



Theme: The Family (La Familia)

Time Span: 2-3 weeks

Level I

Core Vocabulary:

Padre	abuelo	primo	es	papá
Madre	abuela	prima	son	
Padres	abuelos	primos	el /la/ los/las	
Hermano	hijo	tío	de	
Hermana	hija	tía	mi/mis	
Hermanos	hijos	tíos	mamá	

Optional Vocabulary:

¿Cuántos (as) _____ tienes?
(family member)

Tengo _____.
(number) (members)

Esta es mi _____. Se llama _____.
(family member)

Este es mi _____. Se llama _____.
(family member)

Activities Chart

Listed below are some suggestions for activities and their appropriate age levels.

Activity	k-2	3-4	5-8
Show and Tell with Photos	x	x	x
Mi Familia word search	x	x	x
Mi Familia puzzle		x	x
Mata La Mosca		x	x
Popsicle Puppets	x	x	x
Family Flashcards	x	x	x
Family Collage	x	x	x
Family Mobile	x	x	x
Props	x	x	
Around the World	x	x	x
Juegos con la Familia	x	x	x



An explanation of the activities is listed below and on the following pages:

Show and Tell with Photos - Have students bring five photos of family members to class. In the spirit of "Show and Tell," have them say short phrases like "mi madre," as a picture of the mother is held up. The other students can guess who is in the picture. Ask the class, "¿Quién es? A good way to introduce the family vocabulary is by bringing in pictures of your own family.

Family Tree - Draw a family tree on the chalkboard and explain how it works. Feel free to have the children create one or use the enclosed template. They can write the family vocabulary on the apples. This is a wonderful tool to demonstrate relationships between family members. It also gives you an opportunity to talk in Spanish and have the students understand you.

Mata La Mosca - See the explanation under "Introductory Questions" section, but replace with family vocabulary.

Popsicle Stick Puppets: Have students draw the members of their family with paper and mount them on popsicle sticks. Have them partner up or work in groups to act out what happens when one popsicle stick family meets another. You can incorporate introductions of self and of other family members as well as other vocabulary from the semester. *Hint: Use tape to make this easier. You may also bring in a template or pictures from magazines for the kids to color to make this easier.*

Around the World-Cut out pictures of family members from magazines and glue them onto notecards. (You can also use the pictures on the flashcards on the following pages and copy them.) Review the names of the family members with your class. Then play Around the World. Have your students sit at their desks. One student will stand at the first student's desk. Show the two students one of the flashcards. The first student to correctly yell out the corresponding Spanish word wins that round and moves to the next student's desk. The losing student stays seated. Keep playing until one student makes it, "Around the World." Tips: You can use multiple pictures for the plural words-Example: hermanos, abuelos, primos.

Family Flashcards/Felt Board: Use the attached pictures to print out family flash cards. Hold up each picture and have the students guess who the person is in English first. Then introduce the word in Spanish. Make sure you continue holding up the picture, as you have the class repeat the Spanish word. You can even laminate the pictures and put Velcro on the back to create pictures for a felt



board. You can use the flashcards to do the following: Hold them up during the family songs; Have the students talk about their families "¿Cuántos hermanos tienes?"; Talk about the rule of the male vs. female words. I.e: Hold up a picture of a little girl and ask the students, "Quién es?" When they answer "hermana" ask them what they would have said if it was a boy. (Emphasize the o/a difference.)

Family Collages: Bring in newspapers, magazines, and flyers. Divide the class into several groups and put each group in charge of cutting out pictures that they think relate to a specific family member. One group may be in charge of dads, another in charge of sisters, another grandmothers, etc. They may cut out pictures of people or of objects or places that they think relate to these people. Have them glue their pictures into a collage and talk about what they chose. *Hint: This activity is great to use after reading the books Mi mamá and Mi papá.*

Family Mobile: Have the students draw or color family pictures while you make a big bubble from thick paper or cardboard that says "Mi familia." Attach all of the children's pictures to a string and hang them from the "Mi familia" bubble. You may also use the included family tree masters; have them draw and color the pictures on the apples and make a family tree. (You should blow up the tree to make it bigger.) You can also use hangers and string pictures from those.

Family Props: Bring in "props" to represent various family members. Ex: a briefcase for dad, purse for mom, doll for daughter, truck for son, cane for grandpa, etc. As you teach the word, assign a different student per word to play this role. Give the child his or her prop and then have the class repeat the family word after you. You will probably want to say the word in Spanish, followed by English to make sure it is very clear.

Family Photo Album: Copy the enclosed templates, so that your students can create photo albums. Each week have the students draw and color one of the family member pictures indicated. When all the pictures are done, stack each student's papers together facing up and lay them on a piece of construction paper. Fold and staple them. You can then allow the students to decorate the album covers. Give these to the parents on the last day fiesta.

Maraca shake: See the instructions under Introductory Questions and Greetings. Use this activity, but practice phrases and vocabulary words related to family members.



Notas Culturales

- ❖ Hispanic families tend to be large and very close. For example: If you have a birthday, your friends, aunts, uncles, grandparents, and cousins will all be invited. Every event is a big celebration with food, music, and sometimes piñatas. Follow up this discuss by asking, "¿Cuántos hermanos tienes?" to each child.
- ❖ Hispanics value the elderly very much. Grandparents are respected and revered. They don't have many nursing homes, as the older generations often live with the younger ones.
- ❖ Explain the difference between mamá y papá vs. padre y madre.
- ❖ Often times, as a "cariño" (sign of affection) Hispanics add -ito onto family words. Example: Abuelita or little grandma. In Costa Rica, they add -tico onto the end of their words instead of -ito which is why Costa Ricans are often nick-named "Ticos."



Stories

Mi Mamá por Debbie Bailey; ***Mi papá*** por Debbie Bailey-These two books are simple picture books. Although the vocabulary may be unfamiliar, the vivid pictures will help students construct meaning. Follow up by asking them what kinds of things they do with their parents or guardians.

Barron's Bilingual First Books: Family/La familia. All the **Barron's Bilingual First Books** have only a single vocabulary word on each page. They are appropriate for choral reading with students and specific vocabulary practice, especially vocabulary introduction.

Chica Chica Boom Boom por Bill Martin-This is the Spanish version of the Chica Chica Boom Boom book that children love! It is a fun rhyming book that introduces the letters of the Spanish alphabet and incorporates a few family vocabulary words.



Songs:

Mi Familia

Madre mother, Padre father
Hija daughter, hijo son,
Abuelo is grandpa.
Abuela is grandma.
My family, mi familia.

Family Countdown (Sing to the tune of "10 Little Indians")

Uno, dos, tres hermanos,
Cuatro, cinco, seis hermanos,
Siete, ocho, nueve hermanos,
¡Diez hermanos son!

Hint: You can vary this song by adding all of the family vocabulary and having the students act out their roles or hold up pictures of family members.



Music Continued...

Mi Familia (Sing to the tune of My Darlin' Clementine)

Mi familia, mi familia, mi familia ya llegó.

Y primero mi abuelo, mi mamá también entró.

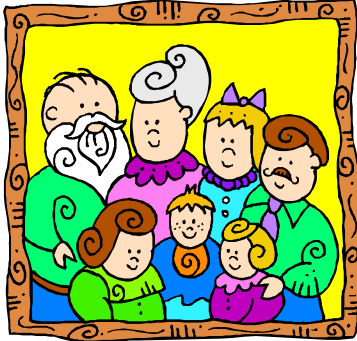
Mi hermano, mi hermana, y mi tío se presentó

Y el perro tan travieso la comida se comió.

Y después que mi familia tan hambrienta que salió,

Y el pobre de mi primo, qué triste se quedó.

Mi Familia Grande-Play this song from *Sing, Dance Laugh and Eat Tacos*. It would be especially fun for the older children to use the lyrics on the following page and have them try and fill in the blanks.



Mi Familia Grande

Refrán:

Tengo una _____ grande

En una casa _____

_____ una _____ grande

En una casa pequeña.

Tengo un _____, tengo una _____

Tengo dos _____,

_____ hermanos

_____ perros

_____ gatos

¡Oh yeah!

(Refrán)

¡Qué familia _____!

¡Qué _____ tan grande!

¡Oh yeah!

(Refrán)

Tengo _____

Tengo _____

_____ ocho primas

_____ primos,

_____ peces,

_____ Conejos

¡Oh yeah!

(Refrán)

Tengo un abuelito

Tengo una abuelita,

Tengo un baño. ¡Oh no!