

Unit 1: God Gives Us Families

Lesson 2: Who are my relatives?

Teacher's Guide

Introductory Activities

1. Create a large family tree on poster board of **your** extended family. Use real photographs if possible. Tell the children about your family, using words from lesson one, like **brother** and **sister**, to explain new words like **aunt** and **uncle**. For example: "This is my father. This is his brother. He is *my uncle*."
2. Talk about the words **relatives** and **parents**. In Portuguese and English, these words are false cognates. The meanings are different in each language.

Worksheets Follow general guidelines

Expansion Activities

1. Have students create family trees on poster board like the one you showed of your family. Encourage students to use real photographs if possible. If family photographs cannot be cut up, perhaps they could be scanned and printed, for the child to cut and paste.

After providing a week or so for students to prepare their family trees, have them present them in class, introducing each family member as they learned in lesson 1.

2. Talk about what it means to be related. Are all family members blood relatives (genetically related)? No! God makes families in many special ways. Introduce these concepts:

- In-laws: relatives by marriage (Words to teach: *mother-in-law, father-in-law, daughter-in-law, son-in-law, sister-in-law, brother-in-law*)
- Step-relatives: relatives by re-marriage (Words to teach: *step-mother, step-father, step-daughter, step-son, step-sister, step-brother*)
- Adoption: a child of choice, not of blood

Be especially sensitive if there are any adopted children in the class. Help children understand that adopted children are exactly the same as natural children in all ways but genetically. Parents and families love them just as much. These concepts should probably be explained in the first language, though the new words should of course be practiced in English.

3. Explore family characteristics and traditions. Have children select an aspect of their family to investigate, and prepare a report to present to the class. Some possibilities are:
 - *Family trees*: How far back can you trace your history? What nationality and race were your ancestors? Where did they come from?
 - *Professions*: Is there a dominant profession in your family? Is there a family business? Do you want to go into the family business?
 - *Physical traits*: Are there interesting physical traits in your family? Where did you get your eye color? Your body type? Your talent for certain activities?

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LESSON WORDS: aunt, uncle, cousin, great-grandparents, niece, nephew, step-parents

A. ☺ Circle the words for relatives (the lesson words).

DOG

UNCLE

PENCIL

CAT

BIRD

GREAT-GRANDPARENT

COUSIN

NEPHEW

AUNT

TEACHER

TABLE

B. ☺☺ Complete the sentences about your family:

1. I have _____ cousins. They are children of my _____ and _____.
2. I am a _____ to my aunts and uncles.
3. I have _____ aunts and _____ uncles. Their parents are my _____.

C. ☺ Unscramble the letters to form lesson words:

1. tspe-aterpsn _____
2. ieeen _____
3. luenc _____
4. natu _____
5. pweneh _____
6. suonsic _____

D. 😊 Write a word from the box that describes the picture to complete the sentences.

HAPPY

1. I feel _____



2. I feel _____



3. I feel _____



4. I feel _____



E. 😊😊 Ask 3 friends about their families. Fill in the chart.

Names of Friends	How many cousins do you have?	How many aunts and uncles do you have?	Are you a niece or a nephew?

F. ☺ Crossword Puzzle! Fill in with LESSON WORDS:

