectangular prism, sphere, cube, cone, cylinder, square, rectangle, circle, oval, heart, star, triangle, rhombus)</li> <li>3. Positional words (inside, outside, between, on, over, under, beside)</li> <li>4. Families (mother, father, sister, brother, grandmother, grandfather, baby, oldest, youngest, middle, extended family, immediate family, roles)</li> <li>5. Traditions (celebration, food, country, language, culture)</li> <li>6. Diversity (same, different)</li> </ol>

<b>Key Knowledge</b> <b>My students will know. . .</b>	<b>Key Skills</b> <b>My students will be able to (do). . .</b>
<ul style="list-style-type: none"> <li>● that a family is made up of people</li> <li>● that families have different traditions</li> <li>● that families live in different homes</li> <li>● different shapes have different characteristics</li> <li>● homes can be represented by different shapes</li> <li>● family members have different roles</li> <li>● people can be the same and different</li> <li>● people can speak different languages</li> </ul>	<ul style="list-style-type: none"> <li>● use positional vocabulary to describe their home</li> <li>● use shapes to create a picture of their home</li> <li>● identify people in their family</li> <li>● identify a family tradition</li> <li>● compare different family traits</li> </ul>

[Unit Assessment](#)

**TEACHING STRATEGIES AND EXPERIENCES**  
**(Multiple means of representation, expression and engagement)**

- Invite families to visit and share family traditions
- Build/design their home with various shapes
- Create a home in the dramatic play area
- Ask parents to complete an “All ABout Families” questionnaire
- Create a family book
- Play “Which Room in the House?”
  - Put familiar home items in a basket, students pick an item, identify it and where it belongs in the house

- Play “What Sound” in the house
  - Play familiar sounds from around the house and have students guess what the sound is
  - Extension: have them guess what room they would hear the sound in
- Provide toys and materials to create, design and role play home
  - Use various shapes to create structures
    - Identify the features of shapes while children are using them
- Shape Play
  - Provide children with experiences breaking apart and putting together shapes
    - Break apart a square graham cracker into two smaller rectangles or putting together two triangles of cheese to make a square
    - Put together a square and a rectangle to make a house
  - Allow children to build shapes using toothpicks and mini-marshmallows
  - Make blocks out of paper towel tubes, oatmeal containers, empty milk cartons and other items to expose children to three dimensional shapes
  - Introduce the mathematical attributes of shapes, e.g., number of sides, type of angle, parallel/ non-parallel sides, length of sides (all the same or different lengths)
  - Have children feel shapes in a box and describe them to peers
  - Have children draw a series of rectangles increasing in size; discuss what they changed to make them larger
  - Provide children with opportunities to use shapes in their artwork
  - Provide children with opportunities to create designs with pattern blocks
  - Play games that include shapes
  - Have children move through an obstacle course
- Play Simon Says with a carpet square
  - Allow a child to lead and give positional directions to peers, e.g., “Simon Says, stand behind your square”
- Sorting by Attributes
  - The first sort: sort students by having a pet or not (or any other simple question) then move on from there to create class graphs
  - Consider taking a photo of each sort and comparing and contrasting the photos to see who has similarities/differences
- Investigate different ways families make decisions, such as voting, offering choices, sharing the decision making authority, talking about how the outcomes change with different types of decision making and discussing how the process felt

- Read books to children and pause to discuss the outcomes of characters following the rules or not following the rules, and how families are the same or different
- Take a picture or draw a picture of your family and send it in
- Post pictures of families and their different roles
- Invite family members to visit and talk about their family traditions
- Model playing roles of different family members
- Graph different family traits (number of people in family, who lives in the house, what you do together, etc.)
- Diversity
  - M&M exploration (inside-outside exploration. Are they different or the same on the inside and outside?)
  - Mixing playdough
  - Make a hand book with different color hands
  - What's inside a brown vs. white egg experiment

## DIFFERENTIATION

### Children with Disabilities

- Use scripted stories to explain families, diversity and traditions
- Use peer supports during completion of jobs
- Present information about the environment using a variety of representations, books, video clips, demonstrations
- Create or use clear, step-by-step stories to explain rules and expected behavior
- Provide props for acting out roles
- Ask families to provide pictures of families and homes
- Use peer supports during completion of jobs
- Adapt props so all children can use them
- Model playing the roles of different family members
- Be sure that communication devices include words for children to communicate about the shapes and the position of objects in their environment
- Provide shapes for children to manipulate based on their needs
- Provide large shapes or secure items to a table surface for stability
- Provide children with the opportunity to experience movement, be in different positions and

	<p>see things from multiple perspectives</p> <p>Children who are Dual Language Learners</p> <ul style="list-style-type: none"> <li>● Provide visual cues to support completing a job</li> <li>● Use visual supports when describing families</li> <li>● Ask parents to describe expectations and responsibilities the child has at home</li> <li>● Make taking care of the environment concrete, e.g., bring in plants, have a class pet, notice littering and help children clean it up if it is safe to do so</li> <li>● Provide visual cues when new language is being used to teach content</li> <li>● Observe children during dramatic play and provide support for their participation by modeling, prompting and encouraging</li> <li>● Use of simple questions and access to materials to manipulate to gain an understanding of geometry concepts</li> <li>● Use of materials to link the new vocabulary to a real life event</li> <li>● Use simple sentences and repeat critical words, such as the name of the shape supports children's language acquisition</li> <li>● Structure learning centers to provide children opportunities to learn about shapes and spatial relationships through observing and listening to peers whose English is more advanced</li> <li>● Learn a few words related to shapes and/or spatial relationships in the child's home language</li> </ul>
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<b>RESOURCES</b>	
<p>Fiction</p> <ul style="list-style-type: none"> <li>● A House is a House for Me (Mary Ann Hoberman)</li> <li>● In A People House (Theo LeSieg) Nonfiction <ul style="list-style-type: none"> <li>● Yoko (Rosemary Wells)</li> <li>● The Family Book (Todd Parr)</li> <li>● My Family is Forever (Nancy Carlson)</li> <li>● Whoever You Are (Mem Fox)</li> </ul> </li> </ul>	

- Just Like My Papa (Toni Buzzeo and Mike Wohnoutka)
- My Brother Charlie (Robinson Peete, Holly, Ryan Elizabeth Peete, et al.)
- Chrysanthemum (Kevin Henkes)
- The Colors of Us (Karen Katz)
- The Crayon Box that Talked (Shane Derolf and Michael Letzig)
- We Are All Alike. . .We Are All Different. . . (Cheltenham Elementary Kindergartners and Laura Dwight)
- Elmer (David McKee)
- I'm Like You, You're Like Me (Cindy Gainer and Miki Sakamoto)
- Maisy Makes Gingerbread (Lucy Cousins)

Nonfiction

- Families in Many Cultures (Heather Adamson)
- Homes in Many Cultures (Heather Adamson)
- My Big Family (Dona Herweck Rice)
- Houses and Homes (Ann Morris and Ken Heyman)

**ENGAGING  
FAMILIES**

- Visit and take pictures of favorite place in the house
- Bring in a picture of your house
- Newsletters
- Send in a drawing or picture of families
- Invite family members in to share traditions
- Ask families to complete a "All About Our Family" Questionnaire
- Make a family class book