Theme 3

Theme 3: We’re a Family
CHALLENGE ACTIVITIES FOR

We’re a Family
1. My Family House 120 MINUTES  PAIR  INDIVIDUAL

Materials: Theme Poster; templates for basic house shapes, heavy drawing paper or construction paper; crayons or markers

Goal: Make a house and draw and label family members who live or visit there.

DAY 1

Thinking About Family Members
Review the different words for family members, such as father, mother, grandmother, grandfather, aunt, uncle, and cousin.

- Read the words on the Theme Chart aloud as you track the print.
- Ask children to suggest other words for family members, including special names they have, such as Pop, Abba, or Nana.
- Write the new family words on self-stick notes and attach them to the chart.
- Lead children to talk about other individuals who might be considered “family.”
- Have children meet with partners to share their lists.

DAY 2

Children continue to work on this project.

DAY 3

Making the House
- Discuss with children the different kinds of homes people live in.
- Have children trace a template two times on separate sheets of paper. Explain that one house shape will be the outside and the other will be the inside.
- Staple the shapes together at the top or sides to form a booklet.
- Ask children to add details to the outside of their house booklet.

DAY 4

Drawing and Writing
- Children should draw their family members on the inside page of the booklet. Explain that they can include people who live with them and people who visit.

DAY 5

Sharing with a Partner
- Allow time for children to share and compare their family houses.
2. **What I Saw**  *60 MINUTES*  **INDIVIDUAL**  **PAIR**

**Goal:** Draw and write about what you saw when you went for a walk with someone.

- Tell children about a memorable walk you have taken. Describe who you walked with, what you saw, and why you remember the walk so well.
- Ask children to think about a walk they have taken with someone. Have them think about a picture they could draw to show that walk.
- Tell children that talking about an event can sometimes help them remember the details about it. Have them tell a partner about the walk they are going to draw.
- Ask children to draw their pictures and add writing to tell what they saw while walking.

3. **Helping Hands**  *60 MINUTES*  **INDIVIDUAL**

**Materials:** large index cards, crayons or markers, hole punch, binder ring

**Goal:** Make a page for a Helping Hands book that shows how you help your family.

- Ask children to think about things their families do for them. How do they feel when someone helps them?
- Ask children to think about the things they do for their families. How do they help at home? What do they do to make family members feel happy or loved?
- Give each child one large index card. On one side, have them draw pictures that show them doing something for someone at home. On the other side, have them draw pictures of a family member helping them.
- Tell children to add words, phrases, or sentences to each picture to tell what is happening.
- Punch a hole in the corner of each card and attach the cards to a ring to make a flip book.

**Other Activities**

- TE p. 49, Finding Similarities and Differences
- Little Big Books, *Tortillas and Lullabies* and *Shoes from Grandpa*
- Education Place: www.eduplace.com
1. My Clothes  

**Goal:** “Dress” life-size body outlines.

**Making Body Outlines**
- Page through *Shoes from Grandpa* with children, asking them to name the different kinds of clothing pictured and the parts of the body each covers.
- Explain to children that they are going to trace and cut out outlines of their bodies.
- Model for children how to work with a partner to trace a body outline. Have one child lie down on top of a large sheet of paper with arms and legs held slightly away from his or her body.
- Have children work together to trace one another’s outlines.
- Tell children to draw hair and facial features on their outlines.
- When the outlines are complete, children can cut them out.

**Making Clothes**
- Explain to children that they can draw clothing that they would like to wear.
- Ask them to talk to a partner about the kind of clothing they want to draw.
- Have children draw clothing on their body outlines. Scrap paper and craft materials can be added as well.

**Sharing the Outlines**
Have a partner hold up the outline while the child tells about his or her clothing, and for what weather or activity it is worn. Display the outlines on a classroom or hallway wall.

**Expected Outcome**
A good clothing project will include:
- ✓ A body shape with clothing drawn appropriately.
- ✓ An oral description of the clothing and for what weather or special activity it is worn.

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**Materials:** large sheets of mural paper, scissors, crayons or markers, colored scrap paper, buttons, ribbon, sewing trims

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**Challenge Master CH 3–3**

**1. My Clothes**

How do you like to dress?

**Making Body Outlines**
- Trace your partner’s body.
- Have your partner trace you.
- Trace your face and hair.
- Trace your body outline.

**Making Clothes**
- Clothes on your body outline.

**Sharing the Outlines**
- Ask a partner to hold your outline.
- Tell about the clothes you made.
2. Goldilocks Play 60 MINUTES  INDIVIDUAL  PAIR

Goal: Role-play a conversation between Goldilocks and her mother.

- Have a volunteer retell Goldilocks and the Three Bears.
- Brainstorm and discuss the different feelings Goldilocks’s mother might have had after Goldilocks told her what had happened.
- Have children work in pairs to role-play a conversation between Goldilocks and her mother about Goldilocks’s experience with the three bears. Remind children that when they role-play, they should try to think and talk like the characters they are portraying. They should use what they know from the story to achieve this. Model the process if necessary.

3. Story Murals 60 MINUTES  SMALL GROUP

Materials: cumulative stories, such as The House That Jack Built, Drummer Hoff, and There Was an Old Lady Who Swallowed a Fly; tape recordings of the stories; tape recorder; headphones; drawing paper; crayons or markers

Goal: Listen to cumulative stories. Draw and write about your favorite ones.

- Have children listen to cumulative stories in the Book Center.
- Tell children to work in small groups to write and draw about their favorite stories.
- Arrange children into small groups who have the same favorite story and tell them to work together to write and draw about the story.
- Have children decide who will draw which part of the story.
- Ask each child to draw and label a picture that shows part of the story.
- Have children lay out their finished pictures in a row and tape or staple them together to make one long, cumulative mural.
- Display the murals on a classroom wall or bulletin board.

Other Activities

- TE p. 101, Brainstorm List
- TE p. 120, Building Sentences
- Little Big Books, Tortillas and Lullabies and Shoes from Grandpa
- Education Place: www.eduplace.com
1. Shoe Poster  **120 MINUTES  PAIR  INDIVIDUAL**

**Materials:** an assortment of shoes or pictures of different shoes, drawing paper, crayons or markers, scissors, poster board

**Goal:** Make a poster that shows where different kinds of shoes take you.

**DAY 1**

**Thinking About Where Your Shoes Go**
Ask children to think of all the places shoes took the characters in the stories they read in this theme.

- Brainstorm with children all the different places their shoes take them. Record their ideas on chart paper.
- Ask children to think about the kinds of shoes people wear when they go to different places or do different things.
- One at a time, display the shoes or pictures of shoes. Ask children where each shoe might take a person and what the person might do while wearing the shoe.
- Have pairs work together to make a picture list of different types of shoes they have or would like to have.

**DAY 2**

Children continue to work on this project.

**DAY 3**

**Making the Poster**
- Have children each draw or trace several different kinds of shoes. Explain that their drawings should be life-size—as big as a real shoe.
- Tell children to add details to their shoe drawings, such as shoelaces or decorative designs.
- Have them cut out each shoe shape, and glue or paste them to poster board.
- Have children label each shoe on their poster with a word, phrase, or sentence that tells where that shoe might take them.

**DAY 4**

Children continue to work on this project.

**DAY 5**

**Sharing the Poster**
- Pair children and ask them to take turns discussing their posters.
2. How Did They Clean Up All That Porridge?

How would you clean up all that porridge?

- 3 pictures to show the steps.
- About all the pictures you drew.

Materials: large sheets of drawing paper folded to make three sections, crayons or markers

Goal: Write and draw about how you would clean up the porridge.

- Review *The Amazing Little Porridge Pot* and what happened when the daughter couldn’t get the pot to stop cooking.
- Show the Read Aloud art to children. Point out the porridge flowing out the door and down the street.
- Brainstorm ideas for cleaning up the porridge. Encourage children to use their imaginations. Explain that ideas can be simple, like using a mop; or they can be wild, like inventing a porridge-cleaning machine.
- Have children each think about how they would clean up the porridge. What would they do first? Next? Last?
- Tell them to draw three pictures that show the steps they would take to clean up the porridge. Explain that each step should be drawn in one of the sections of the folded paper.
- Have children add writing to tell about their ideas.

3. Different Kinds of Shoes

Materials: magazines for cutting up

Goal: Create and label a poster of different kinds of shoes.

- Have children look through *Shoes from Grandpa*. Point out the different shoes the characters are wearing.
- Ask children to cut out pictures of different kinds of shoes from magazines and glue them on paper.
- Tell children to label each picture with a word, phrase, or sentence that names the type of shoe. Remind them to refer to posters, charts, and other words in the room for help with spelling.

Other Activities

- TE p. 175, Develop Scenarios
- Little Big Books, *Tortillas and Lullabies* and *Shoes from Grandpa*
- Education Place: www.eduplace.com