



CELEBRATING FAMILIES!

Dear Friend,

We are pleased to send you this activity packet focusing on families and their wonderful diversity. While contemporary families can take on many different forms (nuclear, single parent, adoptive, blended, or multi-generational, to name just a few) they have important commonalities as well: families care about us and accept us for who we are.

These activities highlight seven delightful Spring 2006 titles:

- *Benny & Beautiful Baby Delilah* by Jean Van Leeuwen, illustrated by LeUyen Pham
- *Giddy Up, Cowgirl* by Jarrett J. Krosoczka
- *The Lemon Sisters* by Andrea Cheng, illustrated by Tatjana Mai-Wyss
- *My Mei Mei* by Ed Young
- *Raisin and Grape* by Tom Amico and James Proimos, illustrated by Andy Snair
- *Shelly* by Margie Palatini, illustrated by Guy Francis
- *What a Family!* by Rachel Isadora

The projects in this packet include written, oral, visual, and performance activities that will accommodate children's different learning styles, and aim to challenge their creativity and thinking skills. The focus is on fun, but there are many curriculum connections as well.

The individual pages and activities in this packet are designed to be easily copied and enlarged for classroom distribution. We hope you and the children you work with will enjoy these books and activities, aimed at developing a greater appreciation for the uniqueness and diversity of all our families.





MY FAMILY TREE



The endpapers of Rachel Isadora's *What a Family!* contain Ollie's family tree. Make a list of all the people in your family. Now draw or paste a picture of each family member in the squares below. Don't forget to write everyone's name and birthdate on the line below each square.

Grandmother



Grandfather



Grandmother



Grandfather



Mother



Father



Brother/Sister



Me



Brother/Sister







A GUIDE TO FAMILY MEMBERS

Mother	Female parent
Father	Male parent
Sister	Female sibling
Brother	Male sibling
Step Mother	Woman married to Father
Step Father	Man married to Mother
Step Sister	Step Mother or Step Father's daughter
Step Brother	Step Mother or Step Father's son
Half Sister	Daughter of Mother and Step Father or Father and Step Mother
Half Brother	Son of Mother and Step Father or Father and Step Mother
Grandmother	Mother or Father's mother
Grandfather	Mother or Father's father
Great-Grandmother	Grandmother or Grandfather's mother
Great-Grandfather	Grandmother or Grandfather's father
Great-Great Grandmother	Great-grandmother or Great-Grandfather's mother
Great-Great Grandfather	Great-grandmother or Great-Grandfather's father
Aunt	Mother or Father's sister or Uncle's wife
Uncle	Mother or Father's brother or Aunt's husband
Niece	Female child of a sister or brother
Nephew	Male child of a sister or brother
Cousin	Child of Aunt or Uncle
Great Aunt	Mother or Father's aunt or Great Uncle's wife
Great Uncle	Mother or Father's uncle or Great Aunt's husband
First Cousins	have the same grandparents
Second Cousins	have the same great-grandparents
Third Cousins	have the same great-great grandparents
Cousins Once Removed	share relatives that are one generation apart
Cousins Twice Removed	share relatives that are two generations apart



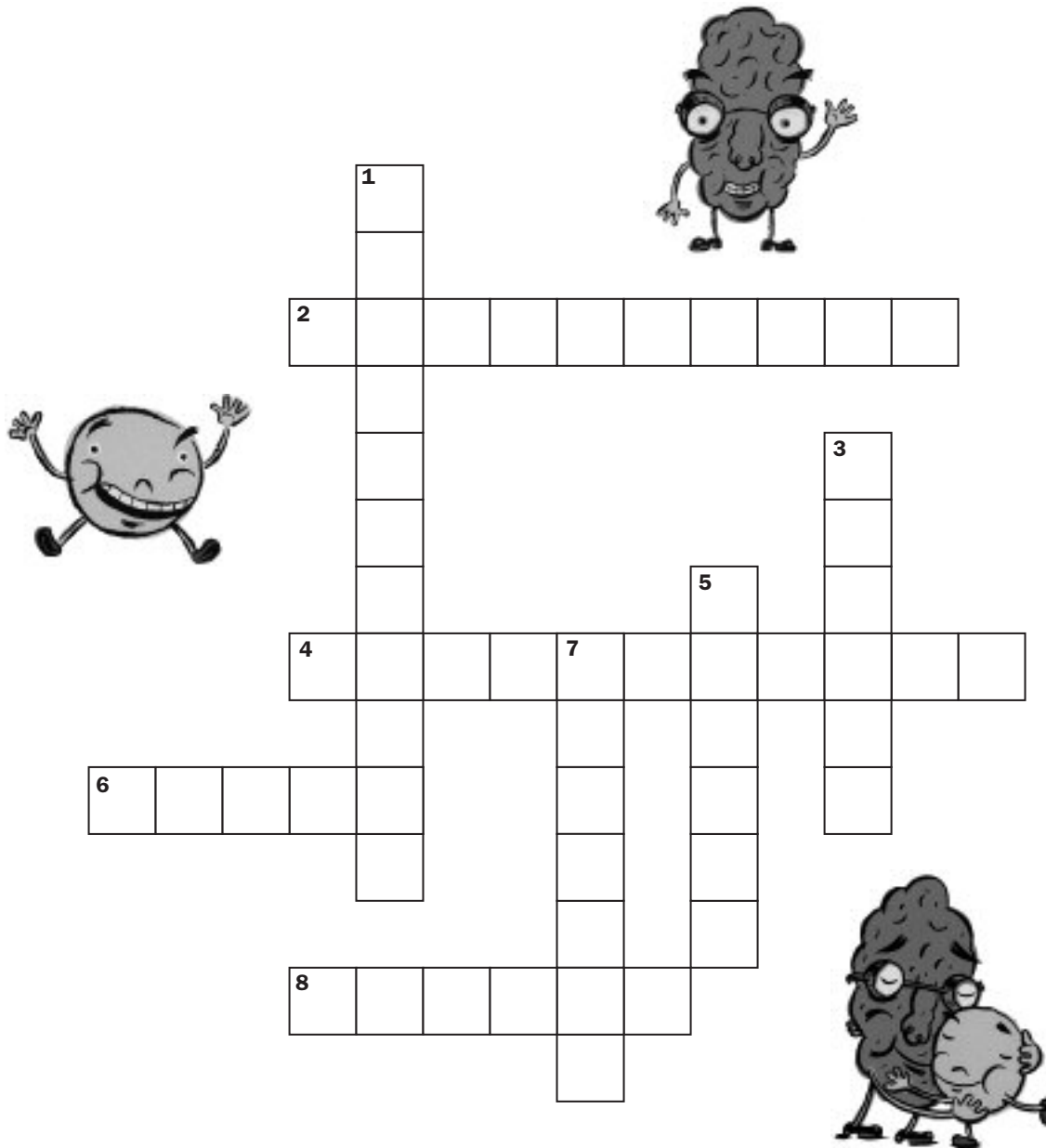
NAME THAT RELATIVE CROSSWORD

ACROSS:

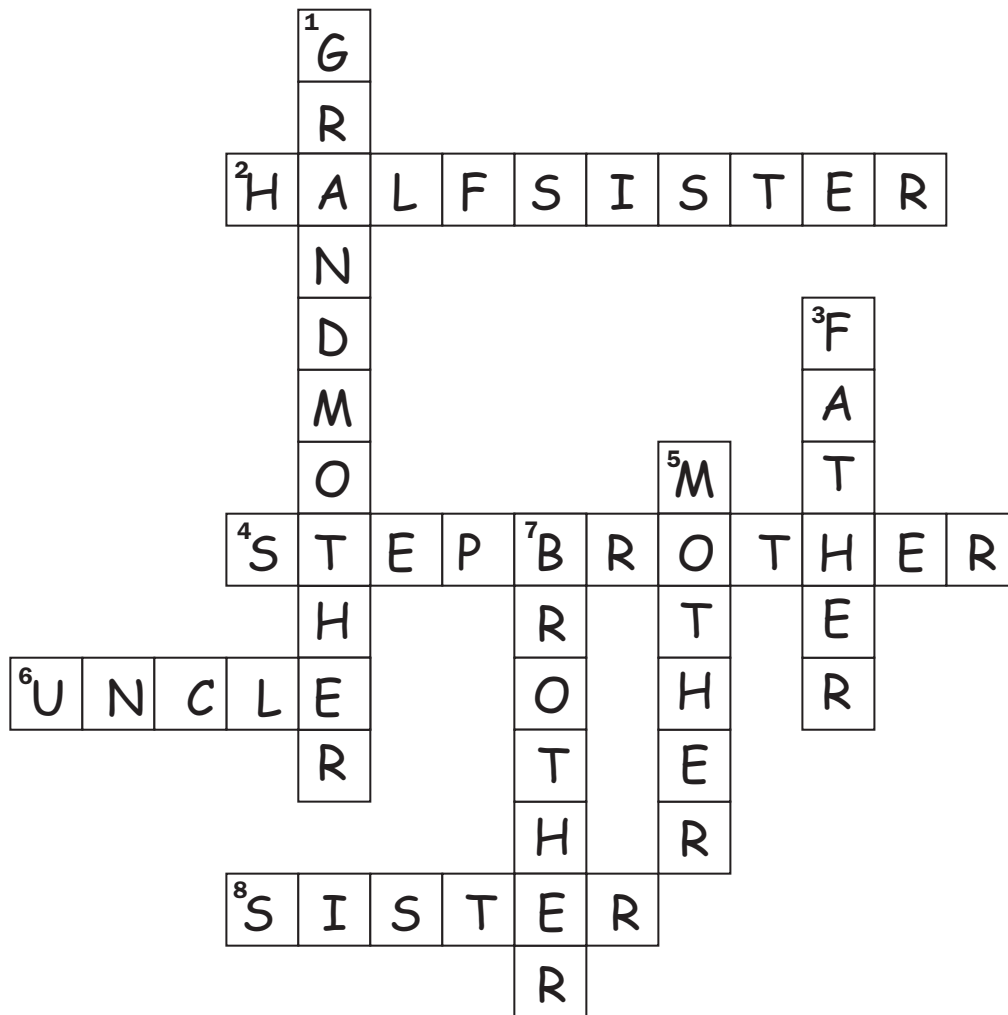
2. My father and his new wife's daughter
4. My stepmother's son
6. My father's brother
8. My female sibling

DOWN:

1. My mother's mother
3. My male parent
5. My female parent
7. My father and mother's son



CROSSWORD PUZZLE ANSWERS

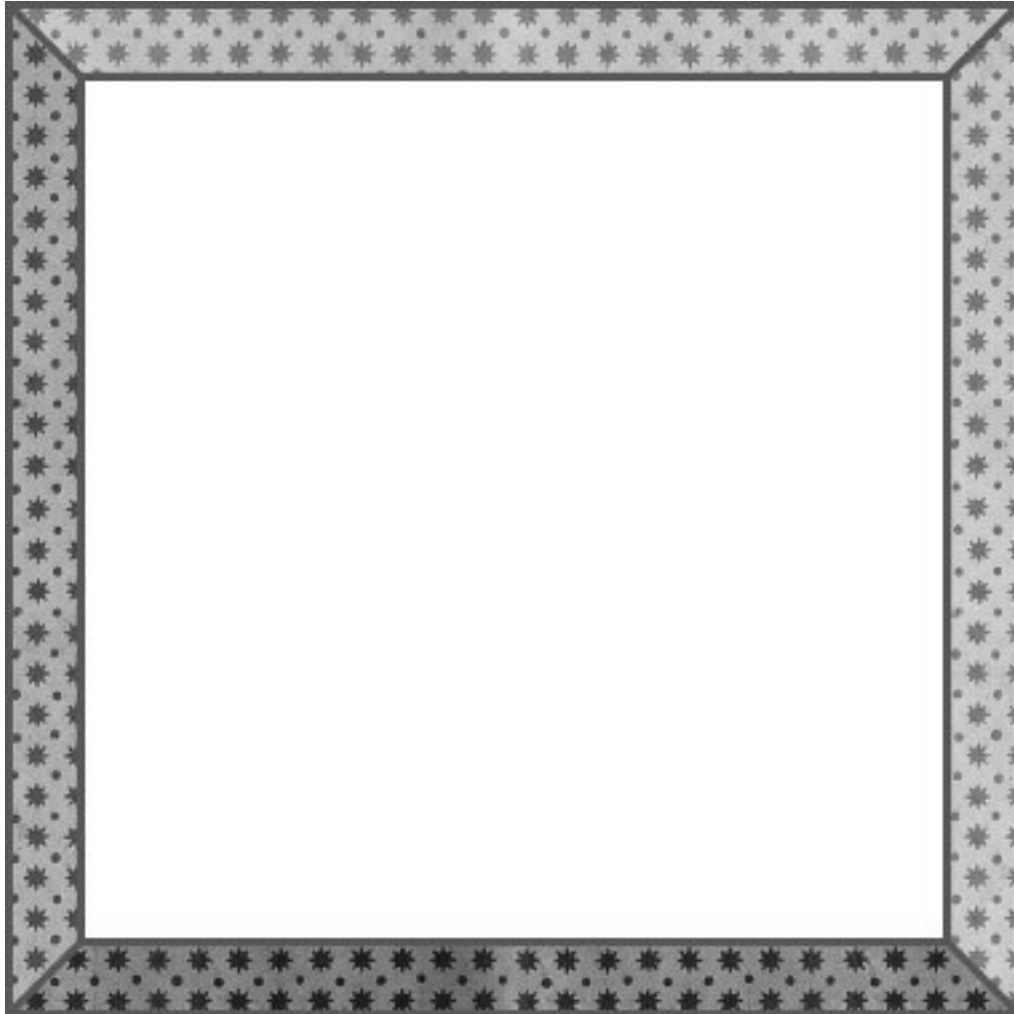




A PORTRAIT OF ME



Many times people in the same family look alike. They may have the same color eyes or freckles or be very short, like Ollie in *What a Family!*, or they may share common interests. Shelly's sisters in *Shelly* are artistic and athletic and someday he may be, too. Even when families are adopted, members can share some traits. Draw a picture of yourself and explain how you are like other members of your family.



This is a picture of me! I am like _____





A FAMILY RECIPE



Families often have favorite or unique foods that they serve on holidays or for special occasions. Have each child think of a favorite dish served at family events.

Make two copies of this sheet. Have children write the recipe from memory first; send home a second sheet so the children can discuss the exact directions and the significance of the dish with their families. Use the recipes to make a classroom cookbook.

(Name of Dish)

Ingredients: _____



Directions: _____

Serves: _____

Our family enjoys this dish for/when _____





WHEN I WAS YOUNG...

Children often wonder what life was like when their parents or grandparents were growing up. Where did they live? What was their favorite sport? What kinds of games did they like to play?

Ask children to choose an older relative to interview. A parent or grandparent is fine, but some families may also have a more distant relative who serves as the keeper of family tales. These storytellers can make excellent interview sources.

Below are some suggested questions to ask during the interview. Children may want to brainstorm other ideas as well.

- What is your full name?
- How are you related to me?
- Where did you live when you were my age?
- What other people lived in your household?
- Did you have a pet?
- What kinds of clothes did you wear?
- What was your school like?
- How did you get to school?
- What was your favorite subject at school?
- What games did you like to play?
- Who was your best friend when you were my age?
- What did you like to do together?
- What were some of your favorite books?
- What chores were you responsible for?
- How did you earn spending money?
- What was your favorite holiday?



We've provided some special paper to record the answers (see separate sheet). Younger children may prefer to tape record their interviews rather than writing out the responses.

When the interviews are complete, have children share their responses with the group. Is there a favorite game or book mentioned by several people? What chores were most people responsible for? How do these chores compare with the responsibilities of children today?





WHEN I WAS YOUNG...



INTERVIEW QUESTIONS

1. What is your full name? _____
2. How are you related to me? _____
3. Where did you live when you were my age? _____
4. What other people lived in your household? _____
5. Did you have a pet? _____
6. What kinds of clothes did you wear? _____
7. What was your school like? _____
8. How did you get to school? _____
9. What was your favorite subject at school? _____
10. What games did you like to play? _____
11. Who was your best friend when you were my age? _____
12. What did you like to do together? _____
13. What were some of your favorite books? _____
14. What chores were you responsible for? _____
15. How did you earn spending money? _____
16. What was your favorite holiday? _____





ORGANIZING A STORYTELLING FESTIVAL

Stories are a wonderful way to pass along information, advice, and traditions from one generation to another. In *Raisin and Grape*, Grandpa Raisin teaches Grape how to cross the street, tells stories of long ago, and offers personal values (“do your best”)—all during an afternoon of play. The elderly woman in *The Lemon Sisters* shares her recipe for lemon ice with the young girls playing in her yard. And, Shelly’s older sisters offer advice about dancing, skating, and painting, even though he is not quite ready for their help.

A storytelling festival can be a great way to share tales and information among families. Based on the family member interviews, select a few tellers who might have particularly interesting stories to share. Good choices might be:

- people who immigrated to the United States as a child or spent part of their childhood in another country
- people who grew up in a different geographical region of the United States
- people who grew up in a different urban/suburban/rural setting from the children in the group
- people with a unique tale to tell

Based on the number of selected storytellers, decide on a length for each presentation. For younger children, stories should be kept short; a 5-7 minute story from each teller is probably sufficient. Give each teller some guidelines—keep it short, bring a memento or artifact related to their story to show the group, and be prepared for impromptu questions.

With permission from your storytellers, consider videotaping the event. Be sure to involve all the children by having them bring in foods from the family recipe cookbook. These treats can make a great finale to your celebration of family stories.





MY HOUSE

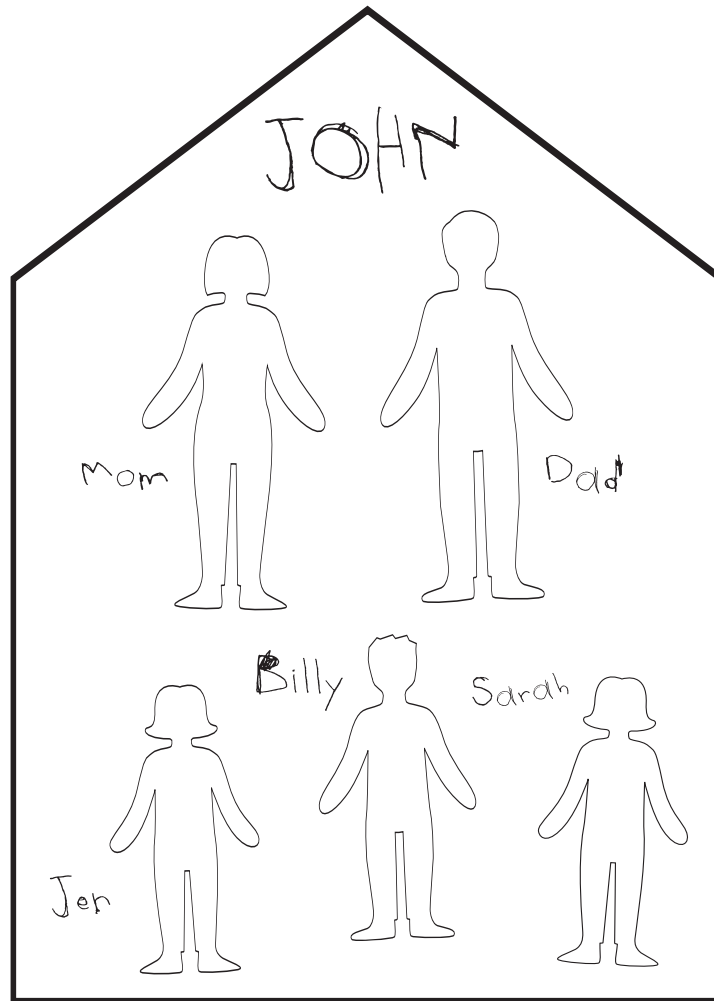


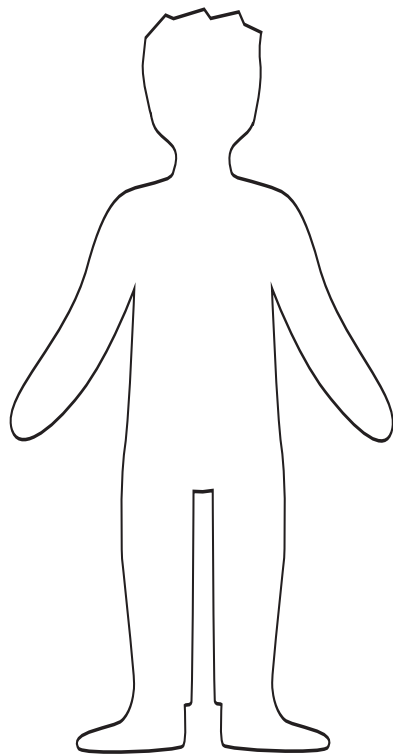
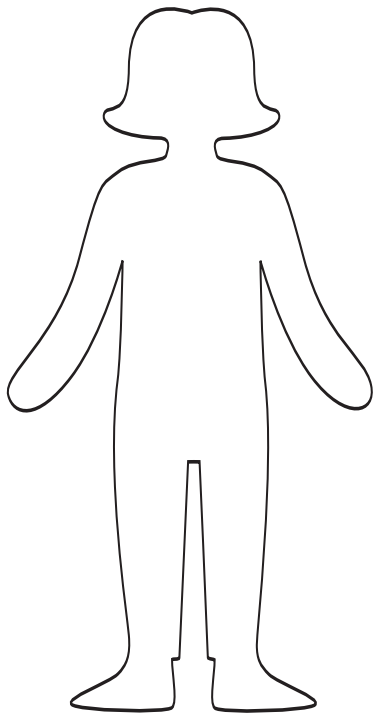
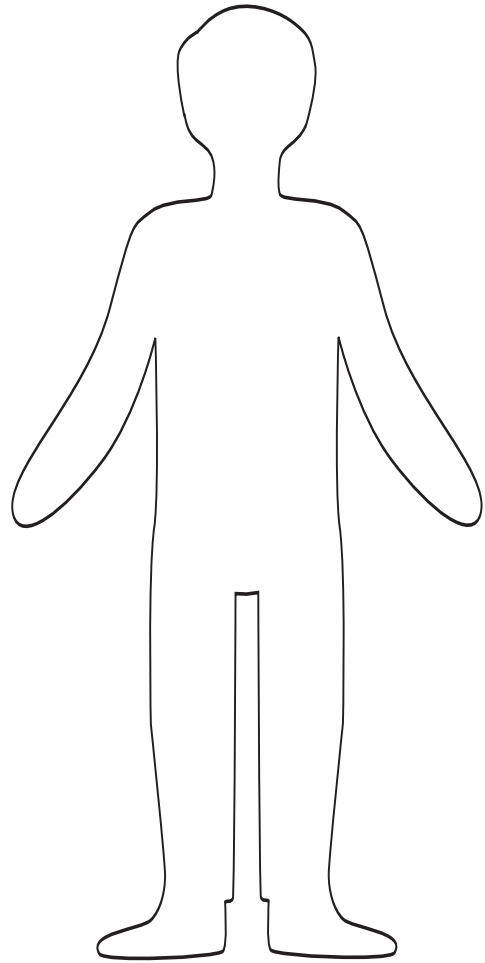
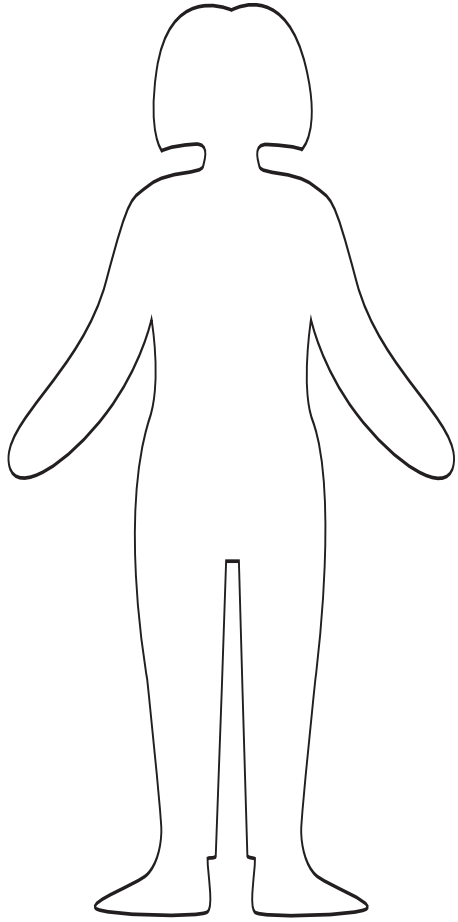
Benny, in *Benny & Beautiful Baby Delilah*, lives with his parents and his new baby sister. The elderly woman in *The Lemon Sisters* lives all alone.

Help children see how different each household is by showing which people live with them.

Have children create a “house.” The house is a shape cut from construction paper, 8" x 10" or larger. Trim the top corners of the rectangle away to create the roof shape.

Photocopy the following page so there is a supply of adult and children figures for the children. Children should decorate one for each person who lives in their “house.” Glue the figures to the house and write each person’s name near the figure. Have the children write their own name on the roof. Display the completed houses to make a map of the neighborhood.







MY OWN TIMELINE

With this activity, children will share some of their childhood memories and milestones with the class.

SUPPLIES NEEDED:

- 1 strip per child of oak tag or tag board, approximately 3" x 28"
- Markers or crayons

PREPARATION:

Decide ahead of time how many "life" sections will be included.

Children may choose: Babyhood, Preschool, Kindergarten, First Grade, Second Grade. Fold the paper strip in four or five sections as needed. If folding becomes too complicated, children can measure a certain number of inches per section as an alternative.



For each section each child will:

- Label the life section and give dates, if possible.
- Draw a small picture of a childhood memory or event.
- Older children may want to write a sentence explaining important events.

BABYHOOD / PRESCHOOL
1997 - 2002

when I was in preschool I wanted
to be a ballerina

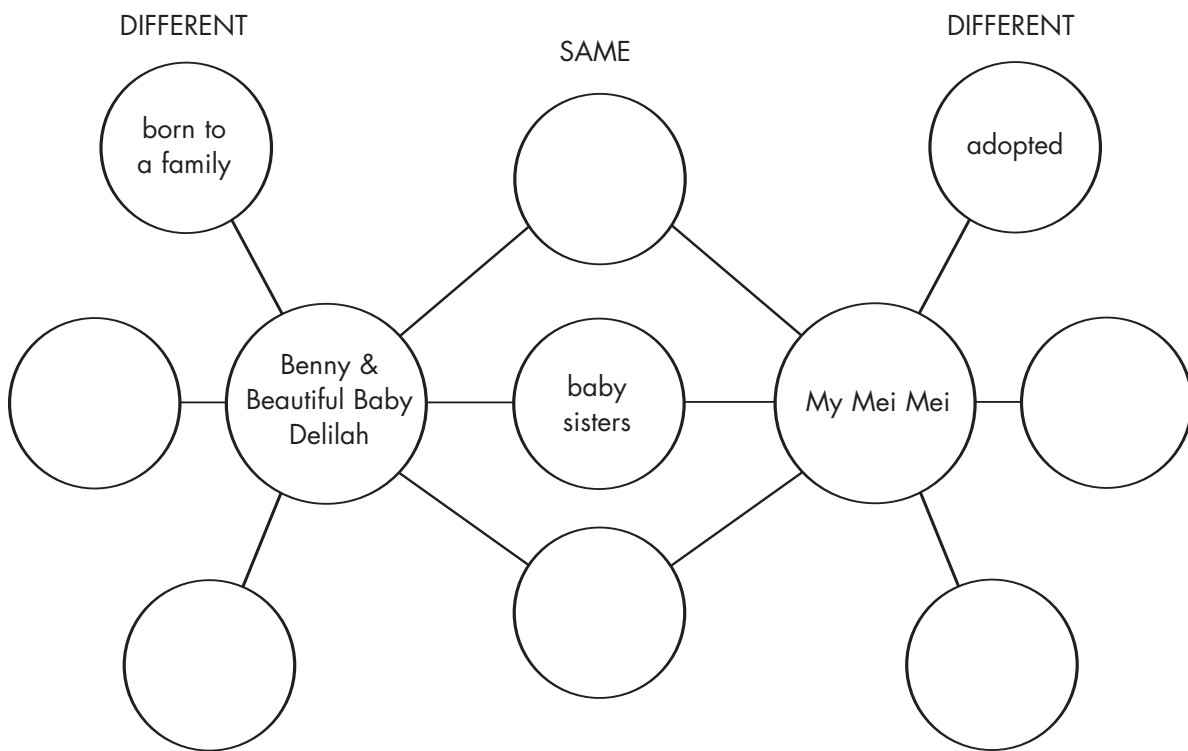


FAMILIES ARE UNIQUE

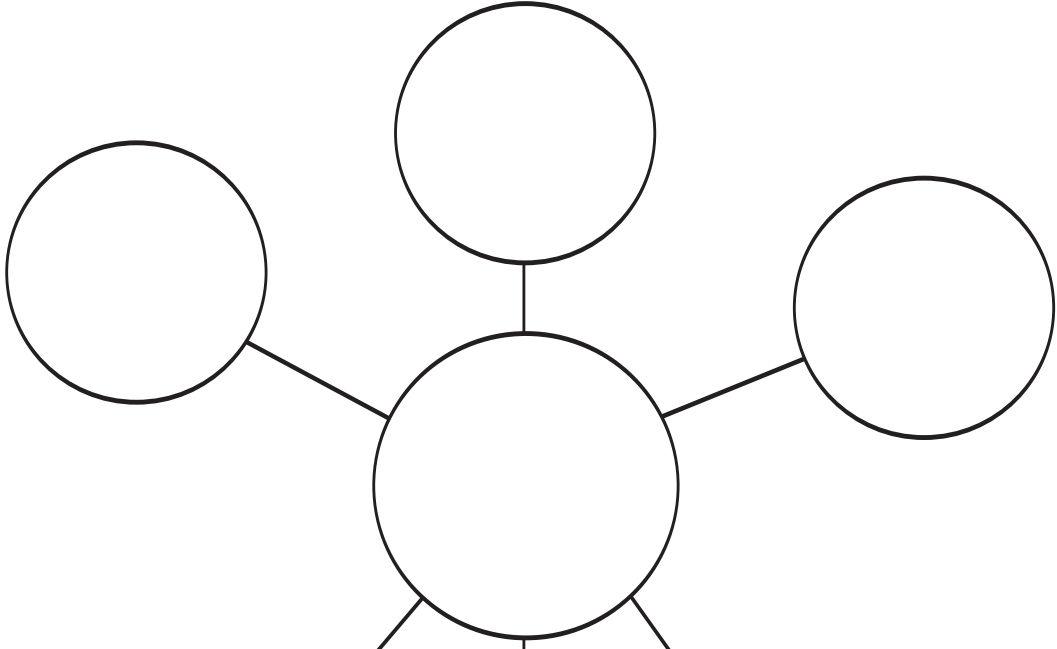
Antonia's new sister in *My Mei Mei* is adopted from China. In *Benny & Beautiful Baby Delilah*, Benny's mother gives birth to his new sister.

Compare and contrast the families in these two stories or two other "family stories." Write things that are the same in the middle row of bubbles. Write things that are different in the outer rows of bubbles. Use the template provided on the next page.

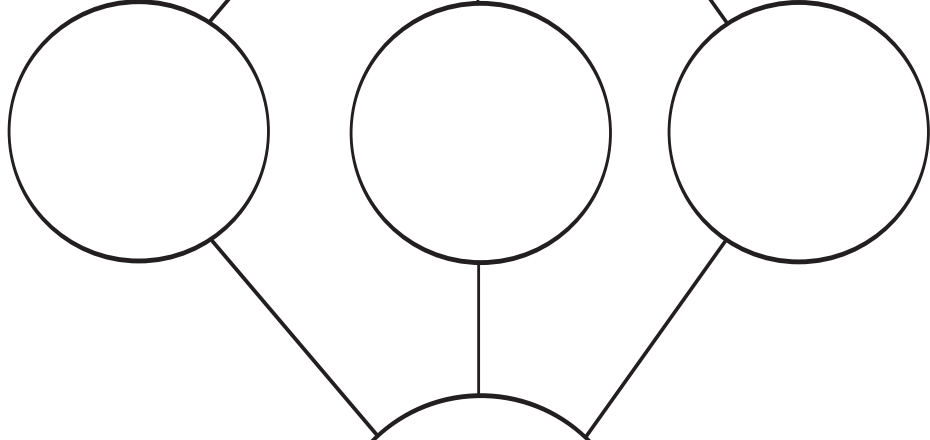
Example:



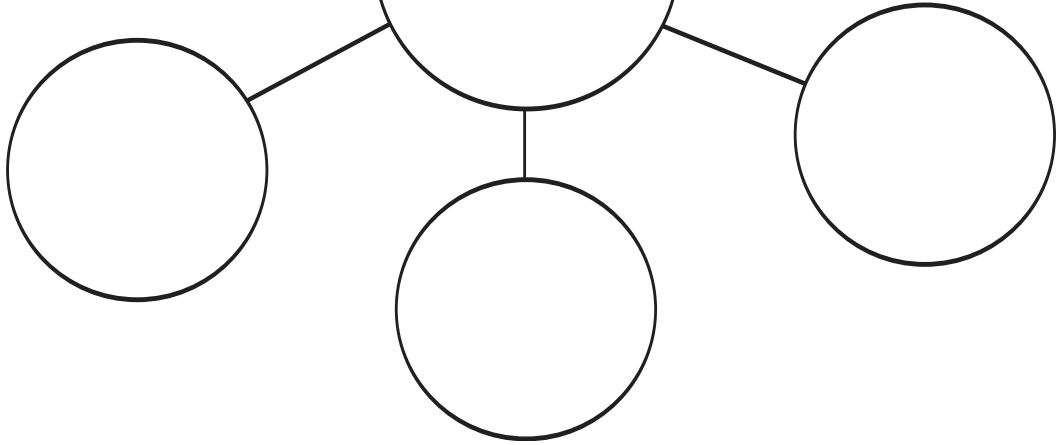
DIFFERENT



SAME



DIFFERENT





MY FAMILY SCRAPBOOK

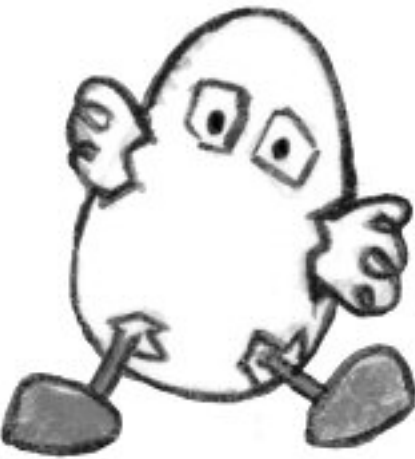


Children will enjoy making a scrapbook with individual pages for each member of their family. Each page should include space for a picture or drawing and a description of the family member. (Don't forget to include pets!) Younger children may wish to dictate their comments to an adult. Bind the finished pages into a family scrapbook for each child.

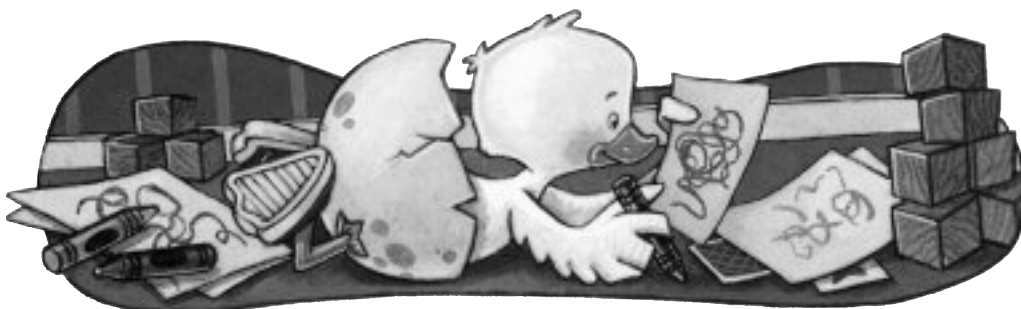
○

This page is for: _____
Description: _____

○



○



CLASS QUILT

A class quilt can be the perfect way to highlight differences among families and celebrate the continuity that close relatives bring to our lives. Quilts can be created on either fabric or paper, depending on the time available for the project and the capabilities of the children involved.

Children can decorate fabric squares (white or cream colored muslin works well) with markers and affix small items that represent their families such as buttons, felt cutouts, glitter, or pictures symbolizing various relatives or events. Ask children to explain their efforts to the group. Sew the finished squares together and back the quilt with additional fabric. If desired, add a center layer of batting (available from many fabric or craft stores). “Quilt” through all layers of cloth by sewing yarn ties into the corners of each square. Attach three or four fabric loops to the top edge of the quilt so that it can be threaded through a dowel rod for easy display.

Paper quilts require much less adult time. Have children draw pictures and designs or glue small lightweight objects to a construction paper square to represent family members or important events. Once children have shared their projects with the group, staple the completed squares to the bulletin board to form a rectangular quilt shape.



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Illus. © Ed Young



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