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Diverse Families Bookshelf Lesson Plans and  
Activities

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## All Families Are Special

Qwanasha Ards

University of Central Florida, [qards@knights.ucf.edu](mailto:qards@knights.ucf.edu)

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Diverse Families Children’s Literature Lesson Plan

Written by: Qwanesha Ards

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Lesson Title:	Lesson title: <b>All Families are Special by Norma Simon</b> Book title: <b><i>All Families Are Special</i></b> Author: <b>Norma Simon</b> Illustrator: <b>Teresa Flavin</b>
Content Area and Grade Level:	Kindergarten English Language Arts
Lesson Objectives:	<ul style="list-style-type: none"> <li>● The students will describe their family and traditions.</li> <li>● The students will demonstrate the basic features of print.</li> <li>● The students will participate in a collaborative conversation with classmates.</li> <li>● The students will listen and retell stories about their family members who are special.</li> <li>● The students will use a combination of writing and drawing to narrate about their family and traditions.</li> </ul>
Florida Standards:	<ul style="list-style-type: none"> <li>● <b>SS.K.A.2.4:</b> Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.</li> <li>● <b>LAFS.K.SL.2.4:</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>● <b>LAFS.K.W.1.3:</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</li> <li>● <b>LAFS.K.SL.1.1:</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ul> </li> <li>● <b>LAFS.K.R.F.1.1:</b> Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> <li>d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> </li> </ul>



Assessment:	<ul style="list-style-type: none"><li>● Teacher observation</li><li>● Partner/group discussion</li><li>● Formative assessment</li><li>● Family Drawing (Summative assessment)</li></ul>
Motivating Activity & Anticipatory Set/Access Prior Knowledge:	<ul style="list-style-type: none"><li>● The teacher will introduce the topic of family and access prior knowledge on the subject.</li><li>● The teacher will ask the students to turn and talk to an elbow partner, telling them one family member's name.</li><li>● Teacher will allow students to sit up and dance to the video (We are family) <a href="https://youtu.be/foptl0BeXnY">https://youtu.be/foptl0BeXnY</a></li><li>● After the video teacher has students go sit on the rug. Teacher sits at eye level with the students. The teacher will ask the students the following questions:<ol style="list-style-type: none"><li>1) <i>What makes a family?</i></li><li>2) <i>A family can be..?</i></li><li>3) <i>Who can be considered to be your family?</i></li></ol></li><li>● Teacher starts off by stating that every family is unique and different.</li><li>● Teacher will show students various pictures of different family types. (Nuclear, single, same sex, and etc.)</li><li>● Teachers would tell students about their family and what makes their family unique and special (family traditions).</li><li>● The teacher would then ask the students what makes a family special. the teacher would ask the students to turn and talk.</li><li>● Prior to reading the book, the teacher would ask for a few examples of what might make a family special. The teacher would then set a purpose for reading by asking the students to watch for what makes a family special in the book they are about to read aloud.</li></ul>



Procedures:

(Teacher and students continue to sit on the rug)

- Teacher begins the lesson by reading *All Families Are Special*
  - Teacher stops on page six to ask students how many people are in Nick's family? Teachers ask students with big families of 6 or more members to stand up. (Higher Order Thinking- Remembering)
  - Teacher stops on page twelve to ask students who Juan and his family live with? Teachers ask students who has a grandparent currently living with them to stand up. (Higher Order Thinking- Remembering)
  - Teacher stops on page twenty to ask, did Christopher's parents live together? (Higher Order Thinking- Remembering and Understanding)

After reading, the teacher will start videos: *Types of Family* and *Celebrations and Festivals*.

€ <https://youtu.be/zKpyBOxvxc?t=24>

€ <https://youtu.be/qGvxPmyktf8>

- Once the videos are over, the teacher will ask students to return to their seats and discuss as a group on what makes their family special and what are some traditions and/or holidays their family do and/or celebrate. Students will have 5 to 7 minutes to discuss the questions, and the teacher will walk around and listen to student conversations while passing each student one post-it sticky note. (Formative assessment)
- After group discussion the teacher would hang up different family types posters around the classroom. Teachers will instruct students to place their sticky note on a poster that is the same or similar to their own family. (2 minutes)
- While students are placing their sticky note teacher will create a two-column anchor chart label Family on the whiteboard. The first row will label "what a family looks like?", second row will label "what are family traditions/celebrations?", and the third row will be labeled "how to respect family differences and similarities?"
- After students are finished, the teacher will tell students to return back to their seats and lead a classroom discussion. The teacher will ask students ONLY



the first two questions on the anchor chart and write the students answers in the appropriate column.

- Teachers will pass out the worksheets and instruct students to take out their pencils and crayons and/or colored pencils. Teachers will tell students to draw a picture of their families. Teacher will tell students to also write 3-4 sentences about their families and a family tradition within their family. **(Teacher will remind students of proper writing skills)**. Students will have 10-12 minutes to draw and write.
- After the students are done the teacher will pair students up so they can share their drawing, explain what their family traditions are, and talk about why it's important to respect differences. Students will have 4 minutes. The teacher will walk around and listen to students as they share to evaluate students' understanding based on their conversations.
- After the small group's discussion, the teacher will ask the students to return back to the rug with their drawing. Once all students are sitting on the rug, the teacher allows some students to share what they drew, their family traditions, and why it's important to respect everyone's differences.
- **(Once students are finished sharing, the teacher asks students to hand in their drawing)**. The teacher restates what the students have said about respecting differences. Then the teacher will go into the importance of respecting everybody. Finally, the teacher will ask the last question on the anchor chart "how to respect family differences and similarities" and write the students answers.
- To close the lesson, the teacher will restate that all families are different and that it's okay to be different. Teacher will explain that although we are different, we are all equal. Teacher will share that family can be anyone you love.
- Finally, the teacher will tell the students that the class is family and have everyone hug each other**(option)**.

**(Teachers play So Many Colors, So Many Shapes song in the background and allow students to dance and sing along)**

<https://youtu.be/ZiOSzuXjDD0>



Materials:

- Book: All Families Are Special by Norma Simon
  - YouTube videos:
- We Are a Family: <https://youtu.be/foptl0BeXnY>
- Types of Family: <https://youtu.be/zKpyBOxvoc?t=24>
- Celebrations and Festivals: <https://youtu.be/qGvxPmyktf8>
- So Many Colors, So Many Shapes: <https://youtu.be/ZiOSzuXjDD0>
- Worksheet: <https://free4classrooms.com/free-primary-lined-writing-paper-with-drawing-art-box/>
- Crayons and colored pencils
- Post-it Sticky Notes
- Posters of different family types

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