

Your Family Tree

How we're related

Objectives...

- Become familiar with family members and how they are related.
- Build Vocabulary, Spelling, and Penmanship.
- Practice self-awareness.
- Utilize American Sign Language (ASL).

Materials Needed...

- Construction paper:
 - Brown** for tree trunk and branches.
 - Green** for leaves.
 - White** for background.
- Leaf pattern to copy onto green paper.
- Trunk pattern to copy onto brown paper.
- Mom and dad's extended family homework pages.
- Teacher's Vocabulary Guide, 4c: Family.
- Student Vocabulary Worksheet (SVW) 4c.

See **National Standards, Volume 4**

A family tree is a wonderful way to introduce children to a variety of vocabulary words most children have probably heard before, but don't understand how they relate to one another. Students can become familiar with the members of their family and learn how they are related!

presentation

Prior to starting this project, give students the homework pages for them to complete with their parent or

We're Cousins!

caregiver. Have them list their immediate family and extended family on both their

mom's side and dad's side of the family (if relevant), including aunts, uncles, and cousins. It is also important to emphasize before starting this project

that there are many different kinds of families (see book list). This project will teach your students how family members are related.

- Introduce your students to the vocabulary words 4c: "Family," using ASL.
- Using the Teacher's Vocabulary Guide, help



your students complete their Student Vocabulary Worksheet 4c.

- Have students get into small groups and practice their new signs.
- Make copies of the leaf pattern on green paper and the tree trunk on brown paper for your students to cut out.

- Pass out the following sheets of construction paper to each student:

White for the background of the family tree.

Brown with trunk pattern to be cut out.

Brown for students to trace their hands onto.

Green with leaf pattern to be cut out.

Guided Practice... Ask students to place their hand on the brown construction paper. They should trace their hand TWICE to use as the branches. Trim at the wrist.

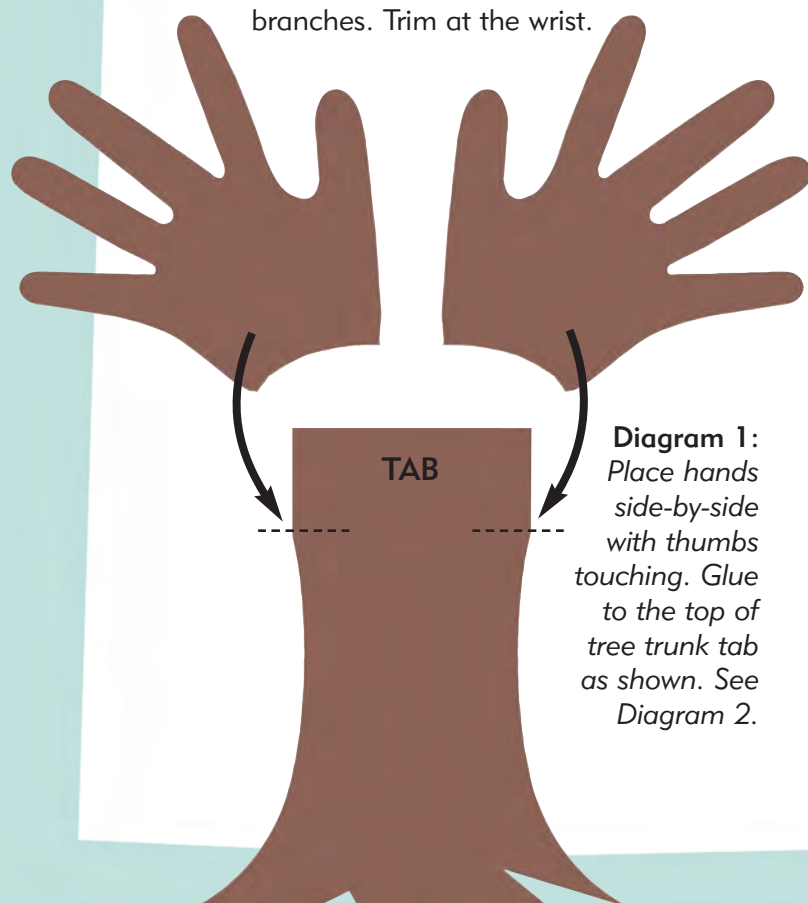


Diagram 1: Place hands side-by-side with thumbs touching. Glue to the top of tree trunk tab as shown. See Diagram 2.



- Using the information they gathered with their parents/caregivers, have students label the leaves on the green page with family member's names (large leaves for adults, small leaves for children). Students should cut out all of their leaves that are labeled.

- First, glue the trunk onto the white construction paper. Place in the center of the white paper, closer to the bottom. Take the traced "hands" and lay them side by side. Flip the right "hand" so that both thumbs are touching in the center (see Diagram 1 and Diagram 2) and glue in place. The area of touching "thumbs" will be the location of the students immediate family. One "hand" belongs to dad's side of the family with dad's leaf glued on that "thumb." The other "hand" is mom's side of the family with her name glued on that "thumb."

- Students finish the first family branch in the center by adding their own leaf and their brothers and sisters (see Diagram 2).
- Starting with dad's side of the family, each "finger" will become a branch for dad's

brothers and sisters, which the students have labeled as aunt/uncle. Their children are the cousins!

- Follow the same steps for mom’s side of the family on the other “hand.” Grandma and grandpa’s leaves are glued on the family “hand” they belong to (see Diagram 2 below).

Independent

Practice... Have students get into small groups to

share about their families. While doing this, they should use sign language vocabulary terms such as brother, sister, aunt, uncle, etc. to describe their family members.

- Encourage students to write a reflective journal about their family tree.
- What did they learn by doing this?
- Do they have a better understanding of the labels aunt, uncle, cousin, etc.?
- How did they do using ASL to talk about their families?

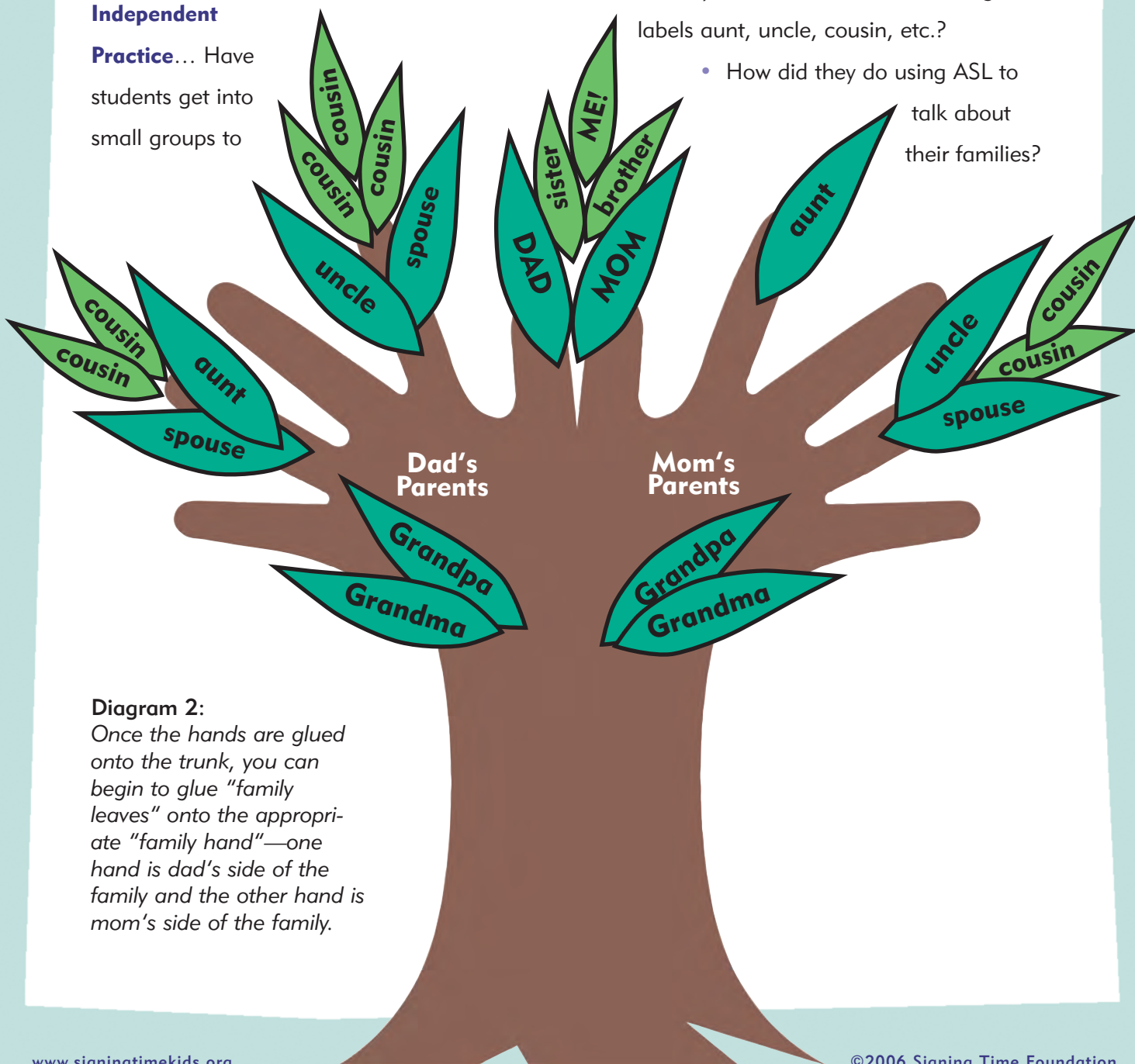
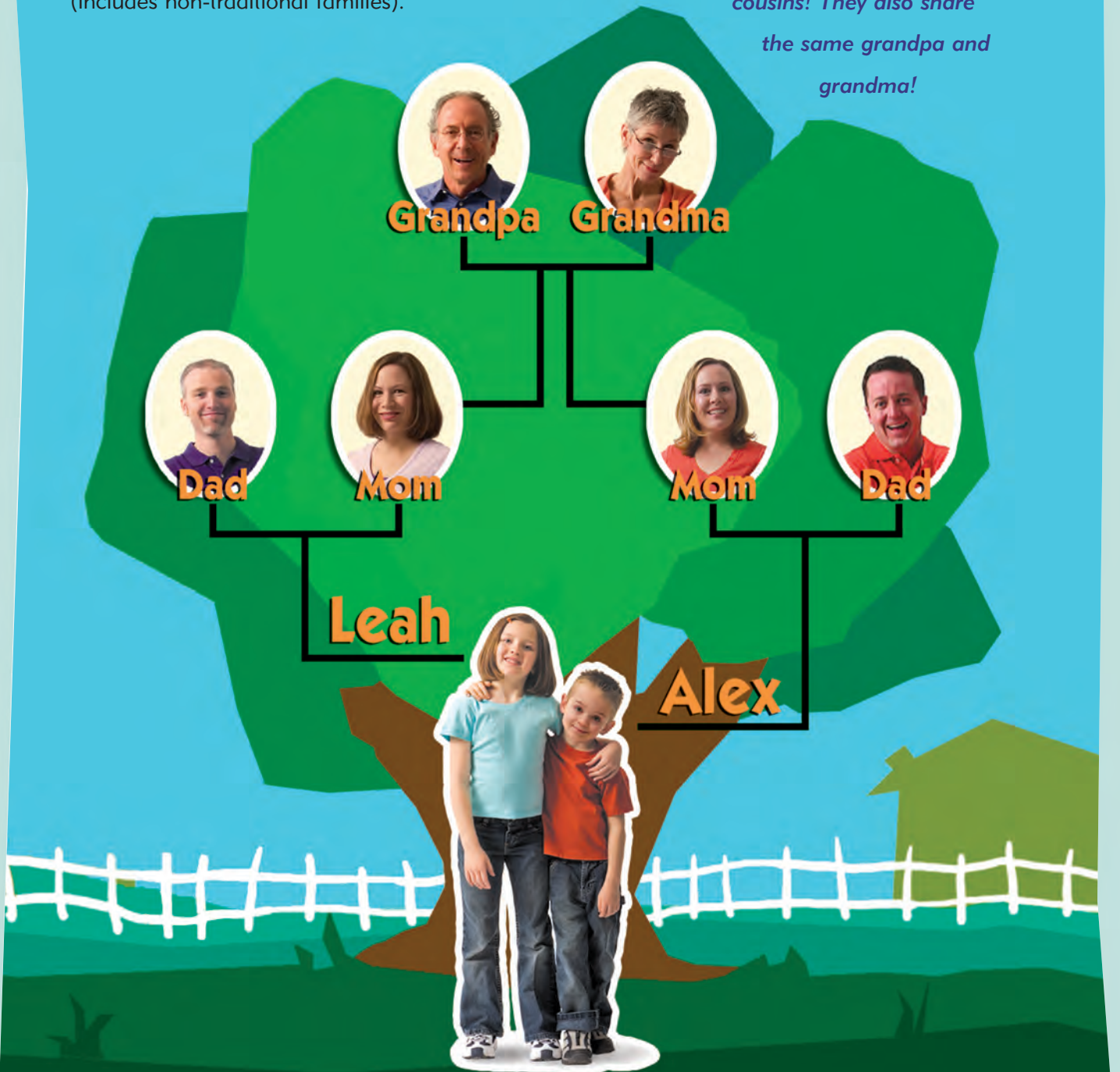


Diagram 2:
Once the hands are glued onto the trunk, you can begin to glue “family leaves” onto the appropriate “family hand”—one hand is dad’s side of the family and the other hand is mom’s side of the family.

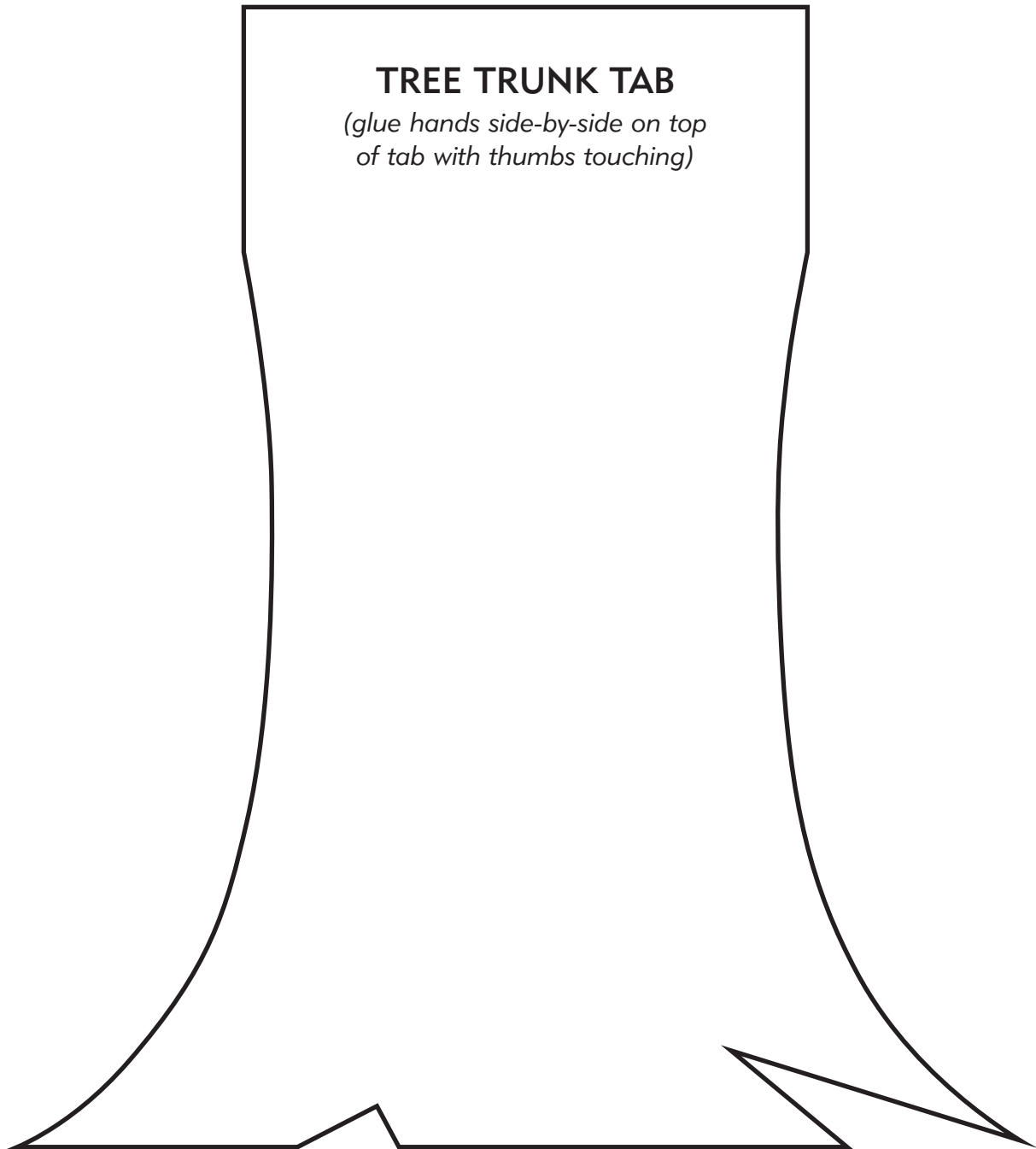
Books (Ages 4-10):

Me and My Family Tree by Joan Sweeney.
Who's Who in My Family? by Loreen Leedy
(includes non-traditional families).

Part of Alex and Leah's family tree is pictured below. Alex's mom and Leah's mom are sisters—so that makes Alex and Leah cousins! They also share the same grandpa and grandma!



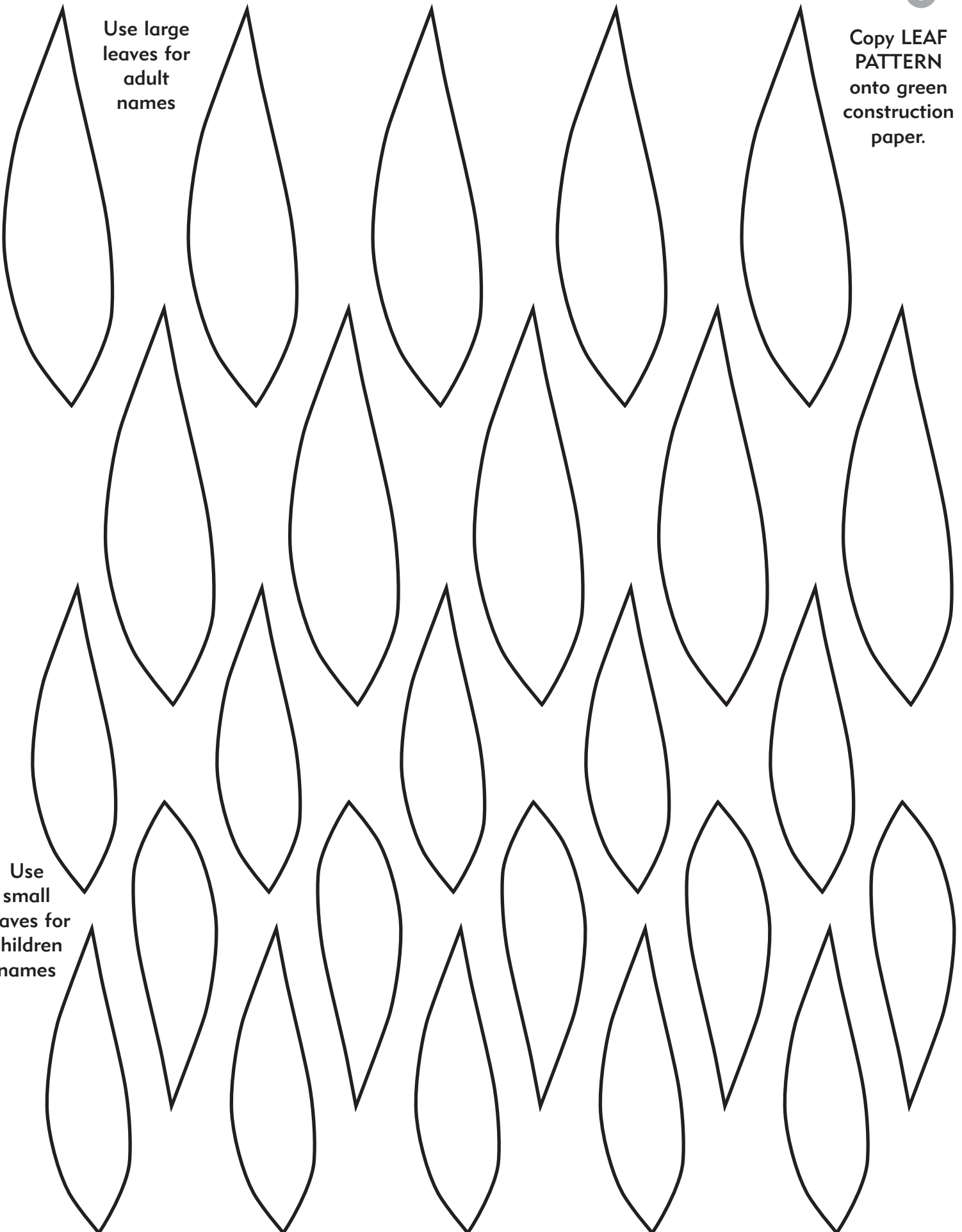
Copy TREE TRUNK PATTERN onto brown construction paper.



Use large
leaves for
adult
names

Copy LEAF
PATTERN
onto green
construction
paper.

Use
small
leaves for
children
names



My Dad:

My Dad's Parents:

Grandpa

Grandma

My Dad's Brothers and Sisters are my Aunts and Uncles:

If a brother, circle "uncle." If a sister, circle "aunt."

Uncle / Aunt	Uncle / Aunt	Uncle / Aunt	Uncle / Aunt
Married	Married	Married	Married
Their children are my COUSINS!	Their children are my COUSINS!	Their children are my COUSINS!	Their children are my COUSINS!
Boy cousins:	Boy cousins:	Boy cousins:	Boy cousins:
Girl cousins:	Girl cousins:	Girl cousins:	Girl cousins:

My Mom: _____

My Mom's Parents:

_____ **Grandpa**

_____ **Grandma**

My Mom's Brothers and Sisters are my Aunts and Uncles:

If a brother, circle "uncle." If a sister, circle "aunt."

Uncle / Aunt	Uncle / Aunt	Uncle / Aunt	Uncle / Aunt
Married	Married	Married	Married
Their children are my COUSINS!	Their children are my COUSINS!	Their children are my COUSINS!	Their children are my COUSINS!
Boy cousins:	Boy cousins:	Boy cousins:	Boy cousins:
Girl cousins:	Girl cousins:	Girl cousins:	Girl cousins: