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DIVERse Families Project Resources

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## A Family is a Family is a Family

Ashley Weaver  
*University of Central Florida*

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Diverse Families Children’s Literature Lesson Plan

By Ashley Weaver

<https://stars.library.ucf.edu/diversefamilies/10/>

<p>Lesson Title</p> <ul style="list-style-type: none"> <li>● Include the name, author/illustrator of the book</li> </ul>	<p><b>Lesson Title:</b> A Family is a Family  <b>Book:</b> <i>A Family is a Family is a Family</i> by Sara O’Leary and illustrated by Qin Leng</p>
<p>Content Area(s) and Grade Level(s)</p>	<p>Social Science/ Reading and Writing  Grade Level: Kindergarten</p>
<p>Lesson Objective(s)</p> <ul style="list-style-type: none"> <li>● Bulleted or numbered format</li> <li>● Write out what you expected students to learn</li> <li>● Begin objectives with <i>The Student will...</i></li> </ul>	<ul style="list-style-type: none"> <li>● The Student will compare different types of families.</li> <li>● The Student will find something unique about their own family and their classmate’s families.</li> <li>● The Student will learn about the different makeups of families through the read-aloud of the book and through the discussion of fellow classmate’s family dynamics.</li> <li>● The Student will compare family dynamics throughout history and understand how they have changed.</li> <li>● The Student will demonstrate understanding of the read-aloud classroom discussion by asking and answering questions about what a family is.</li> <li>● The Student will actively engage in a group reading activity with purpose and understanding of a family.</li> </ul>
<p>Florida Standards:</p> <ul style="list-style-type: none"> <li>● Bulleted or numbered format</li> <li>● Write out FL Standards code and verbiage that correlate to your lesson objectives</li> <li>● All standards must have aligned objectives</li> </ul>	<ul style="list-style-type: none"> <li>● SS.K.A.2.1 <ul style="list-style-type: none"> <li>○ Compare children and families of today with those in the past.</li> </ul> </li> <li>● LAFS.K.SL.1.2 <ul style="list-style-type: none"> <li>○ Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood</li> </ul> </li> <li>● LAFS.K.RL.4.10 <ul style="list-style-type: none"> <li>○ Actively engage in group reading activities with purpose and understanding.</li> </ul> </li> </ul>
<p>Assessment:</p> <ul style="list-style-type: none"> <li>● Bullet/Explain what you will ask students to do to determine if they have learned what you stated in lesson objectives (progress monitoring)</li> <li>● The more authentic the assessment is, the better</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher observation will be conducted through progress monitoring.</li> <li>● Walking around the room and monitoring students as they work on the sticky note activity and handmade books.</li> </ul>



	<ul style="list-style-type: none"><li>● As the students work on their handmade books, go over what they are writing about and making sure they understand what a family means.</li><li>● As the students present their handmade books to the class monitor for:<ul style="list-style-type: none"><li>○ Understanding of what makes a family.</li><li>○ Watching student reactions to the different families and understanding that we are all different and should not be judged based on these differences.</li></ul></li><li>● At the end of student presentations of books, going over what makes a family and how can they be different. Asking how families have changed over time from the stereotypical mom stays home while dad works dynamic to today's vast variety of families.</li></ul>
<p>Motivating Activity &amp; Anticipatory Set/Access Prior Knowledge:</p> <ul style="list-style-type: none"><li>● You should include an activity to get students motivated and curious about what you'll have them learning, you also need to find out what they already know about the topic</li></ul>	<ul style="list-style-type: none"><li>● To access prior knowledge the teacher will ask questions concerning the makeup of families and what qualifies as a family.<ul style="list-style-type: none"><li>○ UDL Principle 3.1: Activate or supply background knowledge. ESOL Strategies 22: Give enough wait time for second Language Learners to respond to questions. ESOL Strategies 4: Link lesson topic to students prior knowledge.</li><li>○ What is a family?</li><li>○ Who do you typically find in a family?</li></ul></li><li>● To tie in the standard of comparing families from the past to the present, the teacher will present a photo of a family from some time in history and ask the students how the family in the photo differs from our families today. ESOL Strategies 13. Use preview/review activities<ul style="list-style-type: none"><li>○ This activity will demonstrate that years ago a typical family was seen as stereotypical made up of a mother, father and children. Discuss that dad typically would work while mom stayed home to take care of the kids.</li><li>○ Ask: What makes some families different than others?</li><li>○ Show pictures of different family dynamics to compare to the photo from years ago.</li></ul></li></ul>



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- Example of families from the 50s: [Family from the 50s](#), [50s traditional family](#), [family in the 50s](#)
  - Example of families today: [Family1](#), [Family2](#), [Family3](#), [Family4](#)
  - Explain that although we still have the traditional family structure, we are starting to see and accept other family structures.
- The Motivating Activity: have the students think about what makes their family different. Hang up a poster in front of the class labeled “Our Special Family” and have the students write about what makes their family special on sticky notes and stick them on the poster.
    - UDL Principle 3.1: Activate or supply background knowledge. UDL Principle 7.2: Optimize relevance, value, and authenticity. ESOL Strategies 22: Give enough wait time for second Language Learners to respond to questions.
    - After each student has written something and stuck it to the poster, review as a class what everyone has written. Go into detail and ask students to explain what they had written and why they believe it is special.
  - Introduction of new vocabulary words
    - UDL Principle 2.1: Clarify vocabulary and symbols. ESOL Strategies 5: Teach technical vocabulary supporting key concepts. ESOL Strategies 20: List the most important words you use
    - **DISCLAIMER:** Due to this sensitive content, consider discussing this with your administration prior to implementing the lesson.
    - To help students prepare for the book read-aloud and to better understand the different dynamics of families.
    - Write the words on the board and explain to the students one word at a time what each means, pausing in-between to check for understanding.



- Add each word to the class word wall so that the students may reference back to them when needed.
- New vocabulary words:
  - Family
    - a group of people, often adults and the children they care for
  - Extended Family
    - aunts, uncles, cousins, in-laws, and sometimes close friends and colleagues.
  - Adopt
    - to raise a child you did not give birth to
  - Single parent
    - an adult raising a child without a partner
  - Gay
    - loving or choosing to spend your life with members of the same sex
  - Guardian
    - the person responsible for a child acting in the role as a parent, related or not
  - Lesbian
    - a woman who loves or chooses to spend her life partnered with other women
- To help the students understand the vocabulary you can relate the words to movies.
  - UDL Principle 7.2: Optimize relevance, value, and authenticity. ESOL Strategies 5: Teach technical vocabulary supporting key concepts.
  - Write a word on the board such as adopt and ask if anyone has seen the movie Despicable Me. This movie involves a gentleman who adopted three young girls. For the word guardian use the



	<p>movie Lilo and Stitch where the sister Nani is acting as Lilo’s legal guardian.</p>
<p>Procedures:</p> <ul style="list-style-type: none"> <li>● Bulleted or numbered format</li> <li>● Explain step-by-step what you and the students will do during lesson to accomplish stated objectives</li> <li>● If applicable, include all elements of an effective read aloud</li> <li>● Include and italicize teacher questions and questions you anticipate students might have as well as your possible response(s)</li> <li>● Include UDL principles and EL strategies as they occur in context</li> </ul> <p>Closure:</p> <ul style="list-style-type: none"> <li>● Explain what you will ask students to for to know they understand the “big picture” of the lesson; how will you allow students to wrap up the lesson in their own brains?</li> </ul>	<ul style="list-style-type: none"> <li>● Read the book <i>A Family is a Family is a Family</i> to the class. Make sure to clarify any words that may be confusing and show the pictures in the book to help with student understanding.</li> <li>● <b>Accommodations:</b> EL students would either be given a copy of the book that has been translated to look over or a sheet of vocabulary words that may come up during the reading. Have a second copy of the book and place it under a projector so that it can be projected onto the board for everyone to see.</li> <li>● <b>UDL Principle 1.3: Offer alternatives for visual information.</b> <b>ESOL Strategies 14: Simplify your speech by making it slower and redundant.</b> <ul style="list-style-type: none"> <li>○ Be sure to make eye contact with the students while reading the book</li> <li>○ Use intonation and stress to give emphasis to the text</li> <li>○ Show the illustrations while reading and not just at the end of what you had read</li> <li>○ Go over the illustrations and make connections from text to illustrations</li> <li>○ Repeat what you have read if the students seem to have misunderstood.</li> <li>○ Ask probing questions if necessary and check for understanding <b>ESOL Strategies 6: Continually monitor students’ comprehension.</b> <ul style="list-style-type: none"> <li>■ Using an example from the book, what makes a family a family?</li> <li>■ Why is it harmful to make fun of someone because of their family?</li> </ul> </li> </ul> </li> <li>● After reading, go over with the students about the character in the book who was worried about her family and how it made her feel to be different. Clarify any questions the students had about the story. <ul style="list-style-type: none"> <li>○ <b>UDL Principle 3.3: Guide information processing and visualization.</b> <b>ESOL Strategies 6: Continually monitor students’ comprehension.</b></li> <li>○ How does your family make you feel? Do you feel different? Go over feelings, go over making</li> </ul> </li> </ul>



sure that no one feels hurt about family dynamics and that we should never judge someone based on their family.

- Review the notes on the poster and connect them into the book, maybe if someone's family dynamic is mentioned in the book point it out.
  - UDL Principle 7.2: Optimize relevance, value, and authenticity
- From there students will begin creating their own Family Book and encourage the use of new vocabulary words. Model the expectations of students when working on their books.
  - UDL Principle 9.1: Promote expectations and beliefs that optimize motivation. ESOL Strategies 8: Use Direct instructions – Modeling.
  - Have students make a book by folding pieces of paper together and stapling them (Teacher assistance needed) though for times sake the books could be pre-made
  - Go over the layout of the book. You may choose to either print out the pre-made pages for the students to write in or have the students cut out the page titles and glue to blank pages. Be sure to go over what the goal of the student is by creating this book.
  - UDL Principle 6.1: Guide appropriate goal-setting. UDL Principle 1.1: Offer ways of customizing the display of information
    - Front page/title: My Family Book
    - About me - A small section talking about themselves.
    - I come from a family/what makes it special - A small section describing their family and what makes them special.
    - Here is my \_\_\_\_\_ (mom, dad, grandma, cousin, caregiver, family pet, etc.) - Introducing the various members of their family.
    - Family portrait - The students will draw a picture of their family.



- **Accommodation:** If the students feel inclined to draw more to help them get their ideas across this can be done.
- Check in with any EL students to help them with any issues they may be encountering. Pair them up with students that are strong English speaker.
- Once the students are done creating their books, they will perform their own read-aloud to a partner with their own books. This will allow the students to explain their family and help others better understand each other's family makeups.
  - UDL Principle 8.3: Foster collaboration and community. ESOL Strategies 2: Promote Cooperation.
  - By doing this it will demonstrate to the class that even the friends they have made in their classroom come from different families.
- Closure: To help solidify the main points of this lesson pictures of different families, from then and now, will be shown to the class in a PowerPoint and the teacher will ask if this is a family or not and the students will answer yes or no. The ultimate goal of this activity is to demonstrate that over time family structure has changed, but in the end a family is a family no matter who is apart of it.
  - UDL Principle 8.1: Heighten salience of goals and objectives. UDL Principle 3.3: Guide information processing and visualization
- Extension exercise: To help further connect the standard about comparing families from past to present, have the students talk to their family about their family's past and how they have changed over the years. Have the students collect photos (if possible) to bring to class the next day and be prepared to talk about how their family has changed over the years.
  - UDL Principle 3.4: Maximize transfer and generalization. ESOL Strategies 24. Incorporate the culture and the language of second language learners in your curriculum



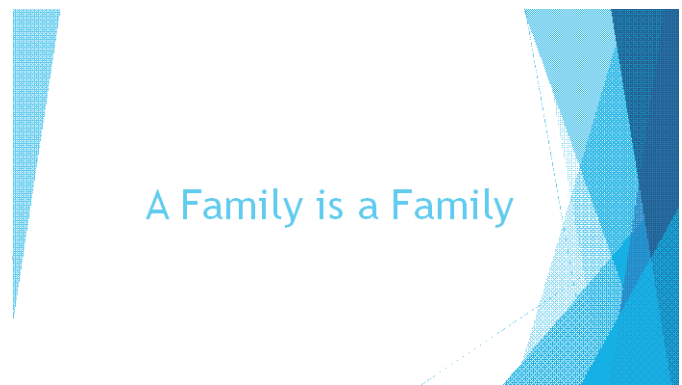


- Send a letter home a few days prior to the lesson for the student’s parents so they may have time to look for pictures or figure out how to discuss with their children about their family. This will help encourage family discussions.
- If the student does not have pictures available to share encourage them to draw out their family over the years.

Materials:

- Bulleted or numbered format
- List all materials and texts needed for lesson
- Add additional resources that may be helpful
- If only using portion of a text include page numbers as well
- Include copies of any teacher-made or textbook related handouts, worksheets, assessments, etc.....

- Sticky Notes
- Chart Paper
- Pencils
- Paper
- Crayons
- Colored Pencils
- Markers
- Paper for books/Pre-made books
- Stapler
- Scissors
- Glue sticks
- My Family Book: Page Title Templet
- A Family is a Family PowerPoint
- Pictures of families throughout history
- *A Family is a Family is a Family* by Sara O’Leary



Note: Assessment and closure do not necessarily have to be separate activities, but they must meet guidelines above