

# My beautiful family



**Semilla  
Bilingüe  
Kids**

# Transición



Alcaldía de Medellín

# My beautiful family

## Guía

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# My beautiful family

- ❖ The materials created contain vocabulary related to the topic “Family”. They intend to provide students with vocabulary about family members in English.
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## Activity 1. family

### (Before-brainstorming about the topic/introducing vocabulary).

- ❖ Invite the students to watch the video “Finger Family Song”. They will have a wonderful time singing a family finger song. Have choral repetition with your students.

<https://www.jigsawplanet.com/?rc=play&pid=0c7f2359ce39>



- ❖ After watching the video, encourage them to talk about what they saw in the video. You can ask the following questions:

Did you like the video?

What did you like most about it?

What family members did you see?

What was the father/mother doing?

- ❖ Now that the students are excited talking about family, start asking students questions about their families:

Who do you live with?

What's your mother's/father's name?

Do you have any brothers/sisters? What are their names? What do you like to do with your family?

- ❖ Tell the students they are going to make family fingers puppets to sing the song. Show them the pictures and ask questions:

Who's this?

- ❖ Give the instructions:

First, you are going to color the father.

- It's time to color the mother. Now color the brother.

Finally, color the sister.

Have students cut the pictures and wrap each around their fingers.

Play the video again and encourage students to sing along using their finger puppets.

### Extension Activities

You can have a story telling with your finger family puppets.

The video recommended can be used to teach vocabulary about food.



## Activity 2. Practicing vocabulary (While-writing/reading).

- ❖ Tell the students they are going to practice word tracing to reinforce the vocabulary they have learned so far. Encourage them to identify each word:  
*Look at the first word. What family member would it be?*
- ❖ Model the activity to students and recommend to trace each word with a different color.
- ❖ Then, your students are going to reinforce word recognition by working on a matching worksheet. They have to match the pictures with the correct words. Ask students questions:  
*Who's this?*  
*What color would be the word related to this picture?*  
Model the activity to the students and suggest to trace each line with a different color.  
Have a final display.

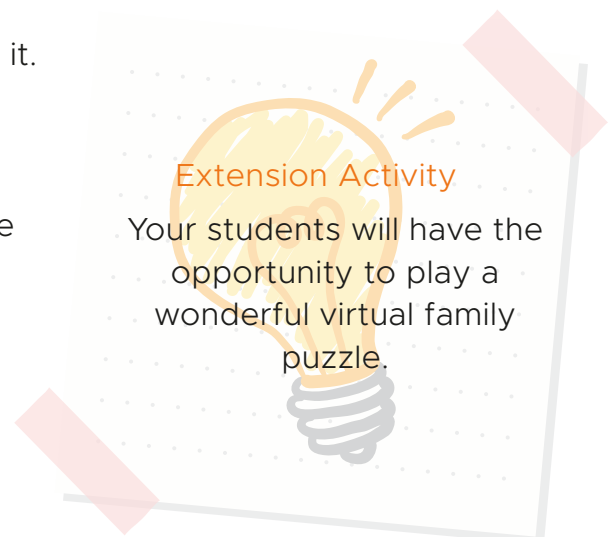


## ❖ Activity 3: Using what I learned (Post-oral production).

Tell the students they are going to have a family puzzle template to cut and play. Before they start working on the activity you can ask the following questions:

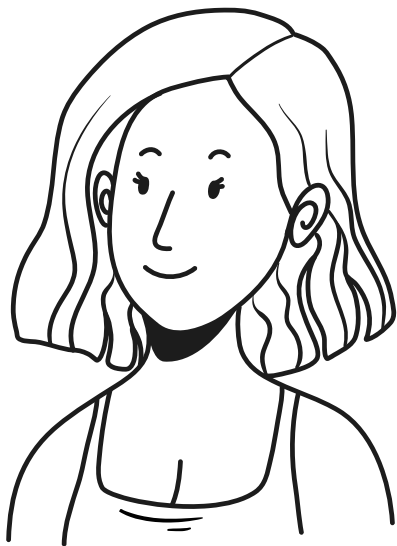
*Do you like puzzles?*  
*Do you have some at home?*  
*What pictures do your puzzles have?*  
*How many pieces does the family puzzle have?*

- ❖ Students cut the pieces and start playing with it.
- ❖ They can play in pairs or small groups.
- ❖ At the end, encourage the--- students to make comments about the activity:  
*Was it easy or difficult? Why?*



# My Family finger puppets

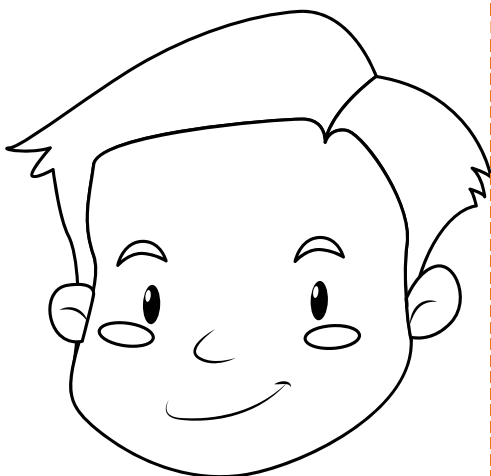
**Activity 1:** Color the family members.



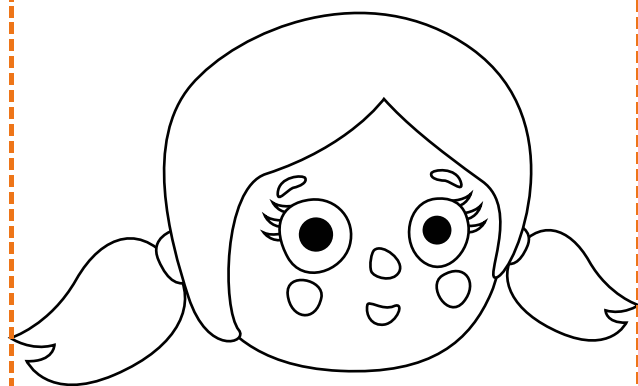
**mother**



**father**



**brother**



**sister**





# Link virtual family puzzle

<https://www.jigsawplanet.com/?rc=play&pid=0c7f2359ce39>



# Family puzzle

**Activity 2:** Cut and play with the family puzzle.



# Members of the family

**Activity 3.** Match the pictures with the correct words.



mother



father



baby



sister



brother

semilla  
kids  
bilingüe





# Word trace practice

mother

baby

sister

brother

father