

Families resources

Three activities to practise the topic of families plus an attached worksheet and instructions showing how to make a family spinner.

Activity 1: My family chain

Aims: To understand instructions. To use family names.

Language: *Mother, father, sister, brother, family, cut, put, colour, write, this is my ...* (Specific language for 'step' - or 'half' - families may be needed, e.g. *step-mother, step-brother* etc. Introduce *step-* to the whole class.)

Time: 20-30 minutes

Size: Individual

Materials needed: 1 copy of worksheet per child (see below). Scissors. A3 paper. Pictures/photos of families. Pens/pencils. A family chain you have made and one ready to make.

1. Show the pictures of the families and introduce members - *mother, father, sister, brother*.
2. Show the class how to make the chain by folding the paper to the width of the model, drawing around the template and cutting out carefully to avoid breaking the chain. See worksheet.
3. As the children make their chains, go around the class and ask: *Who's this?* for each person on the chain. Elicit *mother, father, sister* and *brother*.
4. When everyone has finished, ask individuals to hold up their chains and tell the class who each person is, e.g. *This is my mother, this is my father* etc.

Follow-up activity

Children may like to make a family mobile by hanging little cut-outs of people to string and attaching them to a piece of cane to hang up.

Activity 2: My whole family!

Aims: To understand instructions. To create an extended family chain. To practise using names of an extended family.

Language: As Activity 1 plus *aunt, uncle, grandmother, grandfather, cousins*

Time: 20-30 minutes

Size: Individual

Materials needed: 1 copy of worksheet per child (see below). Scissors, A3 sheets of paper, pens/pencils, an extended family chain you have already made and one to make. A picture of an extended family.

1. Show the picture of the extended family. Point to the woman and elicit *mother*. Do the same for *father, sister, brother, cousin, grandfather, grandmother, aunt* and *uncle*.
2. Show the class how to make the chain by folding the paper the width of the model, drawing around the template and cutting out carefully to avoid breaking the chain. See worksheet.
3. As children make their chains, go round the class and ask: *Who's this?* for each person on the chain. Elicit, *my mother, father, sister* etc.
4. When everyone has finished, children hold up their chains and tell the class who everyone is, e.g. *This is my mother, this is my father* etc.

Follow-up activity

Make a class chart to show how many uncles/aunts/cousins each child has.

Activity 3: Class family chain

Aims: To understand instructions. To practise using names of an extended family. To practise describing ages.

Language: *Brother, sister, uncle, aunt, cousin, how many brothers/sisters/uncle/aunts/cousins have you got? What are their names? How old are they?*

Time: 30-40 minutes

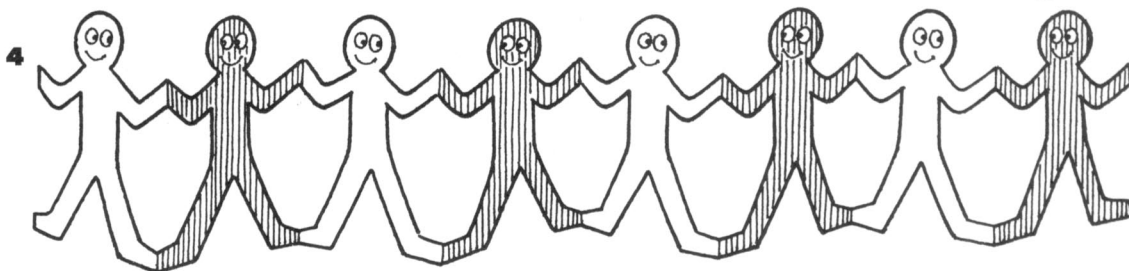
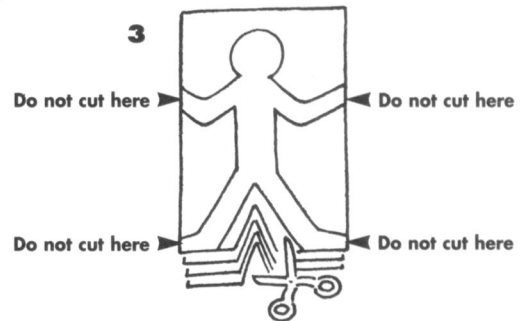
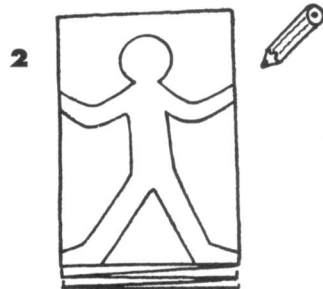
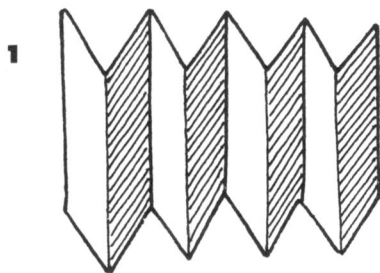
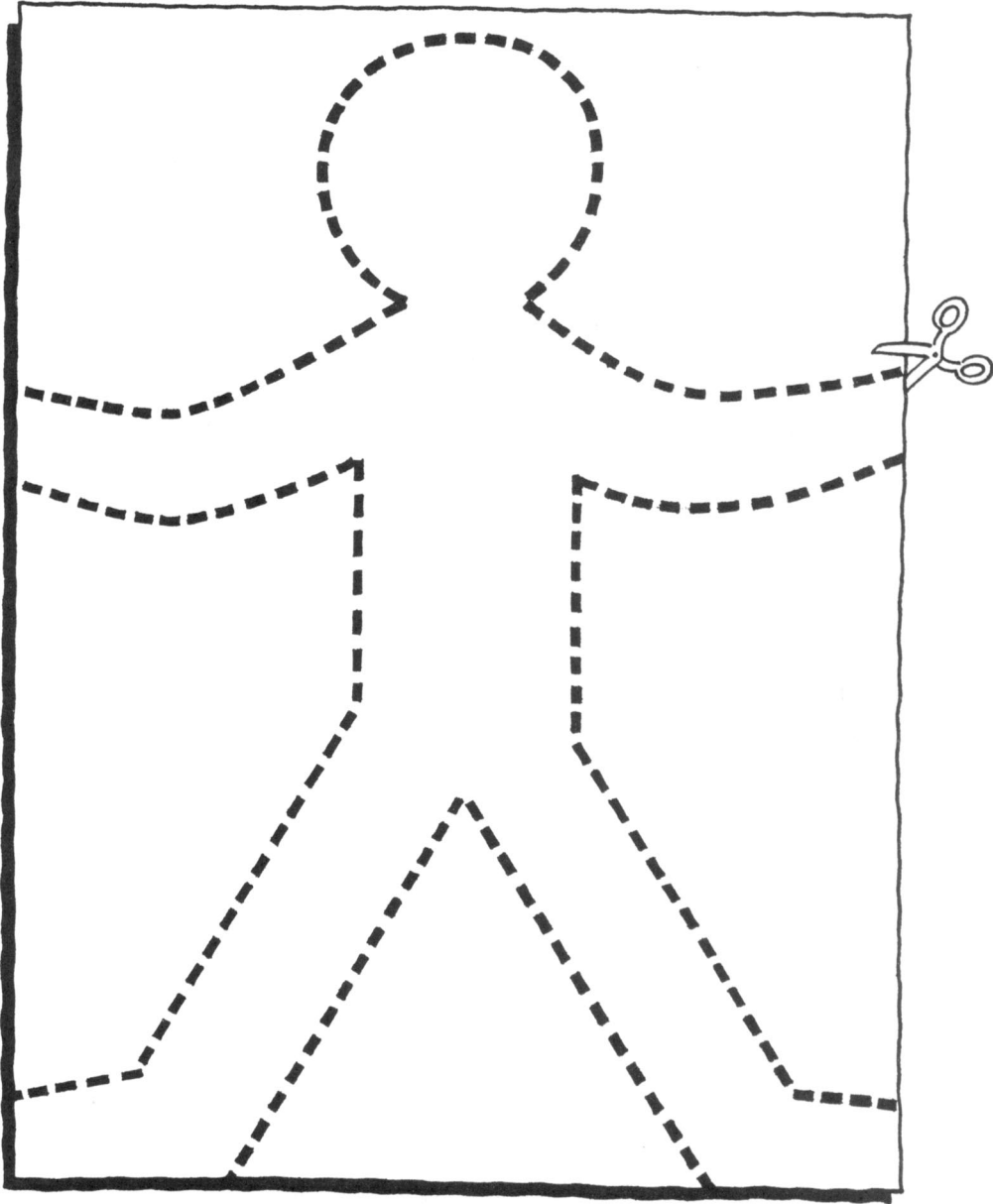
Size: Individual/group/whole class

Materials needed: 1 copy of worksheet per child (see below). Scissors. A3 paper. Pens/pencils. A 'cousins' chain (with your cousins' names and ages written on each 'body') and one ready to make. Notepaper for each child. Some pictures of families.

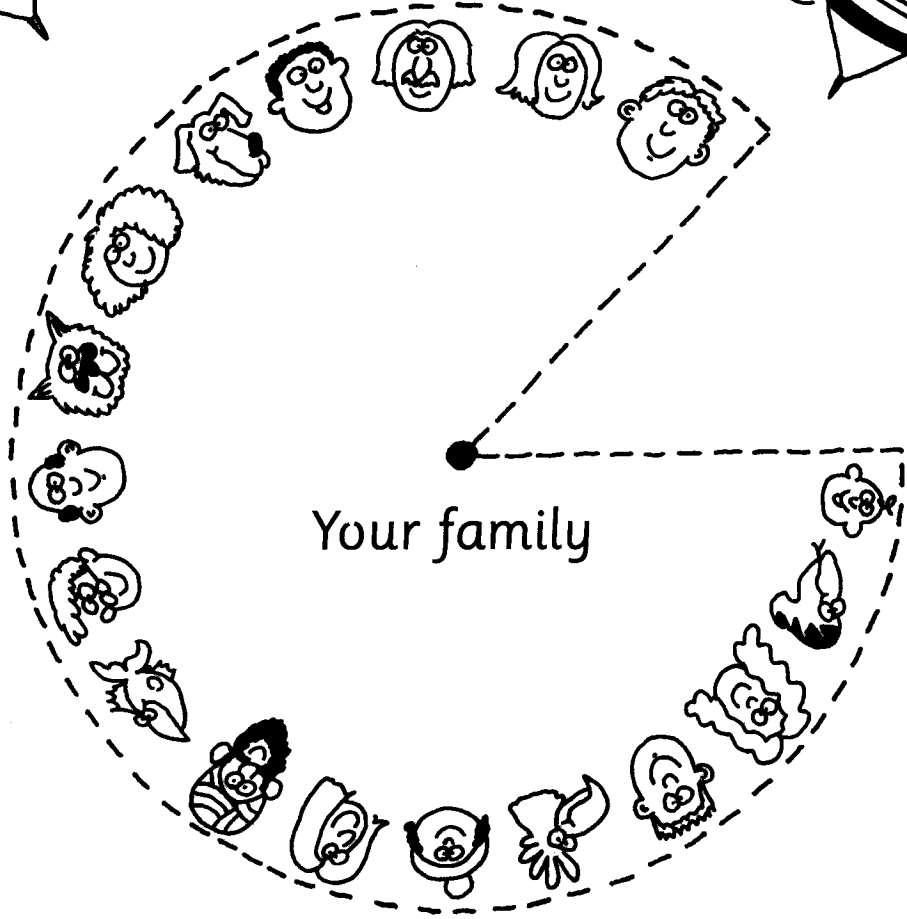
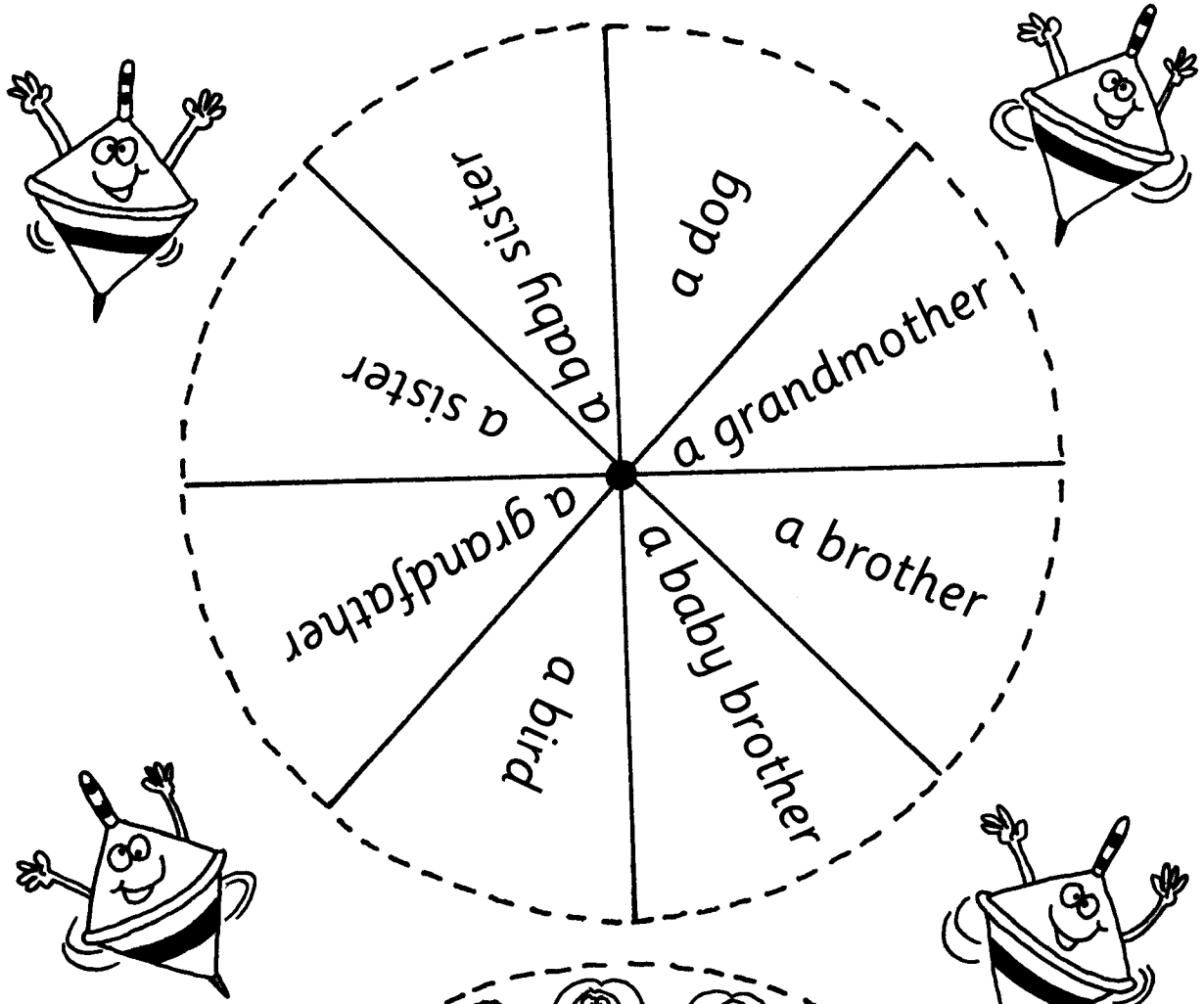
1. Show the class the pictures of families and elicit or introduce the names for members of the family.
2. Show the class the cousins 'chain' you have made. Tell the class that they are going to make chains for all the cousins/brothers/aunts/uncles/sisters that the class has. Show them how to make the chain (see Activity 1 step 2).
3. Split the class into five groups and give each group a label: *cousins, brothers, sisters, aunts* or *uncles*. Explain that the 'cousins' group must find out how many cousins each child in the class has, how old they are and their names. The 'brothers' group must find out how many brothers each child has, and so on.
4. When each group has got this information they have to make a chain as long as the number of cousins, brothers, etc and then write each one's name and age on the chain.
5. When each group has finished, they should stick the chain up in the class for everyone to look at so that each child can 'find' their relatives.

Follow-up activity

Create a class graph to show how many aunts/uncles/brothers/sisters/cousins the whole class has.



FAMILY SPINNER



FAMILY SPINNER

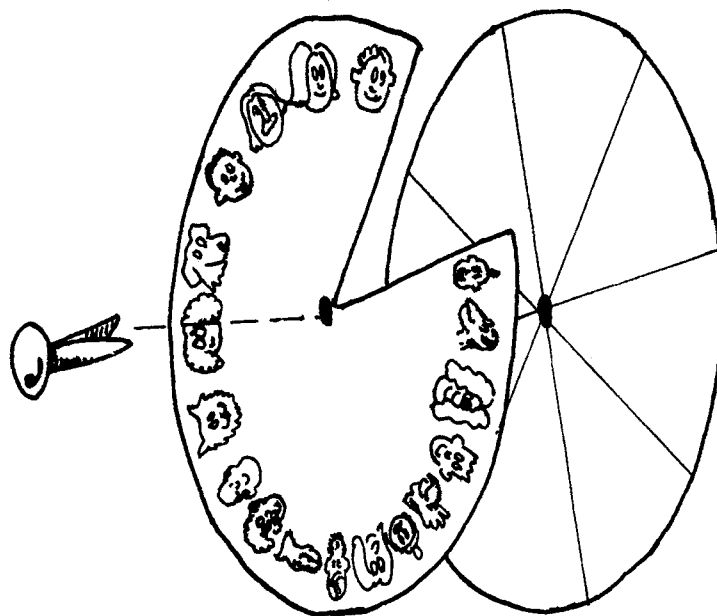
Aim:	Talking about your family.
Materials:	One copy of Sheet 7 (page 55) per group of four. One paper fastener for each group. One dice per group
Duration:	Preparation: 10 minutes Playing the game: 15 minutes
Language focus:	<i>Have you got... a brother, a sister, a baby brother, a baby sister, a grand mother, a grandfather, a dog, a bird? Yes, I have. No, I haven't.</i>
Aim of the game:	To win three points by answering questions about your family.

INTRODUCTION

Revise the vocabulary of families by getting the children to ask you questions about your family e.g. *Have you got a sister?* etc. Write up the question form on the board for reference.

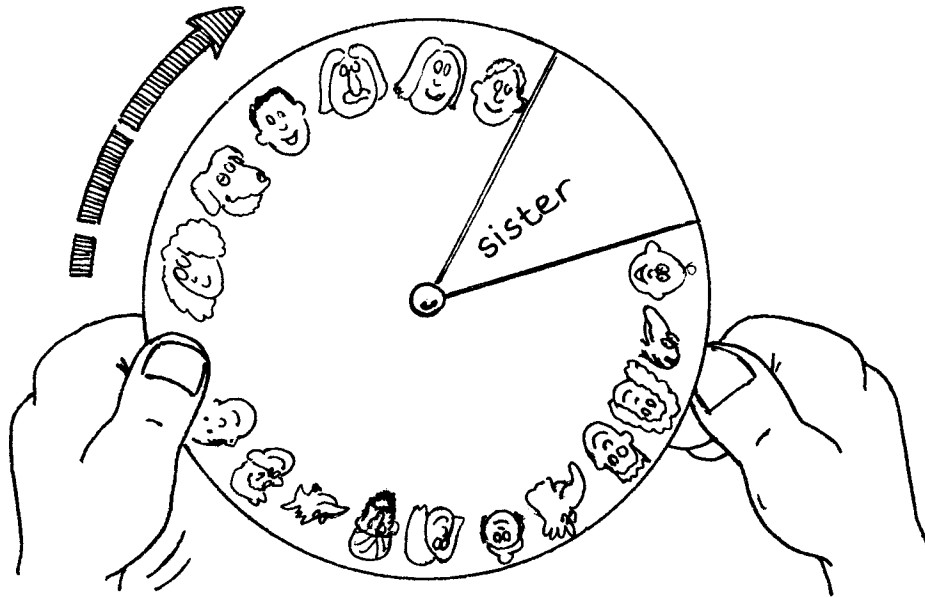
PREPARATION

- 1 Give each group of four children a copy of Sheet 7.
- 2 Ask the children to cut out the two circles and to join them using a paper fastener as shown below:



PLAYING THE GAME 

- 1 Arrange the class in groups of four. Child A throws the dice and moves the upper circle of the spinner over the corresponding number of triangles, as indicated below:



Child A then reads the word, or words, in the triangle which is now exposed on the lower circle.

- 2 The number on the dice is also used to choose the person who will be asked the question. Starting on his or her left, Child A counts clockwise round the group (the child immediately to his or her left is number 1, the next child along is number 2, and so on) until he or she reaches the number shown on the dice. This child (Child B) will have to answer the question.

Child A asks the question using *Have you got a...?* If the child chosen answers *Yes, I have*, Child A scores a point. If however, the answer is negative, no points are scored. It is Child B's turn to throw the dice and move the spinner.

- 3 The children take it in turns to ask and answer questions until one child has three points. He or she is the winner. The children can play as many rounds as they wish in the same group, or the groups can be changed for each new round.

Extra ideas The text on the spinner can be changed to practise other areas. For example, * Pictures of food, with *Do you like...?* * Classroom objects e.g. ruler, pencil etc. with *Have you got...?* In this case, if the answer is *Yes, I have* the child should show the item to the others in the group.