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A Family is a Family is a Family

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Diverse Families Children’s Literature Lesson Plan

By Katherine Jones

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

<p>Lesson Title</p> <ul style="list-style-type: none"> ● Include the name, author/illustrator of the book 	<p>Lesson Title: Family and Diversity</p> <ul style="list-style-type: none"> ● Book: <i>A Family Is a Family Is a Family</i> by Sara O’Leary and Qin Leng
<p>Content Area(s) and Grade Level(s)</p>	<p>English Language Arts, 1st Grade</p>
<p>Lesson Objective(s)</p> <ul style="list-style-type: none"> ● Bulleted or numbered format ● Write out what you expected students to learn ● Begin objectives with <i>The Student will...</i> 	<ul style="list-style-type: none"> ● The student will listen to a reading of the book <i>A Family Is a Family Is a Family</i> ● The student will participate in whole group discussion based on the text ● The student will write five new vocabulary words, illustrate a picture to represent their family and write at least two sentences to explain what makes their family unique ● The student will exhibit pride in their own unique families ● The student will show respect and kindness through understanding, appreciating and respecting similarities and differences
<p>Florida Standards:</p> <ul style="list-style-type: none"> ● Bulleted or numbered format ● Write out FL Standards code and verbiage that correlate to your lesson objectives ● All standards must have aligned objectives 	<ul style="list-style-type: none"> ● SS.1.C.2.4- Show respect and kindness to people and animals. ● LAFS.1.RL.3.7- Use illustrations and details in a story to describe its characters, setting, or events. ● LAFS.1.RL.1.2- Retell stories, including key details, and demonstrate understanding of their central message or lesson. ● LAFS.K12.SL.1.1- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively ● LAFS.K12.W.1.3- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<p>Assessment:</p> <ul style="list-style-type: none"> ● Bullet/Explain what you will ask students to do to determine if they have learned what you stated in lesson objectives (progress monitoring) 	<p>Formative Assessment:</p> <ul style="list-style-type: none"> ● Students will answer post-reading questions in whole group discussion that display their comprehension of the text and



<ul style="list-style-type: none"> The more authentic the assessment is, the better 	<p>understanding of the topic of what makes a family a family and how all families are different yet the same (primarily oral response).</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> Students will write two to three sentences and create an illustration to express what makes their family special.
<p>Motivating Activity & Anticipatory Set/Access Prior Knowledge:</p> <ul style="list-style-type: none"> 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 	<p>Show students a few images of diverse families and then ask students guiding questions in gaining insight on their prior knowledge related to the topic of diverse families:</p> <ul style="list-style-type: none"> What makes a family a family? How can someone who looks different be the same as me? Are all families the same? How can I be more accepting of someone who is different from me?
<p>Procedures:</p> <ul style="list-style-type: none"> Bulleted or numbered format Explain step-by-step what you and the students will do during lesson to accomplish stated objectives If applicable, include all elements of an effective read aloud Include and italicize teacher questions and questions you anticipate students might have as well as your possible response(s) Include UDL principles and EL strategies as they occur in context <p>Closure:</p> <ul style="list-style-type: none"> Explain what you will ask students to do to know they understand the "big picture" of the lesson; how will you allow students to wrap up the lesson in their own brains? 	<p>1. Pose guiding questions to students in order to engage them into the topic of diverse families, as well as to gather prior knowledge:</p> <ul style="list-style-type: none"> <i>-What makes a family a family?</i> <i>-How can someone who looks different be the same as me?</i> <i>-Are all families the same?</i> <i>-How can I be more accepting of someone who is different from me?</i> <p>UDL Principle 7.2 (Optimize relevance, value, and authenticity)</p> <p>UDL Principle 8.1 (Heighten salience of goals and objectives)</p> <p>UDL Principle 3.3 (Guide information processing and visualization)</p> <p>2. Introduce story to students, <i>A Family Is a Family Is a Family</i>. Pre-teach students the terms <i>special</i>, <i>foster</i> and <i>imaginary</i>:</p> <ul style="list-style-type: none"> special-being unusual and especially better in some way foster-giving, receiving, or sharing parental care even though not related by blood or legal ties imaginary-existing only in imagination; not real



Now, express to students that if they hear any other words they don't recognize to raise their hand. In this occurrence, guide students in figuring out the meaning by utilizing context clues and real-life connections. Students will write these terms down, along with the definitions that were revealed as a class in a notebook or on a sticky note to later write in a notebook. Explain to students that unveiling these unknown words will help them better understand the story and better their thoughts while writing toward the end of lesson.

UDL Principle 2.1 (Clarify vocabulary and symbols)

3. Read the story, *A Family Is a Family Is a Family*, aloud to the whole class.

UDL Principle 1.3 (Offer alternatives for visual information)

4. After reading, have students turn and talk to a neighbor to hold a discussion based on the text. Then have students return to whole group to share what they discussed as partners.

Pose these questions to students prior to pair discussions:

-*What was the main idea or message of the story?*

-*What is the setting?*

-*What is a family?*

-*What makes your family special?*

-*What do you love most about your family?*

-*How is your family like other families? How is it different?*

-*Do you have a different idea of what a family is now after reading the story?*

UDL Principle 9.3 (Develop self-assessment and reflection)

5. Now have students write two to three sentences and create an illustration to express what makes their family special. Present this writing prompt to students in order to guide them in their thoughts: *All families are different, but special in their own way. Write two to three sentences explaining what makes your family special. Provide illustrations to better explain your thoughts.*



	<p>(For ELLs, make sure to provide sentence frameworks, “My family is special because...” or “...are some reasons why my family is special”) UDL Principle 4.1 (Vary the methods for response and navigation)</p>
<p>Materials:</p> <ul style="list-style-type: none">● Bulleted or numbered format● List all materials and texts needed for lesson● Add additional resources that may be helpful● If only using a portion of a text include page numbers as well● Include copies of any teacher-made or textbook related handouts, worksheets, assessments, etc.....	<ul style="list-style-type: none">● The book <i>A Family Is a Family Is a Family</i> Amazon link: https://www.amazon.com/Family-Sara-OLeary/dp/1554987946● Pencil● Diverse Family Images● Blank Paper● Ruled Paper● Crayons/Markers● Writing Prompt● Sentence Frameworks (ELL)

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

