



# Families and Communities

## Teacher Guide



Core Knowledge Language Arts • New York Edition



Core Knowledge®

**PRECHOOL**





# Families and Communities

## Teacher Guide

**PRESCHOOL**

Core Knowledge Language Arts®  
New York Edition



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## Alignment Chart for Families and Communities

The following chart contains both core content and language arts objectives. While Common Core State Standards have yet to be proposed nationally, this chart demonstrates alignment between the New York State Common Core State Standards for preschool and corresponding Core Knowledge Language Arts Preschool (CKLA Preschool) goals.

Alignment Chart for Families and Communities	Transition Cards			House Learning Center	Day													
	Routines	Colors	Book Parts		Capital Letters	1	2	3	4	5	6	10	11	12	13	14	15	16
<b>Core Content Objectives</b>																		
Name the members of their own families and communities					✓													
State that their family is made up of the people who love and care for them					✓													
Name two ways that their family cares for them						✓												
Define a home as a shelter where a family lives and cares for each other					✓		✓											
Name and describe two kinds of homes where a family might live (e.g., house, apartment building, houseboat, etc.)					✓		✓											
Name two chores or routines that they do with their families and communities	✓				✓				✓									
Name two activities that they do with their families or communities	✓				✓				✓									
Name and describe one of their own family traditions					✓					✓	✓	✓	✓					
Name at least one member of their extended family					✓					✓								
State two different ways that families and communities celebrate (e.g., eat special food, dance, have a party, fast, etc.)					✓						✓	✓	✓					
State the name of the community where they live					✓													✓

## Alignment Chart for Families and Communities

	Name and describe two different community helpers	Transition Cards				House Learning Center	Day												
		Routines	Colors	Book Parts	Capital Letters		1	2	3	4	5	6	10	11	12	13	14	15	16
					✓													✓	✓
<b>Reading Standards for Literature: Prekindergarten</b>																			
<b>Key Ideas and Details</b>																			
STD RL.P.1	With prompting and support, ask and answer about detail(s) in a text.																		
CKLA Goal(s)	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions about a fiction read-aloud											✓						✓	✓
STD RL.P.3	With prompting and support, ask and answer questions about characters and major events in a story.																		
CKLA Goal(s)	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions about a fiction read-aloud												✓					✓	✓
<b>Craft and Structure</b>																			
STD RL.P.4	Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).																		
CKLA Goal(s)	With prompting and support, ask and answer questions about unfamiliar core vocabulary in fiction read-alouds																	✓	
STD RL.P.5	Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).																		
CKLA Goal(s)	Memorize and recite with others a simple nursery rhyme, poem, or song																	✓	✓
CKLA Goal(s)	Memorize and recite independently a simple nursery rhyme, poem, or song																	✓	
CKLA Goal(s)	Attend and listen to illustrated picture books with simple story lines																	✓	✓

## Alignment Chart for Families and Communities

STD RL.P.6	With prompting and support, can describe the role of an author and illustrator.	Transition Cards				House Learning Center	Day												
		Routines	Colors	Book Parts	Capital Letters		1	2	3	4	5	6	10	11	12	13	14	15	16
CKLA Goal(s)	With prompting and support, given a specific book, describe and show what the author and illustrator each contributed to the creation of that particular book												✓						
<b>Integration and Knowledge of Ideas</b>																			
STD RL.P.7	With prompting and support, students will engage in a picture walk to make connections between self, illustration, and the story.																		
CKLA Goal(s)	With prompting and support, describe an illustration and make connections to the story and self											✓						✓	✓
STD RL.P.9a	With prompting and support, students will make cultural connections to text and self.																		
CKLA Goal(s)	With prompting and support, make cultural connections to text and self											✓						✓	✓



## Alignment Chart for Families and Communities

		Transition Cards			House Learning Center		Day												
		Routines	Colors	Book Parts	Capital Letters	1	2	3	4	5	6	10	11	12	13	14	15	16	
<b>Reading Standards for Informational Text: Prekindergarten</b>																			
<b>Prerequisite Skills</b>																			
CKLA Goal(s)	Sit among other children during a group activity, remaining in own physical space																		
	Attend and listen while others speak during a group activity																		
	Wait turn to speak in a group																		
<b>Key Ideas and Details</b>																			
STD RI.P.1	With prompting and support, ask and answer questions about details in a text.																		
CKLA Goal(s)	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions about a nonfiction/informational read-aloud																		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RI.P.2	With prompting and support, retell detail(s) in a text.																		
CKLA Goal(s)	With prompting and support, retell important facts and information from a nonfiction/informational read-aloud																		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RI.P.3	With prompting and support, describe the connection between two events or pieces of information in a text.																		
CKLA Goal(s)	With prompting and support, answer <i>what will happen if . . .</i> questions based on information provided in a nonfiction/informational read-aloud																		
									✓										
<b>Craft and Structure</b>																			
STD RI.P.4	Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).																		
CKLA Goal(s)	With prompting and support, ask and answer questions about unfamiliar core vocabulary words in nonfiction/informational read-alouds																		
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

<b>Alignment Chart for Families and Communities</b>		Transition Cards				House Learning Center		Day													
		Routines	Colors	Book Parts	Capital Letters			1	2	3	4	5	6	10	11	12	13	14	15	16	
		Identify the front cover and back cover of book; display correct orientation of book, page-turning skills.																			
<b>STD RI.P.5</b>	Identify the front cover and back cover of book; display correct orientation of book, page-turning skills.																				
<b>CKLA Goal(s)</b>	Hold a book correctly, turning the pages, while pretend-reading			✓																	
	Point to the front cover, title, back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; a letter																				
<b>STD RI.P.6</b>	With prompting and support, can describe the role of an author and illustrator.																				
<b>CKLA Goal(s)</b>	With prompting and support, given a specific book, describe and show what the author and illustrator each contributed to the creation of that particular book			✓																	
<b>Integration and Knowledge of Ideas</b>																					
<b>STD RI.P.7</b>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).																				
<b>CKLA Goal(s)</b>	Find the illustration, or object within the illustration, of a book that is being described																				
	Describe an illustration and how it relates to the text																				
<b>STD RI.P.9</b>	With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).																				
<b>CKLA Goal(s)</b>	With prompting and support, listen to different read-alouds on the same domain and identify ways that they are the same or different																				

**Alignment Chart for Families and Communities**

		Transition Cards			House Learning Center		Day												
		Routines	Colors	Book Parts	Capital Letters	1	2	3	4	5	6	10	11	12	13	14	15	16	
<b>Range of Reading and Level of Text Complexity</b>																			
<b>STD RI.P.10</b>		With prompting and support, actively engage in group reading activities with purpose and understanding.																	
<b>CKLA Goal(s)</b>		With prompting and support, actively engage in group reading activities with purpose and understanding					✓	✓	✓	✓				✓					
		With prompting and support, identify previously read books by the title and cover							✓					✓					
		With prompting and support, follow illustrated directions to do a simple craft or science experiment																	✓
<b>Reading Standards for Foundational Skills: Prekindergarten</b>																			
<i>NOTE: In Prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.</i>																			
<b>Print Concepts</b>																			
<b>STD RFP.1</b>		Demonstrate understanding of the organization and basic features of print.																	
<b>STD RFP.1a</b>		Follow words from left to right, top to bottom, and page by page.																	
<b>CKLA Goal(s)</b>		Point to the front cover, title, and back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter							✓									✓	
<b>STD RFP.1b</b>		Associate spoken and written language by matching written word labels with spoken words, such as the students' names																	
<b>CKLA Goal(s)</b>		Associate spoken and written language by matching written word labels with spoken words, such as the students' names					✓											✓	





**Alignment Chart for Families and Communities**

	Transition Cards				House Learning Center	Day													
	Routines	Colors	Book Parts	Capital Letters		1	2	3	4	5	6	10	11	12	13	14	15	16	
	<b>Phonological Awareness</b>																		
<b>Prerequisite Skills</b>																			
<b>CKLA Goal(s)</b>	Listen to and identify environmental sounds							✓											
	Indicate the number of sounds heard (up to four sounds).							✓											
	Vocally or with musical instruments produce sounds that are loud or soft, long or short, according to verbal direction						✓												
	Use musical instruments or other objects to imitate a sequence of no more than three sounds made by a single instrument or object							✓											
	Use musical instruments or other objects to imitate a sequence of three to five sounds made by multiple musical instruments or other objects						✓		✓										



## Alignment Chart for Families and Communities

		Transition Cards				House Learning Center	Day												
		Routines	Colors	Book Parts	Capital Letters		1	2	3	4	5	6	10	11	12	13	14	15	16
<b>Phonics and Word Recognition</b>																			
STD R.F.P.3	Demonstrate emergent phonics and word-analysis skills.																		
STD R.F.P.3b	Recognizes own name and common signs and labels in the environment.																		
CKLA Goal(s)	Recognize the written form of one's first name						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Use labels in the classroom to identify different centers, return materials to their proper location, etc.						✓		✓										
<b>Fluency</b>																			
STD R.F.P.4	Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading).																		
CKLA Goal(s)	Hold a book correctly, turning the pages, while pretend reading						✓		✓										
<b>Writing Standards: Prekindergarten</b>																			
<b>Text Types and Purposes</b>																			
STD W.P.1	With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., / like.... because...)																		
CKLA Goal(s)	With prompting and support, use a combination of drawing, dictating, and/or writing to identify a favorite read-aloud, book, place, or activity																		



## Alignment Chart for Families and Communities

		Transition Cards				House Learning Center		Day												
		Routines	Colors	Book Parts	Capital Letters			1	2	3	4	5	6	10	11	12	13	14	15	16
<b>Research to Build and Present Knowledge</b>																				
<b>STD W.P.7</b>	With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).																			
<b>CKLA Goal(s)</b>	With prompting and support, listen to read-alouds of different books by the same author and participate in a shared writing activity describing favorite selections and why								✓											
<b>STD W.P.8</b>	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.																			
<b>CKLA Goal(s)</b>	Use a combination of drawing, dictating, and/or writing to create an informative text about a domain topic studied, naming the topic and supplying some information about the topic							✓	✓	✓	✓									
<b>Responding to Literature</b>																				
<b>STD W.P.11</b>	Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.																			
<b>CKLA Goal(s)</b>	Retell, dramatize, or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending																		✓	

<b>Alignment Chart for Families and Communities</b>		<b>Transition Cards</b>				<b>Day</b>														
		Routines	Colors	Book Parts	Capital Letters	House Learning Center	1	2	3	4	5	6	10	11	12	13	14	15	16	
<b>Speaking and Listening Standards: Prekindergarten</b>																				
<b>Comprehension and Collaboration</b>																				
STD SL.P.1		With guidance and support, participate in collaborative conversations with diverse partners about Prekindergarten topics and texts with peers and adults in small and large groups.																		
STD SL.P.1a		Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).																		
CKLA Goal(s)	Attend and listen while others speak during a group activity																			
	Wait turn to speak in a group																			
	Demonstrate observable listening behaviors																			
STD SL.P.1b		Engage in extended conversations.																		
CKLA Goal(s)	Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments																			
STD SL.P.1c		Communicate with individuals from different cultural backgrounds.																		
CKLA Goal(s)	Recognize and call classmates and teacher by name																			
	Greet adults as "Mr. (name)," and/ or "Ms. or Mrs. (name)"																			
	Communicate with individuals from different cultural backgrounds																			
STD SL.P.2		With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.																		
CKLA Goal(s)	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions																			

**Alignment Chart for Families and Communities**

		Transition Cards				House Learning Center	Day												
		Routines	Colors	Book Parts	Capital Letters		1	2	3	4	5	6	10	11	12	13	14	15	16
<b>Presentation of Knowledge and Ideas</b>																			
<b>STD SL.P.4</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.						✓	✓	✓	✓									
<b>CKLA Goal(s)</b>	Describe oneself, home, and immediate family						✓	✓	✓	✓									
	Describe an event or task that has already taken place outside the immediate place and time									✓	✓	✓							
	Describe an event or task that will take place in the future																		✓
<b>STD SL.P.5</b>																			
<b>CKLA Goal(s)</b>	Add drawings or other visual displays to describe oneself, home, and immediate family						✓	✓	✓	✓									
	Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time										✓	✓							
	Demonstrate an emergent ability to express thoughts, feelings, and ideas.																		
<b>CKLA Goal(s)</b>	Give simple, single-step directions										✓								
	Give simple, multistep directions										✓								
	Express a personal opinion												✓						
	Assume a different role or perspective and express different possibilities, imaginary or realistic																		✓





## Alignment Chart for Families and Communities

STD L.P.1e	In speech, use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Transition Cards				Day													
		Routines	Colors	Book Parts	Capital Letters	House Learning Center	1	2	3	4	5	6	10	11	12	13	14	15	16
CKLA Goal(s)	<p>Situate oneself in space or situate objects in relation to one another according to the indications given by spatial terms (there-here; in-on; in front of-behind; at the top of-at the bottom of; under; next to-in the middle of; near-far; around; etc.)</p> <p>Use spatial words (here-there; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back)</p>						✓							✓					
															✓				
STD L.P.1f	With guidance and support, produce and expand complete sentences in shared language activities.																		
CKLA Goal(s)	Combine simple sentences using <i>and</i>						✓												
<b>Knowledge of Language</b>																			
STD L.P.3	Use knowledge of language and how language functions in different contexts.																		
CKLA Goal(s)	<p>Adapt the volume of one's voice to different settings and different purposes</p> <p>Understand and use intonation and emphasis to ask a question, express surprise, agreement, displeasure, and/or urgency</p>						✓							✓					

## Alignment Chart for Families and Communities

		Transition Cards				House Learning Center	Day													
		Routines	Colors	Book Parts	Capital Letters		1	2	3	4	5	6	10	11	12	13	14	15	16	
<b>Vocabulary Acquisition and Use</b>																				
<b>STD L.P.5</b>		With guidance and support, explore word relationships and nuances in word meanings.																		
<b>CKLA Goal(s)</b>		Provide synonyms for common words recognizing nuances in meaning (e.g., knowing that hot and warm are similar but not identical in meaning)																		
<b>STD L.P.5a</b>		Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.																		
<b>CKLA Goal(s)</b>		Given a sample object/pictures and verbal description of the selection criteria, sort objects/pictures according to a single criterion: Sort objects by color																		
			✓													✓		✓	✓	✓
			✓													✓		✓	✓	✓
<b>STD L.P.5b</b>		Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).																		
<b>CKLA Goal(s)</b>		Name and use opposite adjectives (big-little; cold-hot; dry-wet; fast-slow; rough-smooth; full-empty; hard-soft; large-small; loud-quiet; on-off; tall-short; yes-no)																		
																			✓	
																			✓	





# INTRODUCTION

## Families and Communities

### ***Domain Overview***

---

#### **Introduction**

---

The Teacher Guide for *Families and Communities* contains a total of twenty days of instruction. These twenty days are divided into thirteen days of Skills and Listening & Learning activities, six Pausing Point days, and one day for Domain Assessments (see **Domain Calendar** on the following page). Each day of instruction requires a total of approximately forty-five minutes—twenty minutes for small-group instruction and twenty-five minutes for whole-group instruction. Activities to be conducted during Morning Circle and Learning Center time are also included in the Teacher Guide, and are intended to be conducted during existing daily routines. Guidance for staging and facilitating a domain-related Learning Center is included, as are instructions for facilitating learning during transitions between activities.

The various activities included in this Teacher Guide are intended to be implemented in different contexts across the preschool day, as indicated by the Domain Calendar. Each instructional day is divided into three parts: Starting the Day, Skills, and Listening & Learning. Teachers use their professional judgment, combined with the constraints of their day-to-day schedule, to decide when to conduct these activities. See the **General Overview** for suggestions for various ways to structure the preschool day to incorporate Core Knowledge Language Arts Preschool (CKLA Preschool).

# Domain Calendar

## Families and Communities

	Day(s)						
	1	2	3	4	5	6	7-9
<b>Starting the Day</b>							
<b>Routines (W)</b>	Taking Attendance: One Pile	Introduce Classroom Jobs	--	--	Introduce Materials Labels	--	
<b>Nursery Rhyme (W)</b>	Rain, Rain Go Away	Rain, Rain Go Away	Five Little Monkeys	Five Little Monkeys	Pease Porridge	Pease Porridge	
<b>Skills</b>							
<b>Small Group 1 (S)</b>	Old MacDonald	Musical Instrument Circle	Musical Instrument Circle	How Many Noises?	Step Forward for Your Word	How Many Words?	
<b>Small Group 2 (S)</b>	Words That End in /ae/	Handwriting Strokes with Fingers	Words That End in /ed/	Tracing with Primary Crayons	Sorting /at/ and /ee/ Words	Writing with Primary Crayons	
<b>Listening &amp; Learning</b>							
<b>Read-Aloud/ Picture Talk (W)</b>	Read-Aloud: "All Kinds of Families"	Trade Book: <i>Families</i> by Ann Morris	Trade Book: <i>Houses and Homes</i> by Ann Morris	Picture Talk: <i>Comparing Houses and Homes</i> by Ann Morris	Read Aloud: "Families Work and Play Together"	Picture Talk: "Families Work and Play Together"	
<b>Deepening Understanding (W)</b>	--	--	--	--	--	<i>chores</i>	
<b>Extension Activity (L)</b>	My Family Book	My Family Book	My Family Book	My Family Book	My Family Book	My Tradition Book	
<b>Take-Home Material</b>							
	Activity Page 1-1: Family Letter 1	Activity Page 2-3: Share a Family Tradition	--	--	Activity Page 5-1: "Families Work and Play Together" Read-Aloud	Activity Page 6-2: Big Gumball Machine	

## Families

		Day(s)									
		10	11	12	13	14	15	16	17-19	20	
<b>Starting the Day</b>											
<b>Routines (W)</b>	Taking Attendance: How Many Students?	--	--	--	--	--	--	--	--	--	
<b>Nursery Rhyme (W)</b>	Teddy Bear	Teddy Bear	Teddy Bear	Teddy Bear	A Tisket, A Tasket	A Tisket, A Tasket	A Tisket, A Tasket	Nursery Rhyme Review			
<b>Skills</b>											
<b>Small Group 1 (S)</b>	How Many Words?	Words: Long or Short?	Names: How Many Parts?	Robot Talk: Blending Compound Words	Robot Talk: Blending Words	Robot Talk: Blending Words	Hand Motions: Blending Compound Words	Hand Motions: Blending Words			
<b>Small Group 2 (S)</b>	Sorting /ok/ and /am/ Words	Handwriting Strokes with Fingers	Rhyming Picnic	Tracing with Primary Crayons	Rhyming Trip	Writing with Primary Crayons	Rhyming Words Memory				
<b>Listening &amp; Learning</b>											
<b>Read-Aloud/ Picture Talk (W)</b>	Trade Book: <i>Full, Full, Full of Love</i> by Trish Cooke	Picture Talk: <i>Full, Full, Full of Love</i> by Trish Cooke	Read Aloud: "Family Celebrations and Traditions"	Picture Talk: Family Celebrations and Traditions	Show and Tell: Celebrations and Traditions	Trade Book: <i>Career Day</i> by Anne Rockwell	Picture Talk: <i>Career Day</i> by Anne Rockwell				
<b>Deepening Understanding (W)</b>	--	<i>behind</i>	--	Show and Tell: Celebrations and Traditions	Show and Tell: Celebrations and Traditions	--	Guess the Community Helper				
<b>Extension Activity (W)</b>	My Tradition	My Tradition	Make the Rainbow	Make the Rainbow	Make the Rainbow	Experiment: Making Colors	Experiment: Making Colors				
<b>Take-Home Material</b>											
	Activity Page 10-1: Family Letter 2	My Family Book	--	--	--	--	Activity Page 15-2: Tropical Fish	--			

## Domain Components

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The components needed to implement Core Knowledge Language Arts Preschool are as follows:









- The ***Families and Communities Teacher Guide*** outlines each Day of instruction and contains all the information needed to teach the *Families and Communities* domain.
- The ***Families and Communities Flip Book*** contains a collection of images that accompany read-alouds found in the Teacher Guide.
- The ***Families and Communities Image Cards*** contain additional images that are used in Skills and Listening & Learning instruction.
- The ***Families and Communities Transformation and Learning Center Cards*** are designed to be posted in classroom Learning Centers and provide information to students and teachers. Transition Cards are content- and skills-related materials that are used to provide learning opportunities as students move between activities.
- The ***Families and Communities Activity Pages*** contain various activities for students to complete in class or at home with their families. There should be a copy of each Activity Page for every student in the class.
- A set of ***Nursery Rhymes and Songs Posters*** are provided for use with every domain. The Teacher Guide provides guidance on how to teach a subset of these posters every domain, but teachers may choose to teach additional rhymes at any time.
- The following ***Trade Books*** are required in order to teach the *Families and Communities* domain:
  - *Families* by Ann Morris (HarperCollins, 2000) ISBN 978-0688171988
  - *Houses and Homes* by Ann Morris and photography by Ken Heyman (HarperCollins, 1995) ISBN 978-0688135782
  - *Full, Full, Full of Love* by Trish Cooke and illustrated by Paul Howard (Candlewick, 2008) ISBN 978-0763638832
  - *Career Day* by Anne Rockwell and illustrated by Lizzy Rockwell (HarperCollins, 2000) ISBN 0-06-027566-9



## Domain Icons

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The icons below are used throughout the domain to indicate the setting in which the activities are designed to occur.

		Whole Group
		Small Group
		Learning Center
		Take-Home

## Learning Centers and Transitions

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Learning Centers and Transitions provide opportunities throughout the school day for teachers to reinforce and students to re-encounter content taught in Skills and Listening & Learning instruction.

### Learning Centers

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The domain-specific Learning Center for the *Families and Communities* domain is the House Dramatic Play Learning Center. As they learn the roles of various family members, students will have the opportunity to practice using the vocabulary that they are hearing in the read-alouds in this domain. They will have extended conversations with their teachers and peers as they conduct activities of daily living and pretend to be a family. Students will interact with print by reading magazines and newspapers in the living room and will practice writing or dictating as they compose grocery lists and birthday cards.

### Transition Cards

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In the *Families and Communities* domain, there are three sets of Transition Cards that provide teachers with meaningful ways to help students move between different activities during the school day. Teachers will find suggested ways to use these Transition Cards in the *Families and Communities* Teacher Guide, and are also encouraged to think of other ways to use these cards.

- The first set, **Transition Cards: Routines**, depicts various chores and routines.
- The second set, **Transition Cards: Colors**, shows primary and secondary colors.
- The third set, **Transition Card: Book Parts**, guides teachers in asking students to identify parts of a book.
- In addition to these three sets of cards, teachers are also asked to continue to use the **Transition Cards: Capital Letters** from the previous domain.

## Starting the Day

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Activities presented in the Starting the Day portion of the lessons provide opportunities to introduce and practice classroom routines and nursery rhymes.

### Classroom Routines

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Continue conducting the daily routines introduced during the *All About Me* domain. These include:

- Reviewing and having students update the **Daily Schedule**
- Using **Learning Center Labels**
- Signing in to Learning Centers using **Name Cards**
- **Taking Attendance** by having students find their **Name Card** in a single pile and placing it on the **Attendance Chart** upon arrival at school
- Reviewing attendance during morning circle

During the *Families and Communities* domain, students are becoming more familiar with the general schedule and rhythm of the school day. Thus, in this domain, the classroom routines that are introduced extend routines that are already familiar to students. Additionally, students are beginning to identify their own names and some of their classmates' names while taking attendance. Existing attendance routines are modified to challenge students who can independently recognize their name. Teachers should continue conducting all classroom routines each day throughout the school year. The routines taught or modified in this domain include:

- Taking Attendance (modified on Days 1 and 10)
- Classroom Jobs (introduced on Day 2)
- Learning Centers Materials Labels (introduced on Day 5)

Objectives associated with each of these routines are listed *only* on the day the routine is introduced to students or modified. Though every routine should be conducted every day, the associated objectives will not be listed every day.

## Nursery Rhymes

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During the *Families and Communities* domain, students learn nursery rhymes and songs that complement the content and skills taught in this domain. Each of these rhymes or songs has an accompanying Nursery Rhymes and Songs Poster that shows the words of the rhyme and a related illustration. The nursery rhymes and songs in the *Families and Communities* domain include:

- “Rain, Rain Go Away” (Nursery Rhyme Poster 41)
- “Five Little Monkeys” (Nursery Rhyme Poster 14)
- “Pease Porridge” (Nursery Rhyme Poster 36)
- “Teddy Bear” (Nursery Rhyme Poster 44)
- “A Tisket, A Tasket” (Nursery Rhyme Poster 1)

## Skills Instruction

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During Skills instruction, students gain experience with emergent literacy skills that develop during the preschool period and provide the foundation for skilled, fluent reading and writing in the elementary school grades.

### Small Group Skills Instruction

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In the *Families and Communities* domain, students review and are introduced to a variety of emergent literacy skills through child-friendly activities such as playing musical instruments, saying rhymes, playing matching games, and blending words. Each Small Group begins with a movement opportunity designed to help students transition into their group. These activities are repeated across days so that students are increasingly able to participate in them. When possible, domain-related vocabulary from the Listening & Learning portion of the day is also

included in Skills activities. The particular Skills areas addressed in the *Families and Communities* domain include:

- environmental noises
- rhyme awareness and production
- compound word and syllable blending and segmenting
- fine motor skills and handwriting strokes

### **Skills Activities Summary**

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The table below shows the activities that students will participate in during Small Group instruction and the various skills that are covered in those activities. Many activities cover multiple skill areas (for a more detailed explanation of these skills areas, see the **General Overview**).

### **Handwriting Strokes**

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In the *Families and Communities* domain, students begin to work with their My First Strokes Books (see Day 2 **Advance Preparation**). These books are designed as an engaging way to introduce and practice the writing strokes that students will eventually use to form letters. Students use these books as they learn each new writing stroke. First, they trace the stroke with their fingers, then trace with a primary crayon, and finally write the stroke independently. On each page, you will find a hidden bird that students can search for prior to or after completing their task. You will continue to add pages to students' books throughout subsequent domains.

## Skills Small Group Activities Summary

Day(s)	Skills Small Group	Activity	Music		Phonological Awareness			Print			Handwriting	
			Environmental Noises	Nursery Rhyme Recitation	Word Awareness	Rhyme	Syllable: Segmenting	Syllable: Blending	Name Recognition	Alphabet Knowledge	Print Concepts	Motor Skills
1	1	Old MacDonald	✓	✓								
	2	Words That End in /ae/		✓	✓	✓						
2	1	Musical Instrument Circle	✓								✓	
	2	Handwriting Strokes with Fingers						✓	✓	✓	✓	✓
3	1	Musical Instrument Circle	✓								✓	
	2	Words That End in /ed/		✓	✓	✓						
4	1	How Many Noises?	✓								✓	
	2	Tracing with Primary Crayons						✓	✓	✓	✓	✓
5	1	Step Forward for Your Word		✓	✓							
	2	Sorting /at/ and /ee/ Words				✓						
6	1	How Many Words?			✓							
	2	Writing with Primary Crayons						✓	✓	✓	✓	✓
7-9	<b>Pausing Point 1</b>											
10	1	How Many Words?			✓							
	2	Sorting /ok/ and /am/ Words				✓						
11	1	Words: Long or Short?					✓					
	2	Handwriting Strokes with Fingers						✓	✓	✓	✓	✓
12	1	Names: How Many Parts?					✓		✓			
	2	Rhyming Picnic				✓						
13	1	Robot Talk: Blending Compound Words						✓				
	2	Tracing with Primary Crayons						✓	✓	✓	✓	✓
14	1	Robot Talk: Blending Words						✓				
	2	Rhyming Trip				✓						
15	1	Hand Motions: Blending Compound Words					✓	✓			✓	
	2	Writing with Primary Crayons						✓	✓	✓	✓	✓
16	1	Hand Motions: Blending Words					✓	✓			✓	
	2	Rhyming Words Memory				✓						
17-19	<b>Pausing Point 2</b>											
20	<b>Domain Assessment</b>											

## ***Listening & Learning Instruction***

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Listening & Learning instruction is designed to provide students the experiences needed to develop domain-specific language and content knowledge. These experiences include participating in interactive read-alouds, read-aloud reviews, and explicit vocabulary instruction.

**Note:** *Teachers may need to adapt the core content addressed during Listening & Learning instruction in response to the beliefs and characteristics of individual students in their classes. Teachers should take care to acknowledge the many different kinds of families that students might have and to be inclusive of all family members. Additionally, if students are experiencing difficult family situations, teachers might take care to speak to these students individually and appropriately modify Listening & Learning content.*

### **Interactive Read-Alouds**

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**For all interactive, whole-group readings, it is imperative that teachers read the text and plan the prompts that they will use to engage students before conducting the read-aloud.**

The *Families and Communities* domain includes five original read-alouds and four trade books that address the Core Content Objectives for this domain. The read-alouds in the *Families and Communities* domain are intended to be conducted as interactive group readings, meaning that teachers encourage student contributions and participation throughout the reading of the text. The read-alouds for the *Families and Communities* domain include:

- “All Kinds of Families”
- *Families* by Ann Morris
- *Houses and Homes* by Ann Morris
- “Families Work and Play Together”
- *Full, Full, Full of Love* by Trish Cooke
- “Family Celebrations and Traditions”
- *Career Day* by Anne Rockwell

## Picture Talks

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**Like the interactive group read-alouds, it is imperative that teachers read the Picture Talks and become familiar with the prompts used to engage students before conducting a Picture Talk.**

Picture Talks accompany the following read-alouds in the *Families and Communities* domain:

- “Families Work and Play Together”
- “Family Celebrations and Traditions”
- “Career Day”

## Deepening Understanding

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In the *Families and Communities* domain, Deepening Understanding instruction is given for the following words:

- *chores*
- *behind*

## Core Vocabulary

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The following list contains all of the core vocabulary words in *Families and Communities* in the forms in which they appear in the domain. Bold-faced words in the list have an associated Deepening Understanding activity.

### **Day 1: “All Kinds of Families”**

---

cherish  
countries  
cousins  
guide  
visit

### **Day 5: “Families Work and Play Together”**

---

activities  
**chores**  
organized  
pretend  
repeat

### **Day 12: “Family Celebrations and Traditions”**

---

decorate  
honor  
lanterns  
throughout  
traditions

### **Day 2: *Families* by Ann Morris**

---

**celebrate**  
family  
sharing

### **Day 10: *Full, Full, Full of Love* by Trish Cooke**

---

**behind**  
brim  
full  
grinned  
nearly  
struggle

### **Day 15: *Career Day* by Ann Morris**

---

career  
interesting  
introduce  
robe  
recycle

### **Day 3: *Houses and Homes* by Ann Morris**

---

bright  
handy  
stilts  
straw  
weave

## Extension Activities

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The Extension Activities designed to be conducted during the *Families and Communities* domain include:

- Days 1–5: My Family Book
- Days 6–11: My Tradition
- Days 12–14: Make the Rainbow
- Days 15–19: Experiment: Making Colors



Students will learn colors in addition to the *Families and Communities* content presented in this domain. To explore color relationships and practice labeling and mixing colors, students will complete two Extension Activities: Make the Rainbow and Experiment: Mixing Colors.

## ***Take-Home Material***

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Take-home material is designed to give students repeated exposure to the domain-specific language and content knowledge in the *Families and Communities* domain. Some teachers might choose to use the take-home materials during the school day. In the *Families and Communities* domain, we recommend that students take home the following:

- Day 1: Family Letter 1
- Day 2: Share a Family Tradition
- Day 5: “Families Work and Play Together” read-aloud
- Day 6: Big Gumball Machine
- Day 10: Family Letter 2
- Day 11: My Family Book
- Day 15: Tropical Fish

## ***Pausing Points***

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Pausing Points are opportunities to complete any activities from previous days or revisit material with which students are experiencing difficulty. Pausing Points do not follow the same daily structure (e.g., Starting the Day, Small Groups, whole-group read-aloud, etc.) as other days during the domain, but you could plan to do so if you wish. Each Pausing Point includes both a Skills and Listening & Learning Task Assessment that can be used to quickly evaluate students’ knowledge of important material taught up until that point. Teachers can use the Skills Activities Summary to find and repeat activities that target particular areas of difficulty for students. Additional ideas for activities that reinforce or extend material from both Skills and Listening & Learning are included in the Pausing Point as well.

## Assessments

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CKLA Preschool assessments are designed to provide a “snapshot view” of whether or not each student is mastering specific Language Arts and Core Content Objectives. In addition to the specific assessments detailed here, teachers should continuously monitor students’ understanding of concepts and skill development by interacting with and observing students on a daily basis. By using the assessments provided with these daily observations, teachers can make informed day-to-day instructional decisions relevant to each student’s progress.

It is important to remember that, while many objectives are taught in each domain, the expectation is not that students will master every objective taught in a single domain; the goal is mastery of all objectives by the end of the school year. Therefore, some objectives that are taught in a given domain will not be assessed until subsequent domains.

### Portfolio Collection

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During the *Families and Communities* domain, students are beginning to produce more examples of written work during Small Group and Extension Activities. Teachers are able to collect a variety of examples of written work and artwork to be included as items in students’ portfolios. Students’ work in the *Families and Communities* domain can be compared to that collected in the previous domain to gauge students’ progress. In this domain, students’ work from the following activities may be included in their portfolios:

- House Dramatic Play Learning Center: Students’ emergent writing samples, such as their efforts to make grocery lists and sign birthday cards
- Day 1: Extension Activity: My Family Book (make photocopies of pages of book)
- Days 4, 6, 13, and 15: Writing Strokes Activity Pages
- Day 12: Make the Rainbow Extension Activity

### Assessment Opportunity

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In the *Families and Communities* domain, the House Dramatic Play Center provides an excellent Assessment Opportunity for observing students’ language skills in a naturalistic setting throughout the entire

domain. Teachers should pay particular attention to observing the Language Arts and Core Content Objectives assigned to the House Dramatic Play Center. One way to record these observations is to take a pad of sticky notes to the Learning Center and date and record observations about individual students on each note. At the end of the day, these observations can be affixed to a page inserted into each student's portfolio. As these observations are conducted over a period of time and across different settings, together they reflect students' progress across different areas of competency.

The *Families and Communities* domain also includes routine activities that provide excellent opportunities for direct observation. For example, teachers might focus on observing students' daily participation in reciting and performing the motions for nursery rhymes during Starting the Day. Teachers might lead the activity while aides record students' levels of participation, or vice versa. There are numerous Assessment Opportunities during small-group and whole-group activities in the *Families and Communities* domain.

### **Student Performance Task Assessments**

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During the *Families and Communities* domain, students participate in Task Assessments during Pausing Point 1 and the Domain Assessment. Pausing Point 1 Task Assessments are designed to give teachers a general idea of how students are performing relative to particular Language Arts and Core Contents Objectives addressed in this domain. Students are asked to participate in tasks that demonstrate their competency in both Skills and Listening & Learning. These assessments are administered in either whole-group or small-group settings. The Task Assessments that students perform in the *Families and Communities* Pausing Point 1 include:

- Skills: Name Recognition
- Listening & Learning: Family Member Identification

Task Assessments presented during the Domain Assessment are designed to record students' progress relative to objectives that one might reasonably expect students to master by the end of the *Families and Communities* domain. The Task Assessments that students perform in the *Families and Communities* Domain Assessment include:

- Skills: Rhyming Pairs, Rhyming Words

- Listening & Learning: Color Identification
- Listening & Learning: Family Interview

## Domain Materials

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Below is information about the materials required to teach the *Families and Communities* domain before and after the first Pausing Point. Some materials from the *All About Me* domain are reused in this domain. These lists do not include materials for Pausing Point activities (see Pausing Points 1 and 2 for suggested materials). Use substitutions when necessary, as long as substitutions do not affect the Core Content and Language Arts Objectives for each Day.

## Preparation

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Prepare the following for use throughout the domain and in other domains throughout the school year:

### ***Classroom Jobs***

Create a Classroom Jobs chart. Write the title ‘Classroom Jobs’ at the top of the chart. Make a list of jobs by posting picture of the job and writing the name of the job beneath the picture. On the chart, leave space to the right for students’ Name Cards. Use the jobs listed in **Day 2, Routines: Classroom Jobs**, add to the list, or create your own list with corresponding pictures. Create **Name Cards** to use to assign jobs to students (you might make an additional set of Name Cards like the ones used for taking attendance). Place hook-and-loop dots on the chart and the back of student **Name Cards**. Rotate jobs on a weekly basis.

Below are suggested resources available for free online:

1. Free Printable Daily Job Charts  
<http://www.daycareresource.com/printables/centersigns/centersignsclassroomhelperssigns.html>
2. Environments: Daily Jobs Printables  
<http://www.eichild.com/job-chart-signs>

### ***Learning Center Materials Labels***

Students are now more familiar with encountering and using environmental print. Provide additional opportunities for students to use print by labeling materials bins in your Learning Centers. Create durable labels with words and pictures or icons that show where each material

belongs. You may take your own pictures of your classroom materials to create labels, or you may buy labels or print pictures from the Internet. Affix the labels to containers around the classroom. Below are suggested resources, available for free or for purchase:

1. Preschool Printables: Center Labels (free online) <http://www.daycareresource.com/printables/centersigns/centersignslables2222.html>
2. Environments Classroom Materials Labels (free online) <http://www.eichild.com/materials-labels>
3. Lakeshore Learning: Classroom Labels Pack (available for purchase): <http://www.lakeshorelearning.com/seo/p%7CKT2905~~.jsp>
4. Kaplan Classroom: Supply Label System (available for purchase): <http://www.kaplanco.com/store/trans/productDetailForm.asp?CatID=18%7CSU1020%7C0&PID=71319>

### ***Family Member Classroom Visits***

The *Families and Communities* domain presents two opportunities to invite students' family members to speak with the class. On **Days 13 and 14**, family members might join students in sharing individual family traditions. During **Pausing Point 2**, family members might talk about their jobs and careers with students. Invite parents to come to the classroom by adding a note about these opportunities to **Family Letters 1 and 2**.

## Materials Required before Pausing Point 1

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### **CKLA Materials**

- Activity Pages 1-1, 2-1, 2-2, 2-3, 4-1, 5-1, 6-1, and 6-2
- Image Cards 5-1–5-4 (cut apart)
- Nursery Rhymes and Songs Posters 14, 29, 36, and 41
- House Dramatic Play Center Cards
- Transition Cards: Routines (cut apart)
- Transition Cards: Colors (cut apart)
- Transition Card: Book Parts
- Transition Cards: Capital Letters from *All About Me* domain
- Name Cards from *All About Me* domain
- Good Listening Poster from *All About Me* domain
- Families and Communities Flip Book

### **Other Materials**

- *Families* by Ann Morris
- *Houses and Homes* by Ann Morris
- Attendance Chart
- primary crayons
- drawing tools
- paper
- construction paper
- hole puncher
- markers
- writing utensils
- stapler
- Classroom Jobs chart
- musical instruments
- report covers (one per student)
- page protectors (fifteen per student)
- shaving cream or finger paint
- trays or cookie sheets (enough for half the class)
- small cubes (at least fifty)
- small mats for cubes (see **Day 4: Advance Preparation**)
- materials labels
- pocket chart
- House Dramatic Play props (see **Learning Center: House Dramatic Play Center** for suggestions)

## Materials Required after Pausing Point 1

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### **CKLA Materials**

- *Families and Communities* Flip Book
- Activity Pages 10-1, 11-1, 11-2, 13-1, 15-1, and 15-2
- Image Cards 5-1–5-4, 10-1–10-4, and 14-1–14-5 (cut apart)
- Image Cards 13-1–13-2
- Transition Cards: Routines (cut apart)
- Transition Cards: Colors (cut apart)
- Transition Card: Book Parts
- Transition Cards: Capital Letters from *All About Me* domain
- Name Cards from *All About Me* domain
- Good Listening Poster from *All About Me* domain
- Nursery Rhymes and Songs Posters 1, 14, 36, 41, and 44
- *Families and Communities* Domain Assessment Record Form

### **Other Materials**

- *Full, Full, Full of Love* by Trish Cooke
- *Career Day* by Anne Rockwell
- Attendance Chart
- Classroom Jobs Chart
- My First Strokes Books
- paper plates
- colored construction paper
- cotton balls
- primary crayons
- drawing tools
- paper
- writing utensils
- stapler
- musical instruments
- shaving cream or finger paint
- pocket chart
- trays or cookie sheets (enough for half the class)
- small cubes (at least fifty)
- small mats for cubes (see **Day 5: Advance Preparation**)
- materials labels
- a stuffed animal or puppet
- chart paper
- red, yellow, and blue tissue paper
- House Dramatic Learning Center Play props (see **Learning Center: House Dramatic Play Center** for suggestions)

## ***Recommended Resources***

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Trade Books We highly recommend the inclusion of any of the books listed below in your Library Center and/or for use as time permits throughout the year as additional whole-group read-alouds.

\*Asterisk indicates that the text complexity or length of this trade book is likely above the comprehension level or attention span of preschool students. Nevertheless, the pictures or themes in this book represent important opportunities for adults to facilitate conversations related to the content in this domain.

### **Supplementary Trade Book List:**

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#### ***Suggested for Pausing Points and Library Center:***

1. *\*All Families Are Special*, by Norma Simon and illustrated by Teresa Flavin (Albert Whitman & Company, 2003) ISBN 978-0807521755
2. *Are You My Mother?* By P.D. Eastman (Random House, 1960) ISBN 0-394-90018-9
3. *\*A Birthday Present for Tia*, by Pat Mora and Cecily Lang (Aladdin, 1997) ISBN 978-0689813283
4. *A Pocket Full of Kisses*, by Audrey Penn and Barbara Leonard Gibson (Tanglewood, 2006) ISBN 978-1933718026
5. *Bigmama's*, by Donald Crews (Greenwillow, 1998) ISBN 978-0688158422
6. *Boundless Grace*, by Mary Hoffmann and illustrated by Caroline Binch (Puffin, 2000) ISBN 978-0140556674
7. *\*Brothers and Sisters*, by Laura Dwight (Star Bright, 2012) ISBN 978-1595723642
8. *Children Just Like Me: Celebrations!* by Anabel Kindersley and Barnabas Kindersley (DK Children, 1997) ISBN 978-0789420275
9. *Curious George*, by H.A. Rey (HMH, 1973) ISBN 978-0395150238
10. *The Daddy Book*, by Todd Parr (Little, Brown and Company, 2002) ISBN 0-316-60799-1
11. *\*Daddy Calls Me Man*, by Angela Johnson and paintings by Rhonda Mitchell (Orchard Books, 1997) ISBN 0-531-07175-8



12. *Delivering Your Mail: A Book about Mail Carriers*, by Anne Owen and illustrated by Eric Thomas (Picture Window Books, 2004)  
ISBN 978-1-4048-0485-2
13. *Evie Finds Her Family Tree*, by Ashley B. Ransburg (Indiana Historical Society, 2006) ISBN 0-87195-187-8
14. *The Family Book*, by Todd Parr (Little, Brown and Company, 2010)  
ISBN 978-0316070409
15. *\*Family Pictures/Cuadros de Familia*, by Carmen Lomas Garza and illustrated by Sandra Cisneros (Children’s Book Press, 2005)  
ISBN 978-0892392070
16. *Families in Many Cultures*, by Heather Adamson (Pebble Plus, 2009)  
ISBN 978-1429633789
17. *Families are Different*, by Nina Pellegrini (Holiday House, 1991)  
ISBN 0-8234-0887-6
18. *Farmers’ Market Day*, by Shanda Trent and illustrated by Jane Dippold (Tiger Tales, 2013) ISBN 978-1-58925-115-1
19. *Goldilocks and the Three Bears*, by Jan Brett (Puffin, 1996)  
ISBN 978-0698113589
20. *\*How My Family Lives in America*, by Susan Kuklin (Aladdin, 1998)  
ISBN 978-0689822216
21. *Jonathan and His Mommy*, by Irene Smalls and illustrated by Michael Hays (Little, Brown and Company, 1994) ISBN 978-0316798808
22. *Juan Bobo: Four Folktales from Puerto Rico*, retold by Carmen T. Bernier-Grand and illustrated by Ernesto Ramos Nieves (Harper Trophy, 1994) ISBN 0-06-444185-7
23. *Juan Bobo Goes to Work*, retold by Marisa Montes and illustrated by Joe Cepeda (HarperCollins, 2000) ISBN 978-0-06-088227-3
24. *\*The Keeping Quilt*, by Patricia Polacco (Simon & Schuster, 2001)  
ISBN 978-0153052125
25. *Kids Need to Be Safe: A Book for Children in Foster Care*, by Julie Nelson and illustrated by Mary Gallagher (Free Spirit, 2005)  
ISBN 978-1575421926
26. *Kite Flying*, by Grace Lin. (Dell Dragonfly Books, 2002)  
ISBN 978-0553112542

27. *The Kite Festival*, by Leyla Torres (Farrar Straus Giroux, 2004)  
ISBN 0-374-38054-6
28. *The Kissing Hand*, by Audrey Penn and illustrated by Ruth E. Harper and Nancy M. Leak. (Tanglewood, 2007) ISBN 978-1933718101
29. *Little Night*, by Yuyi Morales (Roaring Brook, 2007)  
ISBN 978-1596430884
30. *Living in the Arctic*, by Allan Fowler (Children's Press, 2000)  
ISBN 0-516-21561-2
31. *Living in a Desert*, by Allan Fowler (Children's Press, 2000)  
ISBN 0-516-21560-4
32. *Living in a Rainforest*, by Allan Fowler (Children's Press, 2000)  
ISBN 0-516-21555-8
33. *Mama, Do You Love Me?* By Barbara M. Joesse and illustrated by Barbara Lavalley (Chronicle, 1991) ISBN 978-0877017592
34. *Make Way for Ducklings*, by Robert McCloskey (Puffin, 1999)  
ISBN 978-0140564341
35. *Me and My Family Tree*, by Joan Sweeney and illustrated by Annette Cable (Dragonfly Books, 1999) ISBN 978-0-517-70966-5
36. *The Mommy Book*, by Todd Parr (Little, Brown and Company, 2002)  
ISBN 0-316-60827-0
37. *Moonlight*, by Jan Ormerod (Frances Lincoln, 2009)  
ISBN 978-1845073916'
38. *Mr. Cookie Baker*, by Monica Wellington (Dutton Children's Books, 1992) ISBN 978-0-525-42372-0
39. *\*My Abuelita*, by Tony Johnston and illustrated by Yuyi Morales (Harcourt, 2009) ISBN 978-0152163303
40. *My Big Brother*, by Miriam Cohen and illustrated by Ronald Himler (Star Bright Books, 2005) ISBN 1-59572-007-3
41. *My Family Is Forever*, by Nancy Carlson (Puffin, 2006)  
ISBN 978-0142405611
42. *Night Shift Daddy*, by Eileen Spinelli and illustrated by Melissa Iwai (Hyperion Books for Children, 2001) ISBN 0-439-22138-2

43. *Papa, Do you Love Me?*, by Barbara M. Joosse and illustrated by Barbara Lavallee (Chronicle Books, 2005) ISBN 0-8118-4265-7
44. *Ramadan and Id-ul-Fitr*, by Nancy Dickmann (Heinemann-Raintree, 2010) ISBN 978-1432940683
45. *The Roots of My Family Tree*, by Niki Alling (Niki Alling, 2012) No ISBN provided
46. *The Runaway Bunny*, by Margaret Wise Brown and Clement Hurd (HarperCollins, 2005) ISBN 978-0060775827
47. *To Be An Artist*, by Maya Ajmeria and John D. Ivanko and with a foreword by Jacques d'Amboise (Charlesbridge, 2005) ISBN 978-1-57091-503-1
48. *Too Many Tamales*, by Gary Soto and illustrated by Ed Martinez (Puffin, 1996) ISBN 978-0698114128
49. *Two Homes*, by Claire Masurel and illustrated by Kady MacDonald Denton (Candlewick, 2003) ISBN 978-0763619848
50. *\*Uncle Jed's Barbershop*, by Margaree King Mitchell and illustrated by James Ransome (Aladdin, 1998) ISBN 978-0689819131
51. *\*Uncle Peter's Amazing Chinese Wedding*, by Lenore Look and illustrated by Yumi Heo (Atheneum, 2006) ISBN 978-0689844584
52. *Very Last First Time*, by Jane Andrews and illustrated by Ian Wallace (House of Anasi Press, 1985) ISBN 978-0-88899-043-3
53. *Welcome to Zanzibar Road*, by Niki Daly (Clarion, 2006) ISBN 978-0618649266
54. *When Mama Comes Home Tonight*, by Eileen Spinelli and illustrated by Jane Dyer (Aladdin Paperbacks, 1998) ISBN 0-589-81065-2
55. *Who's in a Family?* by Robert Skutch and illustrated by Laura Nienhaus (Tricycle, 1997) ISBN 978-1883672669
56. *Whoever You Are*, by Mem Fox and illustrated by Leslie Staub (Harcourt Brace & Company, 1997) ISBN 0-15-200787-3
57. *Whose Tools are These? A Look at Tools Workers Use-Big, Sharp, and Smooth*, by Sharon Katz Cooper and illustrated by Amy Bailey Muehlenhardt (Picture Window Books, 2006) ISBN 978-1-4048-1978-8

### ***Trade books related to colors***

58. *Cat's Colors*, by Jane Cabrera (Puffin Books, 1997)  
ISBN 978-0-14-056487-7
59. *Colors*, by DK Publishing (DK Publishing, 2009)  
ISBN 978-0-7566-5227-2
60. *Color Dance*, by Ann Jonas (Greenwillow Books, 1989)  
ISBN 978-0-688-05990-3
61. *Mouse Paint*, by Ellen Stoll Walsh (Voyager Books, 1989)  
ISBN 0-15-200118-2

### **Online resources for teachers and students**

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#### ***"All Kinds of Families "***

1. "The Family Thing" Sesame Street clip  
[http://www.youtube.com/watch?v=l477CgUhq\\_k](http://www.youtube.com/watch?v=l477CgUhq_k)
2. Assorted family groupings coloring pages  
<http://www.preschoolcoloringbook.com/color/cpfamily.shtml>
3. "Families Song" Laurie Berkner Band clip  
<http://www.youtube.com/watch?v=HDeh7kzXQrc>

#### ***Families by Ann Morris***

1. Language bingo using stickers  
<http://aplacEOFourown.org/activity.php?id=312>
2. "Where the Wild Things Are" in Claymation  
<http://www.youtube.com/watch?v=6Taztz48BoM>
3. Families playing cards  
<http://www.scribd.com/doc/76665013/family-memory-cards-2011-blank>

#### ***Houses and Homes by Ann Morris***

1. "Home" Sesame Street clip  
<http://www.youtube.com/watch?v=noxDzH9PE-4>
2. Cutting shapes to make a house  
<http://www.preschooexpress.com/skill-station08/beginning-cutting-crafts-mar08.shtml>
3. "Do You Know Your Address" animated song  
<http://www.watchknowlearn.org/Video.aspx?VideoID=5588&CategoryID=6207>

4. “Old Woman Who Lived in a Shoe” song  
<http://www.mothergooseclub.com/rhymes.php?cat=favorites&id=158>
5. Count Your House activity page  
[http://lets-explore.net/blog/wp-content/uploads/2009/09/house\\_count.pdf](http://lets-explore.net/blog/wp-content/uploads/2009/09/house_count.pdf)

### ***“Families Work and Play Together”***

1. Mom and son working/playing together  
<http://pbskids.org/video/>
2. “Daddy Helps with the Dishes” Sesame Street clip  
<http://www.youtube.com/watch?v=wYZfXBDnJTQ>
3. “Find the Baby” interactive game  
<http://storyplace.org/preschool/activities/babiesonact.asp?themeid=7>
4. “Berenstain Bears” dress-up activity game  
<http://www.sproutonline.com/games/berenstain-bears-dress>

### ***Full, Full, Full of Love by Trish Cooke***

1. “Bird Family: Sesame Street News Flash” Sesame Street clip  
<http://www.youtube.com/watch?v=6W-QDgiEsmU>
2. “Brothers and Sisters” Sesame Street clip  
<http://www.youtube.com/watch?v=ctTfxbHnom4>
3. Celebrating new siblings craft: Baby bottle painting  
<http://www.teachpreschool.org/2011/12/baby-bottle-painting-in-preschool/>
4. Taking Care of Baby: Online Game  
<http://www.nickjr.com/kids-games/nick-jr-take-care-of-baby.html>

### ***“Family Celebrations and Traditions”***

1. Ribbon painting  
<http://handsonaswegrow.com/art-ribbon-painting/>
2. Assorted family groupings coloring pages  
<http://www.preschoolcoloringbook.com/color/cpfamily.shtml>
3. “House Party Time” song about celebrations  
<http://www.youtube.com/watch?v=JF6yukXnMpo>
4. Cultural celebrations coloring pages  
<http://www.crayola.com/free-coloring-pages/#/%2Fcategory%3Apeople%2Fsubcategory%3Acultural%20celebrations>
5. Make your own multicultural instruments  
<http://makingmulticulturalmusic.wordpress.com/2012/04/10/14-world-music-instruments-that-can-be-made-from-recycled-materials/>

### ***Career Day by Anne Rockwell***

1. “What Do People Do All Day” Sesame Street clip  
<http://www.youtube.com/watch?v=pVO6U7t6hqc>
2. “Muffin Man” song  
<http://www.mothergooseclub.com/rhymes.php?cat=favorites&id=122>
3. “Ben Stiller Sings About Friends & Neighbors” Sesame Street clip  
[http://www.youtube.com/watch?v=O\\_yohVIVbEA](http://www.youtube.com/watch?v=O_yohVIVbEA)
4. “Community Helpers 2” clip about community with song  
<http://www.youtube.com/watch?v=JH-RmdU05uw>
5. Shadow Puppet Show about community on “Sam’s Dream Shadow Puppet Theatre”  
<http://www.youtube.com/watch?v=5nlu67aaPqw>
6. “Hello, hello” song about friends in the community  
<http://www.youtube.com/watch?v=sLTaEpKAGTc>
7. Virtual tour of a firehouse  
<http://www1.kent.k12.wa.us/curriculum/vtours/fire/tour.html>
8. How the post office works  
<http://money.howstuffworks.com/71-how-the-usps-works-video.htm>
9. Virtual coloring sheet: fire trucks  
<http://www.enchantedlearning.com/paint/vehicles/firetr.shtml>

# LEARNING CENTER

## Families and Communities

### ***House Dramatic Play Center***

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#### **Core Content Objectives**

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Students will:

- ✓ Name the members of their own families
- ✓ State that their family is made up of the people who love and care for them
- ✓ Name two ways that their family cares for them
- ✓ Define a home as a shelter where a family lives and cares for each other
- ✓ Name and describe two kinds of homes where a family might live (e.g., house, apartment building, houseboat, etc.)
- ✓ Name two chores or routines that they do with their families
- ✓ Name two activities that they do with their families
- ✓ Name and describe one of their own family traditions
- ✓ Name at least one member of their extended family
- ✓ State two different ways that families celebrate (e.g., eat special food, dance, have a party, fast, etc.)
- ✓ State the name of the community where they live
- ✓ Name and describe two different community helpers.

#### **Language Arts Objectives**

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Students will:

- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b)
- ✓ Greet adults as "Mr. (name)" and/or "Ms. or Mrs. (name)" (SL.P.1c)
- ✓ Give simple single-step directions (SL.P.6)

- ✓ Give simple, multistep directions (SL.P.6)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ Situate oneself in space or situate objects in relation to one another according to the indications given by spatial terms (there-here; in-on; in front of-behind; at the top of-at the bottom of; under; next to-in the middle of; near-far; around; etc.) (L.P.1e)
- ✓ Use spatial words (here-there; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back) (L.P.1e)
- ✓ Combine simple sentences using *and* (L.P.1f)
- ✓ Understand and use intonation and emphasis to ask a question, express surprise, agreement, displeasure, and/or urgency (L.P.3)

### Staging the Learning Center

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**Roles:** mother, father, son, daughter, baby, grandmother, grandfather, aunt, uncle, pet

**Play Props:** Set up and label a distinct area for each room in the house. Add the Chores Play Props on Day 4. After the Pausing Point, provide a box of birthday party supplies so that students can pretend to celebrate birthdays.

- Bedroom: a baby doll bed, baby dolls, baby doll clothes
- Kitchen: play stove, table and chairs, high chair, pretend food, cutlery, plates, cups
- Living Room: soft furniture (e.g., bean bags, small chairs or couches), family photo albums, stuffed dog/cat, telephone
- Chores: spray bottle and cloth; duster; broom and dust pan; pet leash and dish; sponge; mop; bucket; trash can
- Birthday party supplies: birthday candles, streamers, wrapped presents, birthday hats, birthday card materials

**Reading Props:** recipe books, books, magazines, newspapers, pretend food with labels, telephone book(s)

#### Assessment Tip

Students' emergent writing from this Learning Center might be included in their portfolio and examined as part of ongoing assessment.



**Writing Props:** pad and pencil for grocery lists; calendar or old planner to schedule activities such as birthdays, holidays, or vacations.

## Facilitating the House Dramatic Play Center

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### Assessment Tip

The Learning Center provides excellent Assessment Opportunities throughout the entire domain. See the Domain Assessment for instructions for conducting naturalistic observations during Learning Centers.

Teachers and aides play important roles as facilitators of Learning Centers, particularly when Learning Centers are first added to the classroom. Post the Learning Center Cards for the House Dramatic Play Learning Center so students can identify the center and so adults have a quick guide to facilitating language and play in the Learning Center.

**Note:** See the Learning Center Card for suggested language and vocabulary to model in this Learning Center.

### Vocabulary:

- son
- daughter
- sister
- brother
- baby
- mom/mother
- dad/father
- parents
- grandmother
- grandfather
- grandparents
- stepparents
- stepmom
- stepdad
- stepsister
- stepbrother
- pet
- celebration
- tradition
- chores

### Suggested Phrases:

Encourage students to use the conjunction *and*.

- Did you feed the baby **and** put her to bed?
- Will you help me sweep the floor **and** clean the dishes?
- I will cook dinner **and** you can set the table.
- **Before** I go to work, I have to eat breakfast **and** get dressed.

Encourage students to use prepositions to describe the location of things.

- The bowls are **on top** of the table.

- Let's vacuum the rug **under** the table.
- Let's put the sheets **on** the bed.
- The silverware is **beside** the plate.
- Let's take the dog for a walk **outside**.

Encourage students to use intonation to express surprise or urgency.

- **Surprise!** Happy birthday!
- **Hurry!** We are going to be late for school!

Encourage students to use domain-related vocabulary.

- What other **chores** do we need to do? Let's make a list.
- Our **grandparents** are coming to visit!
- What are we going to do to **celebrate** \_\_\_\_\_?
- I'm going to write your **birthday [or other holiday]** on the calendar.

### ***Before the Pausing Point***

- Teacher or aide models the role of adult family member by doing chores, reading books, scheduling events on the calendar, putting the baby or students to bed, etc.
- Students play the role of child or baby by playing with toys, listening to stories, and eating food the adult prepares.
- Teacher or aide models the role of adult family member during morning and evening routines and chores (e.g., breakfast, dinner, sweeping, dusting, etc.).
- Students help complete routines and chores.
- Teacher or aide models discussing family photo albums using family member vocabulary, and reading newspapers and magazines.
- Students participate in reading activities modeled by teacher or aide.
- Teacher or aide models the role of grandparent while students play the role of grandchildren during a visit.
- Teacher or aide models writing a grocery list and reading a recipe to make dinner.
- Students play the role of "helper" in the kitchen.

### ***After the Pausing Point***

- Students play the role of adult family members by doing chores, reading books, scheduling events on the calendar, putting the baby or students to bed, etc.
- With prompting and support from the teacher or aide, student plays the role of adult family member during morning and evening routines and chores (e.g., breakfast, dinner, sweeping, dusting, etc.).
- With prompting and support from the teacher or aide, students discuss family photo albums using family member vocabulary, and read newspapers and magazines.
- Students write a grocery list and read a recipe to make dinner.
- Teacher or aide models planning, decorating, and having a birthday party.
- Students attend birthday party and play the role of guests.

# TRANSITION CARDS

## Families and Communities

### ***Transition Cards: Routines***

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#### **Core Content Objectives**

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Students will:

- ✓ Name two chores or routines that they do with their families
- ✓ Name two activities that they do with their families

Language Arts Objectives

Students will:

- ✓ Understand and use precise nouns and verbs related to families and communities (L.P.1b)

#### **Learning Center**

Post or place the **Transition Cards: Routines** in the **House Dramatic Play Center** to give students ideas about what kinds of routines to act out in the Learning Center.

Use the **Transition Cards: Routines** throughout the *Families and Communities* domain to help students move from one activity to the next. Ideas for ways to use the cards are presented below; these ideas progress from less to more difficult.

#### ***Find That Routine***

Place **Transition Cards: Routines** in a pocket chart where all students can see them. Tell students that you are going to say the name of a routine and you want them to find that routine in the pocket chart. Say, “Who can find the picture showing a child brushing his teeth?” Choose one student to come forward and point to the card; transition that student to the next activity and continue until all students have had a chance to respond.

#### ***Name That Routine***

Tell students you are going to show them a **Routine Card** and you want them to describe what is happening in the picture. Show the first card and ask students, “What is this child doing?” Transition that student to the next activity and continue asking students to identify routines until all students have had a chance to respond. Extend the activity by asking the student to describe why that routine is important.

### ***What’s Your Routine?***

Tell students to think of a chore or routine they do every day. Use the Transition Cards to help prompt students who need assistance. Once a student responds, transition him/her to the next activity.

### ***Solve the Riddle***

Tell students that you are going to describe a routine and you want them to guess which routine you are describing (do not show cards to students at this point). Tell students, “I am thinking of something I do to make sure my teeth stay clean. I use my toothbrush, toothpaste, and some water.” Call on one student to answer, then show all students the Transition Card showing ‘brush teeth.’ Transition the student who responded to the next activity, then continue asking students to solve riddles until all students have had a chance to respond.

## ***Transition Cards: Colors***

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### **Language Arts Objectives**

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Students will:

- ✓ Sort and classify objects and images by color (L.P.5a)

Use the **Transition Cards: Colors** throughout the *Families and Communities* domain to help students move from one activity to the next. Ideas for ways to use the cards are presented below; these ideas progress from less to more difficult.

#### ***Find That Color:***

Place **Transition Cards: Colors** in a pocket chart where all students can see them. Tell students that you are going to name a color and you want them to find that color in the pocket. Say, “Suzy, find the color blue.” Transition the student to the next activity and continue until all students have had a chance to respond.

#### ***Find That Color in the Classroom***

Tell students you are going to name a color and you want them to find something in the classroom that is that color. Ask students to point to an object in the classroom that is a specific color. Use the **Transition Cards: Colors** to support students as needed by allowing them to hold the transition card and match it to an object in the classroom.

### **Color Sort**

Put the color squares across the top of a pocket chart. Put the colored objects along the bottom of the chart. Tell students you want them to help you sort colors in the pocket chart. Call a student up to pick a card and ask the student to place the card under the matching color. Ask the student to also name the color. Once a student sorts a card, transition him/her to the next activity and continue calling students up to sort colors.

### **Name That Color**

Tell students you are going to show them a color and you want them to tell you the name of the color. Show the first card and ask students, “What color is this?” Transition the student who responds to the next activity and continue asking students to identify colors until all students have had a chance to respond.

## **Transition Card: Book Parts**

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### **Language Arts Objectives**

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Students will:

- ✓ Hold a book correctly, turning the pages, while pretend-reading (RI.P.5, RF.P.4)
- ✓ Point to the front cover, title, and back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter (RI.P.5, RF.P.1a)

Use the **Transition Card: Book Parts** throughout the *Families and Communities* domain to help students move from one activity to the next. Ideas for ways to use the information on the card are presented below; these ideas progress from less to more difficult.

**Note:** *Conduct these transition activities using books students are familiar with reading or have just read.*

### **Find that Book Part**

Hold up a book (preferably one you have just read) in front of the class. Name a book part, and call on a student to come point to that part of the book. Transition the student to the next activity and continue naming book parts until all students have had a chance to interact with the book.

### ***Name that Book Part***

Hold up a book (preferably one you have just read) in front of the class. Point to a part of the book and call on a student to tell you its name. Transition the student to the next activity and continue until all students have had a chance to respond.

### ***Talk About Print***

Hold up a book (preferably one you have just read) in front of the class. Ask students the questions found on the **Transition Card: Book Parts**. Transition the student who responds to the next activity and continue until all students have had a chance to respond.

## ***Transition Cards: Capital Letters***

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### **Language Arts Objectives**

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Students will:

- ✓ Recognize the initial letter of one's first name (RF.P.1d)
- ✓ Identify at least ten letters of the alphabet by name, especially those in child's first name (RF.P.1d)
- ✓ When asked, point to specific examples of letters and specific examples of numerals in the classroom environment and/or on a page (RF.P.1f)

Use the **Transition Cards: Capital Letters** from the *All About Me* domain throughout the *Families and Communities* domain to help students move from one activity to the next. Ideas for ways to use the cards are presented below; these ideas progress from less to more difficult.

**Advance Preparation:** Sort the capital letter cards into two piles; one pile of initial letters for students' names and another pile of letters that are not the initial letter of any of your students. Place the unused letters aside for later domains.

**Note:** *Keep students' Name Cards nearby during these activities to support students who are still learning to recognize their name and initial letter.*

### ***Find Your Letter***

Place four **Transition Cards: Capital Letters** in a pocket chart. Call on one of the students whose initial letter is displayed to come forward and find his/her initial letter. Transition the student who responded to the next activity, then continue asking other students whose initial letter is in the pocket chart to find their initial letter. Replace specific letters as you go so that there are always four letters showing. Gradually increase the number of letters you display at any one time until students can find their initial from among eight or more letters.

### ***Raise Your Hand for Your Letter***

Follow the directions for Find Your Letter, but this time, have students raise their hand if they see their initial letter in the pocket chart. That is, do not call on a student whose letter is in the pocket chart, but ask students to raise their hand if they see their own initial letter. Transition the student to the next activity, and continue until all students have had a chance to respond.

### ***What's Your Letter's Name?***

Show students one Capital Letter card at a time. If students are ready, have them raise their hand if it is the letter that starts their name. Otherwise, tell them that it is “their” letter. Say, “Carmel, this is your letter. What is the name of your letter? What letter is this?” If students do not know the answer, tell them and have them repeat after you. Say, “This is letter ‘C’. What letter is this?” Transition the student to the next activity, and continue until all students have had a chance to respond.