

Friends & Family Thematic Unit

Unit activity sheets for Pre-K to 1st grade
Includes more activities & an instruction sheet!

10+ Pages!

Build your house

Can you make a picture of your house using just shapes?
Take a house using just shapes. Practice drawing shapes by tracing to
construct the house. Start in the center.



My family tree

Instructions

Discuss with your child(ren) what a family tree is and explain that it is a graph showing how our family is connected to one another.

Write out a list of family members (starting with the oldest and youngest children). Then parents. Then grandparents on each side. Make connections about who died at an old age and depending on interest, some people at different times. Use illustrations "who is connected to whom?"

Show your child(ren) some examples of what a family tree might look like. Explain that it is a representation of how a family is connected to one another. Use the examples as they read. It could be as old as the oldest person in the family.

Ask them how they would like to draw a family tree and use the list of family members completed to make a unique but accurate family tree together.

Examples of family trees



How to draw a family tree

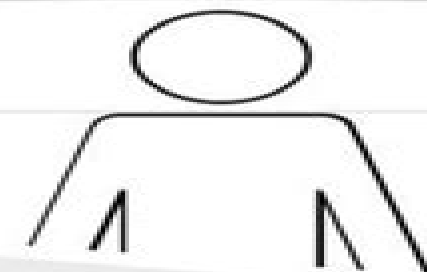
Ask your child(ren) to tell you what they notice about each family tree. Do they have a lot of people? How old are the oldest people? How old are the youngest?

The diagram is designed to show why there might be a child without a natural parent. Explain to your child(ren) that the family tree is designed to show how people are connected to one another. It is not a family tree.

We're a mix of our family & friends!

who it is

who it is



We're a mix of our family & friends!

who it is

who it is

who it is



Thematic Units On Family And Friends

Richard Paul,A. J. A. Binker,Daniel Weil

Thematic Units On Family And Friends:

Plants Thematic Unit Mary Ellen Sterling, 1995-05 Literature based across the curriculum Cover A Multicultural Guide to Thematic Units for Young Children Jeri Carroll, Dennis J. Kear, 1993 Games and activities for teaching preschool through grade 2 children about other cultures using thematic units **Beginning Reading and Writing** Dorothy S. Strickland, Lesley Mandel Morrow, 2000-09-29 In this essay collection scholars in the area of early literacy provide concrete strategies for achieving excellence in literacy instruction The collection presents current research based information on the advances and refinements in the area of emerging literacy and the early stages of formal instruction in reading and writing Following a foreword Alan Farstrup and an introduction Dorothy S Strickland and Lesley Mandel Morrow chapters in the collection are 1 Beginning Reading and Writing Perspectives on Instruction William H Teale and Junko Yokota 2 Becoming a Reader A Developmentally Appropriate Approach Susan B Neuman and Sue Bredekamp 3 Literacy Instruction for Young Children of Diverse Backgrounds Kathryn H Au 4 Enhancing Literacy Growth through Home School Connections Diana H Tracey 5 Children s Pretend Play and Literacy Anthony D Pellegrini and Lee Galda 6 Talking Their Way into Print English Language Learners in a Prekindergarten Classroom Celia Genishi Donna Yung Chan and Susan Stires 7 Organizing and Managing a Language Arts Block Lesley Mandel Morrow 8 Classroom Intervention Strategies Supporting the Literacy Development of Young Learners at Risk Dorothy S Strickland 9 Teaching Young Children to Be Writers Karen Bromley 10 Phonics Instruction Margaret Moustafa 11 Reading Aloud from Culturally Diverse Literature Lee Galda and Bernice E Cullinan 12 Fostering Reading Comprehension Linda B Gambrell and Ann Dromsky 13 Assessing Reading and Writing in the Early Years Bill Harp and Jo Ann Brewer 14 Sign of the Times Technology and Early Literacy Learning Shelley B Wepner and Lucinda C Ray and 15 Still Standing Timeless Strategies for Teaching the Language Arts Diane Lapp James Flood and Nancy Roser NKA **Developing Thematic Units** Diane D. Allen, Mary Lee Piersma, 1995 A reference for experienced teachers for incorporate the changing guidelines of curriculum **Critical Thinking Handbook, K-3** Richard Paul, A. J. A. Binker, Daniel Weil, 1990 Grade level 1 2 3 k p e t Leading Your World Language Program Catherine Ritz, 2020-10-14 An essential resource for district school and program leaders who supervise evaluate or otherwise support World Language programs this book provides clear practical guidance on leading an exemplary K 12 World Language program No matter whether you speak the language the effective approaches in this book will equip you with the tools you need to implement and evaluate World Language curricula in your school Catherine Ritz provides a clear and research based framework for World Language instruction aligned to rigorous national and state standards and addresses essential concepts and topics including program and curriculum design assessment and evaluation and strategic planning Whether you are a World Language department chair with years of experience a school administrator with no background in language education or a World Language teacher you will find much to use in this book It is chock full of ready to use resources and tools including

Templates for program and unit planning observation protocols and sample assessments World Language program models for different age ranges and a sample curriculum unit Additional resource lists and further reading recommendations

Essentials of Elementary Social Studies William B. Russell III, Thomas Turner, William Russell, Stewart Waters, 2012-12-07

This book provides an all encompassing treatment of classroom planning instruction and strategies for enabling and encouraging teachers to effectively teach elementary social studies using creative and active learning strategies *The Complete Guide to Thematic Units* Anita Meyer Meinbach, Liz Rothlein, Anthony D. Fredericks, 1995 Grade level 1 2 3 4 5 6 7 e p i t *Unterrichtsentwurf Für Den Englischunterricht: Storyline 'Indians' - Class 3/4* Katja Krenicky-Albert, Katrin Morlock, 2007-08-21 The content of the following Storyline project conceived around the topic Indians respectively Native Americans² is aimed to introduce children into Native American culture In the context of regional studies the children are acquainted with various interesting aspects of Indian lives of their habits and living conditions Although in primary English a detailed discussion and reflection on the dramatic historical and contemporary Native American problems the conflict with the White Man the life in reservations the danger of cultural extinction etc is hardly possible the occupation with more positive aspects of the topic may provide a more realistic image of Native American culture than offered by commercial media thus making a first decisive step to counter the arising of rigid prejudiced stereotype based attitudes that even a majority of adults have today The widespread stereotypical image of Indians in movies e g Winnetou books or comics is an exaggerated portrayal of the so called Prairie and Plains Indians However there were other cultures and over 500 different tribes living together on the huge continent The focus of this project is on three major Indian cultures The Prairie and Plains Indians the Forest Indians and the Pueblo Indians *Language Arts* Mildred R. Donoghue, 2008-08-05 Provides a clear and succinct introduction to teaching the language arts to elementary students Key Features Focuses on integrating the six language arts reading writing listening speaking viewing and visually representing with other subject areas Provides guidance on differentiating instruction to bring out the best in the rapidly growing number of students with special needs and English language learners in the regular classroom Includes a detailed lesson plan in each chapter along with instructional activities and techniques to integrate the language arts across all the subjects in the elementary curriculum Accompanied by High Quality Ancillaries Student Resource CD Bundled with the book this CD includes video clips and discussion questions that correlate with important chapter concepts Web based student study site This interactive study site provides practice tests flashcards chapter summaries links to NCTE IRA and state specific Language Arts standards and much more Instructor Resources on CD Available by contacting SAGE Customer Care at 1 800 818 SAGE 7243 this CD for instructors offers resources such as lecture outlines PowerPoint slides a test bank and sample syllabi for semester and quarter courses Intended Audience This book is intended for undergraduate and graduate courses in elementary language arts methods which teaches pre service teachers and licensure certification candidates specifically how to teach their

students the basics of the six language arts reading writing listening speaking viewing and visually representing **Sports Thematic Unit** Sherri McLeroy,1997 Sports is an exciting whole language unit about sports around the world the Olympics untold sports stories and the importance of exercise and nutrition *Learn in Beauty* Jon Allan Reyhner,2000 This volume compiles 11 papers indicative of the new directions that indigenous education is taking in North America Three sections focus on language culture and teaching indigenous perspectives on indigenous education and issues surrounding teaching methods The papers are 1 Teaching Dine Language and Culture in Navajo Schools Voices from the Community Ann Batchelder 2 Language Revitalization in Navajo English Dual Language Classrooms Mary Ann Goodluck Louise Lockard Darlene Yazzie 3 Racing against Time A Report on the Leupp Navajo Immersion Project Michael Fillerup 4 Community Based Native Teacher Education Programs Connie Heimbecker Sam Minner Greg Prater 5 Measuring Language Dominance and Bilingual Proficiency Development of Tarahumara Children Carla Paciotto 6 Post Colonial Recovering and Healing Angelina Weenie 7 Observations on Response towards Indigenous Cultural Perspectives as Paradigms in the Classroom Stephen Greymorning 8 Visual Metaphor Cultural Knowledge and the New Rhetoric Robert N St Clair 9 An Examination of Western Influences on Indigenous Language Teaching J Dean Mellow 10 Teaching English to American Indians Jon Reyhner and 11 Charter Schools for American Indians Brian Bielenberg Contains references in each paper and contributor profiles SV

Grandparents Thematic Unit Deborah Plona Cerbus,1997 El-Hi Textbooks & Serials in Print Bowker Editorial Staff,2004-02 Stories Shirley C. Raines,Rebecca T. Isbell,1994 **Multicultural Literature, Multicultural Teaching** James Zarrillo,1994 Collaborative Theme Building Dorothy M. Campbell,Linda S. Harris,2001 Collaborative Theme Building How Teachers Write Integrated Curriculum is intended to assist in developing a curriculum that is thematic and interdisciplinary in nature Team Development chapters provide information on work styles intelligences team development cycles conflict resolution skills and consensus building skills that will help teachers build cohesive and productive school based teams Features presents and explores various theme focus types teaching approaches and assessment options that are available to teachers who are writing and implementing an integrated curriculum Action Pak gives step by step procedures for curriculum development by providing a structure that fosters both creativity and productivity in a curriculum development team and guidelines on how to create a Theme Box which is the final product of a curriculum writing team s efforts BOOK JACKET **English Teacher's Portfolio of Multicultural Activities** John E. Cowen,1996 Seventy five literature based lessons with complete reproducible reading selections including short stories poetry folklore novel excerpts and other genres written by talented authors of African Asian Latino Native American and European descent *Teaching Writing* Gail E. Tompkins,2000 Using a process approach to writing this book focuses on teaching strategies that will help children to develop and improve their writing skills and their writing products Grades K 8 **Resources in Education**,1997

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