Circle Time
Theme: Friends & Family

1. Let's Find a Friend

Materials: chart paper, markers, name necklaces (index card with child’s name 2 holes and yarn)
Prior to this activity prepare the name necklaces and print the following song on chart paper:

Let’s Find a Friend
(sung to: The Farmer in the Dell)
Let’s find a friend,
Oh let’s find a friend
Find a friend that starts with /D/
Let’s find a friend.

Directions:
1. Explain to the students that they are going to play a game that requires super listening skills. Hold up each name necklace and show it to the class asking if anyone knows whose name is on the necklace.
2. Once everyone has their necklaces, introduce the song on the chart using your own name to fill in the blank.
3. This game is similar to The Farmer in the Dell so have students stand in a circle, join hands and move clockwise as they sing (stopping right before the teacher sings the letter sound)
4. Stand in the middle of the circle and begin the game by picking a friend and singing the song. Once you sing the sound, wait for the children to name the friend/s and escort one of them to the middle of the circle.
5. Everyone sings the song again stopping for the teacher to fill in the letter sound and the child in the middle escorts the new friend to the middle of the circle. Continue until all the friends have had a turn.

VPK Standards Addressed:
I. A.3 Exhibits auditory ability to facilitate learning
II. A.1 Shows eagerness and curiosity as a learner
III. D.1 Interacts easily with one or more children
III. D. 2 Develops special friendships
III. D.3 Participates in the group life of the class
IV. A.2 Follows two- and three-step directions
V. A.1 Shows motivation for reading
V. A.3 Shows alphabetic knowledge
VIII. A.1 Moves with balance and control

2. **Friend of Mine**
   **Materials:** chart paper, markers,

   **Friend of Mine**
   (sung to: *Mary Had a Little Lamb*)
   Will you be a friend of mine?
   Friend of mine?
   Friend of mine?
   Will you be a friend of mine?
   This is my friend _____.

**Directions:**
1. Copy the song on chart paper and refer to it as you introduce the song to the students. Sing the song through twice before asking students to join in.
2. Sing the song, pointing to a student as you put their name in the blank.
3. Allow that student to fill in the blank with the name of a friend.
4. Once everyone has had a chance to be “the friend,” explain that you are going to play a describing game.
5. Explain that **describing words tell about someone or something.** Give some examples: “I’m thinking of a friend who has blond hair and is wearing a blue shirt with green stripes. Do you who it is? Or “This friend likes to build towers and just became a big brother.”
6. Allow students to guess and give more obvious clues if needed.
7. Extend this game (as long as the students are interested) by encouraging them to describe a friend and have others do the guessing.

**VPK Standards Addressed:**
I. A.2 Demonstrates visual ability to facilitate learning
I. A.3 Exhibits auditory ability to facilitate learning
II. A.1 Shows eagerness and curiosity as a learner
III. D.1 Interacts easily with one or more children
III. D.3 Participates in the group life of the class
IV. A.1 Gains meaning by listening
IV. B.1 Speaks clearly enough to be understood without contextual clues.
IV. C.1 Shows an understanding of words and their meanings
IV. C.2 Uses an expanded vocabulary to describe many objects, actions, and events
V. A.1 Shows motivation for reading.

3. The Same Game
   Materials: chart paper, markers, (digital camera optional)
   Note: If you have access to a digital camera and printer you can enhance this activity by posting pictures next to the similarities list.
   Before beginning this activity divide several pieces of chart paper into four areas leaving enough room on top to write the heading: Similarities
   Directions:
   1. Write the heading “Similarities”. Explain that similarities are things that we have in common or ways in which we are alike.
   2. Give some examples and check for comprehension. Be sure to explain that similarities do not have to be things that you can see for example Megan and David both like to paint pictures.
   3. Explain that you are going to choose pairs of students to stand in front of the group (“What does a pair mean?” Can you thing of things that come in pairs?” You may need to give an example such as feet, shoes, mittens, etc.) Discuss student’s responses.
   4. Choose your first pair of students and write their names on the paper.
   5. Direct students to observe similarities between them (Ryan and Daniel are both boys, they have brown hair, they are wearing sneakers, etc.) Allow students to list as many similarities as they can.
   6. Repeat this activity with several pairs of students, listing the student’s responses on chart paper.
   7. Count the items on each list to see which pair has the most similarities.
8. Post the lists so that students may refer to them (add pictures if available).
9. Encourage students to look for similarities in their friend throughout the day.
This activity can be extended by reading the book: *We Are All Alike We Are All Different* by the Cheltenham Elementary School Kindergarteners.

**VPK Standards Addressed:**
I. A.2 Demonstrates visual ability to facilitate learning
II. C.1 Approaches tasks with flexibility and inventiveness
III. D.1 Interacts easily with one or more children
III. D.3 Participates in the group life of the class.
IV. B.1 Speaks clearly enough to be understood without contextual clues
IV. C.1 Shows an understanding of words and their meanings
IV. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
IV. E.1 Uses language to express needs and feelings, share experiences, predict outcomes, and solve problems
VI. A (a). 1 Demonstrates understanding of one to one correspondence
VI. A (a). 3 Shows understanding by participating in the comparison of quantities.
VI. A (f). 2 Represents and analyzes data
VI. B (a). Asks questions and uses senses to observe and explore materials and natural phenomena.
VI. B. (a).3 Makes comparisons among objects
VII. A. (a).1 Identifies similarities and differences in personal and family characteristics.

4. **What Friends Do**
**Materials:** Books on friendship (see Friends & Family Book List), chart paper, markers, pictures of students in the class playing and working together (if available).
**Directions:**
1. Ask students about their experiences with friends ("Who are your friends?" "What do you like to do with your friends?" "What makes someone a good friend?" etc.)
2. Read one of the listed books on friendship (or one of your choice).
3. Discuss the book with the children.
4. Using the chart paper and markers make a list titled “What Friend's Do”. Leave wide margin around the list so that students may illustrate it later. Begin the list with an example such as “Friends cheer you up when you are feeling sad.” “Friends let you hold their teddy bear when you miss your mommy.” “Friends share their toys.” Etc.
5. Encourage students to add to the list and write their name next to each suggestion. Be sure that everyone gets a turn.
6. Once the list is complete read it to the class.
7. Explain to the students that you are going to leave the list at the art center so that they may illustrate it. Show students where to draw (in the wide margin and not over the words). Note: not all students will want to draw and that’s o.k.
8. Display the list and refer to it throughout the duration of the unit.

**VPK Standards Addressed:**
II. C.1 Approaches tasks with flexibility and inventiveness
III. A.1 Demonstrates self-concept
III. D.2 Develops special friendships
III. D.3 Participates in the group life of the class
IV. A.1 Gains meaning by listening
IV. B.1 Speaks clearly enough to be understood without contextual clues
IV. E.1 Uses language to express needs and feelings, share experiences, predict outcomes, and solve problems
IV. E.3 Uses appropriate language and style for context
V. A.1 Shows motivation for reading
VIII. B.3 Shows beginning control of writing, drawing, and art tools

5. **Who Might Use it? Where Does it Go?**
   **Materials:** a variety of clothing accessories and wearable sports equipment such as: bracelets, necklaces, work gloves, garden gloves, baseball caps, sunglasses, shoulder pads, neck tie, bibs, sun bonnets, knee pads, etc.
   **Chart paper and markers**
   **Directions:**
   1. Discuss family members (brothers, sisters, moms, dads, grandmas & grandpas, aunts, uncles, and cousins).
2. Display the items and ask students what family member might wear each item and on what part of the body it would be worn. They may need an example such as “This is a baseball cap and my granddad wears one on his head.” If no one knows what an item is, name the item, tell students where it is worn and what it does.

3. Place the items in the dramatic play area and allow students to try them on for size.

**VPK Standards Addressed:**
I. A.1 Shows characteristics of good health to facilitate learning
I. B.5 Performs some self-care tasks independently
II. A.1 Shows eagerness and curiosity as a learner
III. B.2 Uses classroom materials carefully
III. D.1 Interacts easily with one or more children
IV. C.1 Shows an understanding of words and their meanings
IV. C.2 Uses an expanded vocabulary to describe many objects, actions, and events
IV. D.1 Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
VI. B (a).2 Uses simple tools and equipment for investigation
VII. A (b).1 Begins to understand family needs, roles and relationships
VIII. B.2 Uses eye-hand coordination to perform tasks
Art
Theme: Friends & Family

1. **Friendship Quilt**

   **Materials:** large square pieces of construction paper, collage materials (glue, sequins, markers, fabric scraps, foil, feathers, confetti, small beads, pom-poms, etc.), hole punch, yarn, a real quilt, and/or pictures of quilts (optional).

   **Directions:**
   
   1. Before beginning the activity, display the quilt and encourage students to explore it. Ask questions such as: "Has anyone ever seen a quilt?" “What do you notice about the quilt?” “How is a quilt different from a blanket?” “How is a quilt like a blanket?” If necessary help them to see that quilts are made up of many small pieces stitched together.
   2. Explain that the class can make a paper quilt by working together or collaborating.
   3. Encourage students to create unique quilt squares using art materials of their choice.
   4. Ask students to write their name on their finished square, you may need to help (If you do the writing, be sure to say each letter as you write it on the upper left hand corner of the square).
   5. Punch holes in the squares and fasten them into a "Friendship Quilt" using yarn.
   6. Once the quilt is completed display it on the wall and label it "Friendship Quilt".
   7. Ask students to count the squares in the quilt & remind them that the quilt was made by everyone working together to create something special. How is the Friendship quilt like the real quilt? How is it different?

**VPK Standards Addressed:**
I. A.2 Demonstrates visual ability to facilitate learning
II. C.1 Approaches tasks with flexibility and inventiveness
III. A.2 Shows some self-direction
III. D.1 Participates in the group life of the class
IV. Shows an understanding of words and their meanings
V. B.1 Shows motivation to engage in written expression
VI. A (a). 5 Counts and knows the sequence of number names (spoken)  
VI. B.3 Makes comparisons among objects  
VII. B (a). 1 Uses a variety of art materials for tactile experience and Exploration  
VIII. B.1 Uses strength and control to perform simple tasks

2. Buddy Painting  
**Materials:** easel paper, tape, paint, paintbrushes, index cards with student's names, small box or bag to hold cards  
Prior to this activity write each student's name on an index card and place it in the bag or box.  
**Directions:**  
1. Ask students what the word "buddy" means. If needed, explain that buddy is another word for friend.  
2. Explain to students that they are going to have the opportunity to **collaborate or work together** with a buddy to create a special painting. Tape two pieces of paper of easel paper together and demonstrate how each buddy will paint part of the picture.  
3. Begin by shaking up the bag/box and picking a name card. Hold up the card and ask whose name is written on the card. Allow students time to respond. Ask the student whose name you picked if they would like to collaborate with a buddy to create a buddy painting. If they choose to participate, allow them to pick a buddy from the bag/box.  
4. As they pick the card, point to the first letter and ask "**What letter is this?**" Assist them in naming the letter if needed ("This is the letter S, it makes the /S/ sound. What friend's name begins with the /S/ sound?"). Assist them if needed. Once they know the name on the card, direct them to ask that buddy or friend if they want to participate by painting with them. If the other student chooses not to paint have them pick another card and repeat the process.  
5. Tape two pieces of easel paper together and place on table, wall, or floor. Encourage buddies to take a moment to plan what they want to paint.  
6. Once they have completed their painting ask them to tell you about it. Ask how they liked painting with a buddy or friend. What did they like about it? Was there anything that was difficult? If so, how did
they handle the difficulty? Would they like to paint with a buddy again sometime?

7. Using quotation marks write what they say on an index card or strip of paper. Display the paintings on a wall under the heading “Buddy Paintings”. Attach the dictation card or strip to the painting when displaying. When the artwork goes home you can simply remove the tape and give each child their side of the painting.

8. Put a big sign on your door that reads: “Ask me about our buddy paintings.”

**VPK Standards Addressed:**

I. A.2 Demonstrates visual ability to facilitate learning
II. C.1 Approaches tasks with flexibility and inventiveness
II. D.1 Shows some planning and reflection
III. D.1 Interacts easily with one or more children
III. D.2 Develops special friendships
III. D.3 Participates in the group life of the class
IV. Speaks clearly enough to be understood without contextual clues
V. A.3 Shows alphabetic knowledge
VII. B (a). 1 Uses a variety of art materials for tactile experience and exploration
VIII. B.3 Shows beginning control of writing, drawing, and art tools

3. **Family Placemats & Graph**

   **Materials:** construction paper, crayons, markers, glue, chart paper, index cards, yarn or ribbon (optional)

   **Directions:**

   1. Begin a conversation about family members (“What is a family?” “Who are the members of your family?” “How are all families alike?” “How are they different?”).

   2. Explain that you are going to make a graph about families. Using the chart paper, create a graph titled “How many people are in my family?” Ask each child to count/name how many people are in his/her family and record their responses on the graph (be sure to be sensitive to children who are not living in a traditional family).

   3. Once the graph is complete, analyze the data and find out who has the largest/smallest families.
4. Encourage the students to create placemats for each family member. Give each student a card with the number of placemats they will need written on it.

5. Help ensure that they have created the correct number of placemats by counting each mat and comparing that number to the number written on the card. Encourage them to "write" the names of each family member on the mats (they may need assistance with this).

6. Help students to bundle the placemats together using yarn or ribbon.

7. Send a note home asking family members to use the placemats during meal time.

**VPK Standards Addressed:**
- I. A.2 Demonstrates visual ability to facilitate learning
- II. A.1 Shows eagerness and curiosity to facilitate learning
- III. A.2 Shows some self direction
- III. D.3 Participates in the group life of the class
- IV. D.1 Uses age appropriate grammar in conversations and increasingly complex phrases and sentences
- V. B.1 Shows motivation to engage I written expression
- V. B.2 Uses letter-like shapes, symbols, and letters to convey meaning
- VI. A (a).1 Demonstrates understanding of one to one correspondence
- VI. A (a).3 Shows understanding by participating in comparison of quantities
- VI. A (a).4 Assigns and relates numerical representations among numerals (written), sets of objects and number names (spoken) in the range of five to ten
- VI. A (f).2 Represents and analyzes data
- VII. A. (b).1 Begins to understand family needs, roles, and relationships
- VIII. B.3 Shows beginning control of writing, drawing, and art tools

4. **My Family and Me Facts & Puppets**
   
   **Materials:** large sheet of bulletin-board paper (or 2 pieces of poster board taped together) small paper bags, yarn (red, brown, black, gray, yellow), wiggly eyes, material scraps, glue/paste, scissors, construction paper, markers, sequins and small beads (hair beads & jewelry) tape or velcro
Prior to this activity send home a note requesting family photographs. Explain that you'll be discussing families and you want each child to be able to participate in this activity. If possible, have a camera available to take pictures of parents and children during drop off or pick up (in the event that families are unable to supply you with a photo).

Prior to this activity create a paper bag puppet or two.

Directions:

1. Begin by looking at each family photo. Invite students to comment on the pictures.
2. Tape or Velcro each photo to the paper as students discuss them. After each student shares information about his family, write down a few family highlights beside his photo (Zack's mommy and daddy run a farm. He has two brothers, and a dog named Tucker.). Title the display “Families are for loving!” Hang it in a prominent place in the classroom (be sure it's eye level for the students).
3. Show the students the puppets you have created and invite them to create their own using various art materials. Encourage them to create puppets depicting their family members. Allow plenty of time for them to show off & play with their puppets once they have dried.

VPK Standards Addressed:
I. A.1 Shows characteristics of good health to facilitate learning
II. C.1 Approaches tasks with flexibility and inventiveness
III. A.1 Demonstrates self-concept
III. C.1 Interacts easily with familiar adults
III. D.3 Participates in the group life of the class
IV. A.1 Gains meaning by listening
IV. B.1 Speaks clearly enough to be understood without contextual clues
IV. Uses an expanded vocabulary to describe many objects, actions, and events
IV. D.1 Uses age appropriate grammar in conversations and increasingly complex phrases and sentences
IV. E.2 Initiates, questions, and responds to adults and peers in a variety of settings
VI. A (a). 1 Demonstrates understanding of one to one correspondence
VII. A (b). 1 Begins to understand family needs, roles and relationships
VII. B (a). 1 Uses a variety of art materials for tactile experience and exploration
VIII. B.2 Uses eye-hand coordination to perform tasks
VIII. B.3 Shows beginning control of writing, drawing, and art tools

5. **Friends & Family Collage**

**Materials:** old magazines, glue, large piece of bulletin-board paper or a piece of poster board, markers

**Directions:**
1. Begin by discussing what kind of activities friends and families do together. Ask students to share what they like to do with their families and friends.
2. Invite students to look through magazines and find pictures of families and friends spending time together. Ask them to cut out the pictures and glue them to the poster-board. Title the board “Families & Friends”.
3. Encourage students to discuss the pictures (what do they think is going on? Etc.) Ask students how the friends and families are the same, how are they different, count the number of family members in some of the pictures, etc.

**VPK Standards Addressed:**
I. A.2 Demonstrates visual ability to facilitate learning
II. A.1 Shows eagerness and curiosity as a learner
III. A.2 Shows some self-direction
III. D.1 Interacts easily with one or more children
III. D.3 Participates in the group life of the class
IV. B.1 Speaks clearly enough to be understood without contextual Clues
IV. C.2 Uses an expanded vocabulary to describe many objects, actions, and events
IV. D.2 Connects phrases and sentences to build ideas
IV. E.3 Uses appropriate language and style for context
VI. A (a). 1 Demonstrates understanding of one to one correspondence
VI. B. (a). 3 Makes comparisons among objects
VII. A (b). Begins to understand family needs, roles, and relationships
VIII. B.1 Uses strength and control to perform simple tasks
VIII. B.2 Uses eye-hand coordination to perform tasks
Dramatic Play  
Theme: Friends & Family

1. Baby Bathing

Materials: water table or dish basins/bins, baby dolls, dish soap, washcloths, towels, baby blankets, diapers, empty baby powder containers, chart paper & markers

Directions:

1. Explain that families take care of each other and that one way to do that is to keep babies clean and warm. Ask students what you need to bathe babies.

2. Using chart paper make a list of the materials needed to bathe babies. Ask students what you would need to do first, second, third, etc. (guide them through the entire process from filling the basin with water to diapering the baby). Write the directions on the bottom of the list (using some illustrations to compliment the words).

3. Invite students to bathe the babies.

4. During the bathing process ask students thinking questions such as: “Why do mommies & daddies bathe babies?” “What are you going to do next?” “How do you know when a baby needs a bath?” “When you were a baby, how did you take a bath?” “How is your bath time different now that you have grown up?” etc. Encourage them to be gentle with the baby, keep his head out of the water, don’t let soap get in his eyes, talk to him or sing during bath time, dry him carefully, etc.

VPK Standards Addressed:
I. A.1 Shows characteristics of good health to facilitate learning
I. B.1 Shows basic physical needs are met
II. A.1 Shows eagerness and curiosity as a learner
II. D.1 Shows some planning and reflection
III. D.4 Shows empathy and caring for others
IV. D.2 Connects phrases and sentences to build ideas
IV. E. 1 Uses language to express needs, feelings, share experiences, predict outcomes, and solve problems
VI. A (a). 6 Shows understanding of and uses appropriate terms to describe ordinal positions
VII. A (b). 1 Begins to understand family needs, roles and relationships

2. **Dressing Up Family Style**

**Materials:** books about families, large box, magazine, glue, baby blanket & clothes, baby bottle, bib, pacifier, baseball cap, men's shoes or work boots, neck tie, men's jacket, men's wallet, dress, purse, woman's shoes, jewelry, etc. (choose items that have buttons, zippers, snaps, and fasteners)

Prior to this activity cut pictures of family members and family groups from the magazine and glue to the front of the box. Fill the box with the items listed above.

**Directions:**

1. Introduce the box and the items in the box. Ask children what each item is, who might use it, where is it worn or what it is used for.
2. Place the box in the dramatic play center and invite students to role-play family situations.
3. Be sure to place family books in the dramatic play area.

**VPK Standards Addressed:**
I. B.5 Performs some self-care tasks independently
II. C.1 Approaches tasks with flexibility and inventiveness
III. A.1 Shows some self-direction
III. D. 1 Interacts easily with one or more children
III. D.2 Develops special friendships
IV. C.1 Shows an understanding of words and their meanings
VI. E. 2 Initiates, asks questions, and responds to adults and peers in a variety of settings
VI. E.3 Uses appropriate language and style for context
VII. A (b). 1 Begins to understand family needs, roles and relationships
VIII. B.1 Uses strength and control to perform simple tasks
VIII. B.2 Uses eye-hand coordination to perform tasks
3. **The Bear Family**  
**Materials:** The Three Bears book, small, medium, and large bowls, spoons, blankets, and chairs, empty oatmeal box, pot, etc.  
**Directions:**  
1. After reading the book show students the props and ask them how each item relates to the story. Discuss the Bear family...who was the biggest bear, the medium sized bear, the smallest bear, which spoon is the biggest...which bear should that spoon belong to, etc.  
2. Place the props and book in the dramatic play area and invite Students to play out the story.

**VPK Standards Addressed:**  
II. C.1 Approaches tasks with flexibility and inventiveness  
II. D.1 Shows some planning and reflection  
III. D.1 Interacts easily with one or more children  
III. D.3 Participates in the group life of the class  
IV. A.1 Gaines meaning by listening  
IV. B.1 Speaks clearly enough to be understood without contextual clues  
V. A.1 Shows motivation for reading  
V. A.4 Shows understanding of text read aloud  
VI. A (c). 4 Orders, compares, and describes objects according to a single attribute  
VI. B (a). 3 Makes comparisons among objects  
VII. B. Participates in creative movement, dance, and drama

4. **Folding Clothes**  
**Materials:** Laundry baskets, towels, wash cloths, different color/pattern/size socks  
**Directions:**  
1. Explain that family members help take care of one another. Ask students to share what they know about chores. Explain that Doing chores is one way that a family shares responsibility. Ask what kind of chores their family members do, who does them, how does that help the family, etc. (grocery shopping, cooking, mowing the lawn, laundry, pumping gas, taking out the trash, making beds, etc.)
Ask students what kind of chores they have at home.
2. Explain that sorting and folding laundry is an example of a chore.
3. Show students the laundry baskets and items to be sorted and folded. Explain that the socks need to be sorted in to pairs. Demonstrate how to fold towels in half (so that both sides are the same) and than in half again.
4. Invite students to sort & fold

**VPK Standards Addressed:**
II. B.1 Attends to tasks and seeks help when encountering a problem
III. A.1 Shows some self-direction
III. D.1 Interacts easily with one or more children
IV. C.1 Shows an understanding of words and their meanings
IV. C.2 Uses an expanded vocabulary to describe many objects, actions, and events
VI. A (c). 4 Orders, compares, and describes objects according to a single attribute
VI. A (d). 4 Analyzes and constructs examples of simple symmetry and non-symmetry in two-dimensions, using concrete objects
VII. A (b). 1 Begins to understand family needs, roles, and relationships
VIII. A.2 Coordinates movements to perform simple tasks
VIII. B.1. Uses strength and control to perform simple tasks
VIII. B.2. Uses eye-hand coordination to perform tasks

5. **Card Makers/Card Shop**
**Materials:** construction paper, envelopes, glue, stamps (stickers), heart templates (for tracing hearts), scissors, lace scraps, doilies, valentine & alphabet stamps, ink pads, small bags, cash register, markers, index cards with student’s names & family names (mom, dad, brother, grandma, etc.) examples of handmade valentine’s, store bought classroom packs of valentine cards, used valentine cards, “Card Store” sign, etc.

**Directions:**
1. Discuss Valentine’s Day cards (“Have you ever received one?” “Why do we send them?” “Where do we get them?” etc.)
2. Explain that you have set up a classroom card making station and card shop.
3. Encourage students to make, “sell” and “buy” cards for family and friends.

**VPK Standards Addressed:**

I. A.2 Demonstrates visual ability to facilitate learning
II. C.1 Approaches tasks with flexibility and inventiveness
III. A.2 Shows some self-direction
III. D.2 Develops special friendships
III. D.4 Shows empathy and caring for others
V. A.3 Shows alphabetic knowledge
V. B.1 Shows motivation to engage in written expression
V. B.2 Uses letter like shapes, symbols, and letters to convey meaning
V. B.3 Demonstrates age-appropriate ability to write letters
VII. A (b) 2 Describes some people’s jobs and what is required to perform them
VII. B (a) Uses a variety of art materials for tactile experience and exploration
VIII. B.1 Uses strength and control to perform simple tasks
VIII. B.3 Shows beginning control of writing, drawing, and art tools
Outdoor
Theme: Family and Friends

1. Trace-a- Friend

   Materials: Chalk (a variety of colors) and a large hard surface (such as concrete carport).

   1. Have children pick a tracing partner.
   2. One child will lie down face up on the concrete and the other child will use the chalk to trace around their friend.
   3. Encourage the children who are tracing to describe what they are doing to their partner. For example: “I’m tracing down your arm toward your hand. Now, I am tracing in between your fingers. I’m tracing up toward your shoulder, etc.”
   4. After the tracing is complete have children change places.
   5. Allow children to use chalk to complete their sidewalk tracings by drawing in facial features and clothing. (Adding as much detail as possible).
   6. Encourage children to use descriptive words for the facial features and clothing. For example: My eyes are brown. My hair is long and straight. My shirt has short sleeves and stripes, etc.
   7. Have children label their sidewalk portraits with their names.

   **VPK Standards Addressed:**
   III.D.1 Interacts easily with one or more children
   IV.C.1 Shows an understanding of words and their meanings
   IV.C.2 Uses an expanded vocabulary to describe many objects, actions and events
   V.B.1 Shows motivation to engage in written expression
   V.B.2 Uses letter-like shapes, symbols and letters to convey meaning
   V.B.3 Demonstrates age-appropriate ability to write letters
   V.B.4 Shows knowledge of structure of written composition
   VI.A(e)1 Shows an understanding of and uses several positional words
   VI.A(e)2 Describes relative position from different perspectives
   VII.B(a)1 Uses a variety of art materials for tactile experiences and exploration
VIII.B.1 Uses strength and control to perform simple tasks
VIII.B.2 Uses eye-hand coordination to perform tasks
VIII.B.3 Shows beginning control of writing, drawing and art tools

2. **Family Member May I?**

   **Materials:** none

   2. Play this game like the game Mother May I?
   3. The teacher should be the mother.
   4. Have children line up shoulder to shoulder.
   5. Have teacher (mother) stand approximately 20 feet in front of children.
   6. If you are playing this game with a small group of children you can play it the traditional way, this is where children are given directions one at a time. If playing with a large group, give directions to the entire group.
   7. For a small group, the teacher (mother) should say “Johnny take 3 giant steps.” For a large group the teacher (mother) should say “Class take 2 tiny steps.”
   8. Before the child/children follow the directions they should say, “Mother may I?” If they forget they should return to where they started. (For a large group, just have the children say Mother May I? in unison).
   9. Continue directions until children reach the teacher (mother).
   10. Use many different actions for the directions. For example: Bunny hops, turtle crawls, fish swims, bird flaps, medium size steps, twirls, backward steps, etc.
   11. If children want to play the game again. Use a different family member to be “Mother”. For example: Father may I? Brother may I? Sister may I? Auntie may I?

**VPK Standards Addressed:**

I.A.3 Exhibits auditory ability to facilitate learning
I.B.3 Participates in physical fitness activities
II.C.1 Approaches tasks with flexibility and inventiveness
III.C.1 Interacts easily with familiar adults
III.D.1 Interacts easily with one or more children
IV.A.1 Gains meaning by listening
IV.C.1 Shows an understanding of words and their meanings
VI.A(a)1 Demonstrates one to one correspondence
VI.A(e)4 Uses directions to move through space and finds places in space
VII.A(b)1 Begins to understand family needs, roles and relationships
VIII.A.1 Moves with balance and control
VIII.A.2 Coordinates movements to perform simple tasks

3. I’m Thinking of a Friend
   Materials: none

12. Gather children together and explain when you count to ten they will need to scatter (staying within yelling distance) to parts of the playground. When you get to ten the children need to stop where they are.
13. The object of this game is not to hide but to end up near something. For example: A tree, the swing, the fence, the porch, etc.
14. When the children are in their positions, the teacher will call out “I’m thinking of a friend who is beside a tree.” or “I’m thinking of a friend who is under the swing.” or “I’m thinking of a friend who is in front of the fence.”
4. The children will then try to guess the friend you are describing.
5. Continue to give children clues as needed.
6. When the children have guessed the friend correctly, gather them together and restart game.

VPK Standards Addressed:
I.A.1 Shows characteristics of good health to facilitate learning
I.A.2 Demonstrates visual ability to facilitate learning
I.A.3 Exhibits auditory ability to facilitate learning
I.B.3 Participates in physical fitness activities
II.A.1 Shows eagerness and curiosity as a learner
III.A.1 Demonstrates self-concept
III.B.3 Manages transitions
III.D.1 Interacts easily with one or more children
IV.A.1 Gains meaning by listening
4. Mommy, Mommy, Baby

Materials: none

1. This game is played like Duck, Duck, Goose except the children will say “Mommy” instead of “Duck” and “Baby” instead of “Goose”.
2. Have children make a circle by holding hands. Then have children let go of each others hands and sit down in a circle.
3. Choose one child to be “it”. This child will walk around the outside of the circle tapping each child on the head.
4. As the child, who is it, taps his/her friend’s heads the child will say “Mommy” until he/she decides to tap one friend’s head and say “Baby”. The child who’s head was tapped and indentified as “Baby” will then get up and chase the tapper (it) around the circle. The tapper will continue around the circle until he/she arrives at the empty spot.
5. Continue the game as long as children are engaged. You can also change the game by asking children what family members that they want to substitute for Mommy and Baby. For example: Brother, Brother, Sister.

VPK Standards Addressed:
I.A.1 Shows characteristics of good health to facilitate learning
I.A.3 Exhibits auditory ability to facilitate learning
II.B.3 Participates in physical fitness activities
III.C.1 Approaches tasks with flexibility and inventiveness
III.D.1 Interacts easily with one or more children
VI.A(e)4 Uses directions to move through space and find places in space
VII.A.(c)1 Demonstrates an awareness of rules
VIII.A.1 Moves with balance and control

5. Buddy Bubbles

Materials: Bubbles, bubble wand, tag board (or thick paper), food coloring and bowl/container.
Before beginning this activity, add food coloring to bubbles and pour bubbles into a container that allows them to be easily accessed.

1. Explain to children that during this activity they will be working with a bubbly.
2. One “buddy” will be the bubble blower and the other “buddy” will be the bubble catcher.
3. The bubble catchers will try and catch the bubbles on their piece of paper. When the bubbles pop it will leave a unique design on the paper.
4. Encourage the “buddies” to work together. Have the “blower” to help the “catcher” by giving them directions. For example: Lift your paper higher, move your paper lower or look behind you, etc.
5. Encourage the “catcher” to describe how the popped bubbles looked on their paper.
6. After a few minutes have the children change jobs.
7. For a different effect add different colors of food coloring to the bubbles.

**VPK Standards Addressed:**
I.A.2 Demonstrates visual ability to facilitate learning
II.B.1 Participates in physical fitness activities
III.A.1 Shows eagerness and curiosity as a learner
III.C.1 Approaches tasks with flexibility and inventiveness
III.D.1 Interacts easily with one or more children
III.B.3 Manages transactions
IV.B.1 Speaks clearly enough to be understood without contextual clues
VI.A.(e)2 Describes relative position from different perspectives
VI.B.(a)1 Asks questions and uses senses to observe and explore materials and natural phenomena
VIII.A.1 Moves with balance and control
VIII.A.2 Coordinates movements to perform simple tasks
VIII.B.2 Uses eye-hand coordination to perform tasks
Music and Movement/Gross Motor
Theme: Family and Friends

1. The Name Game
Materials: Paper plates, markers, CD player and music CDs.
Before you begin this activity: print children’s names on paper plates.
If children are able to print their names have them do it by themselves.

1. Place paper plates with children’s names around the classroom.
2. Explain to children that when the music starts they will walk around the room and continue walking until the music stops. When the music stops they will need to find the paper plate with their name on it and stand on/beside that plate.
3. Explain that the next time the music stops they will need to stop on or beside a friend’s name.
4. Ask the children if they can tell you (read) the name of their friend from the paper plate that they are on/beside.
5. Continue starting and stopping the music and asking names as long as children are actively engaged.

VPK Standards Addressed:
I.A.3 Exhibits auditory ability to facilitate learning
I.B.3 Participates in physical fitness activities
II.A.1 Sows eagerness and curiosity as a learner
III.A.1 Shows self-concept
III.D.1 Interacts easily with one or more children
III.D.2 Develops special friendships
V.A.1 Shows motivation for reading
V.B.1 Shows motivation to engage in written expression
V.B.2 Uses letter-like shapes, symbols and letters to convey meaning
V.B.3 Demonstrates age-appropriate ability to write letters
VIII.A.1 Moves with balance and control

VIII.A.2 Coordinates movement to perform simple tasks
2. **Friendship Body Parts**

**Materials:** Index cards, markers.

Before beginning this activity, draw pictures of various body parts on index cards and label each body part. (Picture of elbow, the word elbow)

Create two identical sets of cards.

*List of body parts and words to be drawn on cards:*

- Arm, elbow, hand, leg, knee, foot, shoulder, chin, head, thumb and ear

1. Review the various body parts that are on the cards with the children, asking them to identify the parts on their body.
2. Inform children that for this activity they will be working in pairs.
3. Divide children into pairs.
4. Divide body part cards into two piles. Each pile should contain the same body part cards. Shuffle each pile of cards.
5. Have *one* set of children *each* choose a card from the two piles. (The first child picks from one pile the second child from the other pile)
6. Have the children identify the two body parts from the cards that they chose. Ask children if their body parts are the same or different.
7. Then have all the pairs of children touch the indentified body parts to their friends indentified body parts, using one body part from each card. For example: elbow to thumb, foot to shoulder, ear to ear, hand to knee etc.
8. To encourage teamwork and communication, for the children who did not pick the cards, let them decide who will use which body part. For example: “I’ll use my thumb and you use your ear.” “Which body part do you want to use?”
9. Continue this activity by allowing different pairs of children to choose the body part cards.

**VPK Standards Addressed:**

I.A.2 Demonstrates visual ability to facilitate learning
I.A.3 Exhibits auditory ability to facilitate learning
II.C.1 Approaches a tasks with flexibility and inventiveness
III.A.2 Demonstrates self-direction
III.D.1 Interacts easily with one or more children
IV.A.1 Gains meaning by listening
IV.C.1 Shows an understanding of words and their meanings
V.A.1 Shows motivation for reading
VI.A.(e)4 Uses simple directions to move through space and find places in space
VIII.A.1 Moves with balance and control
VIII.A.2 Coordinates movements to perform simple tasks

3. Follow the Friend
Materials: none

1. This game is played like Follow the Leader. It can be played in large or small groups.
2. Give children examples for actions for “the leader” to do.
   For example: Hop, skip, gallop, waddle, crawl, animal movements etc.
3. Choose a “friend” for the other children to follow.
4. Allow the “friend” to choose an action for their friends to follow.
   Allow the “friend” to describe the action before he/she begins to perform the action. For example: “I am going to crawl, slowly, like a turtle.” “I am going to skip quickly.” “I’m galloping like a horse.”
5. Invite children to take turns being the “friend” to follow.

VPK Standards Addressed:
I.A.1 Shows characteristics of good health to facilitate learning
I.A.2 Demonstrates visual ability to facilitate learning
I.B.3 Participates in physical fitness activities
II.A.1 Shows eagerness and curiosity as a learner
II.D.1 Shows some planning and reflection
III.A.1 Demonstrates self-concept
III.A.2 Shows some self-direction
III.B.3 Manages transition
III.D.3 Participates in the group life of the class
IV.A.1 Gains meaning by listening
IV.C.1 Shows an understanding of words and their meanings
IV.C.2 Uses an expanded vocabulary to describe many objects, actions and events
VII.A.(c)2 Shows an awareness of what it means to be a leader
VIII.A.1 Moves with balance and control
4. Friendship Freeze
   Materials: CD player, CD, chart paper and markers

1. Begin this activity by explaining to the children that while the music is playing, they are free to dance or walk around. However, when the music stops the children should FREEZE (stand still, no movement) and wait for further instructions.
2. While children are in the freeze position, the teacher should give them instructions on what to do next.
3. The instructions should be something that could be performed with a friend.
   Touch toes, elbows, thumbs etc.
   Shake hands
   High five
   Give a pat on the back
   Smile
   Tickle
4. After the children have completed the tasks tell them what they should do the next time the music stops then restart the music.
5. Continue game as long as children are actively engaged.
6. After activity has been completed invite children to recall some of the actions that they performed with their friends.
7. List the activities on a piece of chart paper label “Friendship Freeze.” Point out to children that both friendship and freeze begin with the letter “F”.

VPK Standards Addressed:
I.A.3 Exhibits auditory ability to facilitate learning
I.B.3 Participates in physical fitness activities
II.D.1 Shows some planning and reflection
III.C.1 Interacts easily with familiar adults
III.D.1 Interacts easily with one or more children
IV.A.1 Gains meaning by listening
IV.A.2 Follows two-and three-step directions
IV.C.1 Shows an understanding of words and their meanings
V.A.3 Shows alphabet knowledge
VII.B.(a) Participates in group music experiences
VIII.A.2 Coordinates movements to perform simple tasks
5. If You’re Friendly and You Know It
(Sung to the tune: If You’re Happy and You Know It)
Materials: Words to song, chart paper and markers.

If You’re Friendly and You Know It
If you’re friendly and you know it
Shake a hand
If you’re friendly and you know it
Shake a hand
If you’re friendly and you know
Then you really want to show it
If you’re friendly and you know it
Shake a hand

Continue substituting other friendly actions, for example:
Share a smile
Give a hug
Pat a back
High five
Say “Friend”

1. Before beginning this activity, write words to song on chart paper.
2. Read through song, using the “crisp pointing” technique.
   Crisp Pointing is when you point to the first letter of each word as you read/say the word.
3. Ask children if the tune or words is familiar to them. Encourage them to share their thoughts with the class.
4. Sing the song and have children perform the actions with a friend.
5. After song has been sung using actions provided then invite children to create other friendly actions.

VPK Standards Addressed:
I.B.1 Shows that basic physical needs are met
II.C.1 Approaches tasks with flexibility and inventiveness
II.D.1 Shows some planning and reflection
III.D.3 Participates in group life of class
IV.A.1 Gains meaning by listening
IV.C.1 Shows an understanding of words and their meanings
V.A.1 Shows motivation for reading
VII.B.(a)2 Participates in group music experiences
VII.B.(a)3 Participates in creative movement, dance and drama
VIII.A.2 Coordinates movements to perform simple tasks
Sensory
Theme: Family and Friends

1. **Friendship Fruit Salad**
   Materials: Disposable bowls, plastic spoons, **plastic knives**, assorted cans of fruit or assorted fresh fruit, can opener, marker and chart paper.
   Before begin this activity: Inform children that the class will be making “Friendship Fruit Salad”. It is called “Friendship Fruit Salad” because all the friends will be contributing to the recipe. On chart paper, title this activity “Friendship Fruit Salad Assignments”.
   Gather children together and ask them what fruit they would like to contribute to the salad. You may need to give children examples of fruits. Write children’s names on the chart paper (or have them write their own names/letter like symbols, if possible) and then write the fruit that they have chosen to bring (children could draw their own pictures too). Be sure to spell out the words as you write them. Some children may want to bring items that are not fruits, if this happens just let them know that their idea was good however, “pizza” is not a fruit and this recipe requires only fruit. Continue with the list until all the children’s contributions have been listed. Provide parents with a note asking them to contribute the fruit that their child chose for “Friendship Fruit Salad”. You may have children who do not bring in their fruit so be prepared by having extra fresh or canned fruit on hand.

   1. Have children and staff wash their hands.
   2. Gather children together at a table.
   3. Have children, one at a time; add their fruits to large bowl, cutting the fruit and opening cans as needed.
   4. Be sure to discuss the different types of fruits, naming each fruit as they are added. Encourage children to describe how the fruits are shaped, how he fruits smell and how they think the fruits might taste. Ask children if they have tasted the different types of fruit in the past. Remind children that fruit is a healthy food choice.
   5. Continue adding fruit until all children have contributed.
   6. Stir fruit a few times and serve.
   7. Remind children that this activity was possible because they all contributed to the recipe.
Life is sweeter when we all work together!

VPK Standards Addressed:
I.B.4 Make wise food choices
II.D.1 Shows some planning and reflection
III.A.1 Demonstrates self-concepts
III.D.2 Develops special friendship
III.D.3 Participates in the group life of class
IV.B.1 Speaks clearly enough to be understood without contextual clues
IV.C.1 Shows an understanding of words and their meanings
IV.C.2 Uses an expanded vocabulary to describe many objects, actions and events
IV.D.2 Connects phrases and sentences to build ideas
IV.E.1 Uses language to express needs and feelings, share experiences predict outcomes and solve problems
IV.E.3 Uses appropriate language and style for context
V.B.1 Shows motivation to engage in written expression
V.B.2 Uses letter-like shapes, symbols and letters to convey meaning
VI.B.(a)1 Ask questions and uses senses to observe and explore materials and natural phenomena
VI.B.3 Makes comparisons among objects
VIII.B.2 Uses eye-hand coordination to perform tasks

2. Friends and Family Feely Box

Materials: Box (with lid if possible) household items such as: Comb, baby bottle, rattle, crayon, screwdriver, sponge, small stuffed animal, large spoon, toothbrush, bracelet, clock, watch, cup, hammer, key, straw, pacifier, potholder etc. You can also decorate box with pictures of friends and families...
This activity should completed in small groups.

1. Gather children together and explain that in this activity they will be predicting what is in the box just by using their sense of touch.
2. Explain to the children there will be items inside the box that a family member or a friend might use. One at a time, show children all of the items from the box. Be sure to tell them the correct name for all of the items. For example: some children may call a pacifier a binky.

3. After you have named all of the items place them back inside the box.

4. One at a time, have children reach into the box and feel for one item. Ask them if they make a prediction of the item they are touching. Ask the child to explain their prediction. For example: For the toothbrush the child might say "I can feel the bristles and it is small." Then have child pull one item out of the box to find out if their prediction was correct.

5. Next, ask the child who might use the item. Encourage children's language by asking questions such as: "Why was your Daddy using the screwdriver?"

6. Continue the activity by having children to feel, predict, pull and explain.

**VPK Standards Addressed:**

I.A.2 Exhibits visual ability to facilitate learning
II.A.1 Shows eagerness and curiosity as a learner
II.D.1 Shows some planning and reflection
III.C.1 Interacts easily with familiar adults
IV.B.1 Speaks clearly enough to be understood without contextual clues
IV.C.2 Uses an expanded vocabulary to describe objects, actions and events
IV.D.2 Connects phrases and sentences to build ideas
IV.E.1 Uses language to express needs and feelings, share experiences, predict outcomes and solve problems
VI.A.(a)1 Demonstrates understanding of one to one correspondence
VI.B.(a)1 Asks questions and uses senses to observe and explore materials and natural phenomena
VI.B.(a)3 Makes comparisons among objects
VII.A.(b)1 Begins to understand family needs, roles and relationships
VII.A.(d)1 Describes the location of things in the environment
3. **Dish Washing**

Materials: Dishwashing liquid, water, sponges, scrubbers, dish towels (for drying), plastic bowls, plastic plates, silverware, dish drainer, rubber gloves, small basin or sand water table, chart paper and markers.

Before beginning this activity: arrange materials to give children an idea of how this activity should flow. Dishwashing liquid should be placed in container along with sponges/scrubbers etc. Dishes should be easily accessible, dish drainer and drying towels should set off to the side ready for use. Children could easily work as a team for this activity. (One child would wash and another could dry)

1. Talk with children about responsibility. Explain to the children that there are jobs that are preformed at school to help the classroom run smoothly. Ask children if they can name some of the classroom jobs/responsibilities. (Line leader, snack helper, good news reporter)

2. Then discuss with children some of the jobs/chores/responsibilities that take place in their homes. For example: Laundry, cooking, making the beds, sweeping, mopping, dishwashing etc. Invite children to share who performs these types of jobs in their homes.

3. List the family jobs/chores/responsibilities on chart paper, saying the names of each letter as you write them.

4. Explain to children at in this activity they will be performing one household/family responsibility.

5. Allow children to wash dishes using sponges and scrubbers. After dishes are placed in the drainer have children use dishtowel to dry the dishes.

**VPK Standards Addressed:**

II.D.1 Shows some planning and reflection
III.B.1 Uses classroom materials carefully
III.D.1 Interacts easily with one or more children
IV.B.1 Speaks clearly enough to be understood without contextual clues
IV.C.2 Uses an expanded vocabulary to describe many objects actions and events
IV.D.1 Uses age-appropriate grammar in conversation and increasingly complex phrases and sentences
VII.A.(a)1 Identifies similarities and differences in personal and family characteristics
VII.A.(b) Begins to understand family needs, roles and relationships
VIII.B.2 Uses eye hand coordination to perform simple tasks

4. Partner Pudding

Materials: Instant pudding, milk, small bowls and high quality zip lock bags. Before beginning this activity; write and draw the recipe on chart paper.

**Partner Pudding**
1. 2 tablespoons Instant pudding
2. ¼ x 2 (½ cup) milk
3. Ziplock bag
4. Shake ziplock bag

1. Explain to children that in this activity they will be working with a partner. You can decide how the children will find their partner.
2. After children have their partner have begin activity.
3. Have each partner add 1 tablespoon of milk (For a total of 2 tablespoons).
4. Have each partner add ¼ cup milk.
5. Close Ziplock bag. **Ensure that bag is closed properly.**
6. Have the partners take turns shaking the bag.
7. After pudding is at the proper consistency, divide the pudding in half and **ENJOY!!!**
8. While children are enjoying their Partner Pudding, ask them if they can recall the pudding process. (What they did first, second, third etc.)

**VPK Standards Addressed:**
I.A.1 Shows characteristics of good health to facilitate learning
II.A.1 Shows eagerness and curiosity as a learner
II.D.1 Shows some planning and reflection
III.D.1 Interacts easily with one or more children
V.A.1 Shows motivation for reading
VI.A.(a)1 Demonstrates understanding of one to one
correspondence
VI.A.(a)6 Shows some understanding of and uses appropriate
terms to describe ordinal positions
VI.B.(a) Asks questions and uses senses to observe and explore
materials and natural phenomena
VIII.B.1 Uses strength and control to perform simple tasks

5. Friends Names in Shaving Cream

Materials: Shaving cream, cookie sheets, cards with children’s
Names printed on them and basket/container for name cards.
(You may want to laminate or cover name cards with contact paper)

1. Explain to children that in this activity they will be writing their names
   and the names of their friends in the shaving cream
2. Place name cards near the cookie sheets.
3. Place some shaving cream on the cookie sheets.
4. Have children attempt to write their names and their friends names
   in the shaving cream.
5. Encourage children to name letters as they write them in the shaving
   cream. If children are unable to identify the letters you should help
   them.
6. Continue to add shaving cream as necessary.

VPK Standards Addressed:
I.A.2 Demonstrates visual ability to facilitate learning
III.B.2 Uses classroom materials carefully
V.A.3 Shows alphabetic knowledge
V.B.1 Shows motivation to engage in written expression
V.B.2 Uses letter-like shapes, symbols and letters to convey meaning
V.B.4 Demonstrates age-appropriate ability to write letters
VII.B.1 Uses a variety of art materials for tactile experiences and
   exploration
VIII.B.1 Uses strength and control to perform simple tasks
Friends & Family Book List

- Friends at Work and Play - Rochelle Bunnett
- Making Friends - Fred Rogers
- Margaret and Margarita - Lynn Reiser
- Friends - Helme Heine
- That’s What a Friend Is - P.K. Hallinan
- Will I Have a Friend? - Miriam Cohen
- Aunt Flossie’s Hats - James Ransome
- Mama, Do You Love Me? - Barbara M. Joose
- Papa, Do You Love Me? - Barbara M. Joose
- Kevin and His Dad - Irene Smalls
- I Love You the Purplest - Barbara M. Joose
- Grandma Calls Me Beautiful - Barbara M. Joose
- Guess How Much I Love You - Sam Mcbranty
- On Mother’s Lap - Ann Herbert Scott
- God Gave Us You - Lisa Tawn Bergren
- ABC A Family Alphabet Book - Bobbie Combs
- We Are Best Friends - Aliki
- I’m Sorry - Sam Mcbranty
- That’s What a Friend Is - P.K. Hallinan
- My Mom - Anthony Browne
- The Relatives Came - Cynthia Rylant
- My Father’s Hands - Joanne Ryder
- When I Am Old With You - Angela Johnson
- Night Shift Daddy - Eileen Spinelli
- A Rainbow of Friends - P.K. Hallinan
- We Are All Alike, We Are All Different - The Cheltenham Elementary School Kindergarteners
- Bein’ With You This Way - W. Nikola-Lisa

Friends & Family Vocabulary

Kindness  Responsibility
Pals     Share
Friendship Similarities
Compassion Relatives
Cooperation Portrait
Collaboration Chores
***TEACHER NOTE

While discussing families please remember that not all children are living in “traditional” family situations. It is very important to be sensitive to the many types of families that are represented within your classroom. With this in mind, we suggest that you define families as people who love each other, live together, and help care for one another.