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Diverse Families

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Beginnings: How Families Come to Be

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Diverse Families Children’s Literature Lesson Plan
Written by Heather Bourgeois

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Lesson Title:	Lesson title: How Families Come to Be Book title: <i>Beginnings: How Families Come to Be</i> Author: Virginia Kroll Illustrator: Stacey Schuett
Content Areas and Grade Level:	Kindergarten; Social Studies and English Language Arts
Lesson Objectives:	<ul style="list-style-type: none"> ➤ The student will compare children and families from the book "Beginnings: How Families Come to Be" with what families looked like and did in the past. ➤ The student will explore the concept of family diversity by comparing and contrasting the characters’ experiences. ➤ The student will recall information about the book to answer questions about family diversity.
Florida Standards:	<ul style="list-style-type: none"> ➤ SS.K.A.2.1 Compare children and families of today with those in the past. ➤ ELA.K.R.3.3: Compare and contrast characters’ experiences in stories. ➤ ELA.K.C.4.1: Recall information to answer a question about a single topic.
Assessment:	<ul style="list-style-type: none"> ➤ Read-aloud comprehension: Observe students' listening comprehension during the read-aloud of "Beginnings: How Families Come to Be." Pause occasionally to ask questions related to the differences and similarities between families. <ul style="list-style-type: none"> ➤ "Who can tell me about their family?" ➤ "What makes a family special?" ➤ "Can families be different? How?" ➤ "What do you like to do with your family?" ➤ "What do you think of the families we have seen so far?" ➤ Teacher informal observation: Ask open-ended questions about families, historical differences, and what they have learned. ➤ Drawing Activity: Evaluate whether students successfully complete the drawing activity and how they describe their family dynamic.



<p>Motivating Activity & Anticipatory Set/Access Prior Knowledge:</p>	<p>Family Diversity Scavenger Hunt:</p> <p>In preparation for this activity, ensure you have two sets of the 8 picture cards. Place one set of picture cards around the room, making sure they are visible and easily accessible. The cards are linked below.</p> <p>Begin by gathering students and introducing the book "Beginnings: How Families Come to Be" by Virginia Kroll. Show the cover and ask students what they think the book might be about. Share that we will read the book to learn about different families and how they come to be.</p> <p>Ask questions like:</p> <p><i>"Who can tell me about their family?"</i></p> <p><i>"What makes a family special?"</i></p> <p><i>"Can families be different? How?"</i></p> <p>(UDL Principle 1.1: Multiple Means of Representation - Use visuals (book cover) to generate interest and curiosity.)</p> <p>Then, explain to the students that they will go on a Family Diversity Scavenger Hunt to learn about different types of families. Explain the word "diversity". Show them picture cards representing various family structures and briefly explain each one.</p> <p>Along with the picture cards, there will be descriptions of each family type. As we explore the different cards, we will talk about what each family represents. It's important to emphasize to students that families come in all different ways, and if students don't see their family type represented, that is absolutely okay! Every family is unique and special in its own way.</p> <p>Here are the different family cards and their meanings:</p> <p><u>Nuclear Family</u>: This card shows a family with a mom, a dad, and their children all living together in one home.</p> <p><u>Extended Family</u>: An extended family includes not only parents and children but also grandparents, aunts, uncles, and cousins who live together.</p> <p><u>Single-Parent Family</u>: This card shows a family with just a mom or a dad taking care of the children all by themselves.</p> <p><u>Blended Family</u>: This card is about families coming together! It shows parents who got married and now have kids from different families, like stepsisters and stepbrothers. You also can have a stepmom or stepdad.</p> <p><u>Adoptive Family</u>: This shows parents who adopted children and now love them like their very own.</p>
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	<p><u>Foster Family</u>: This shows a family that takes care of children for a little while until they find their forever home.</p> <p><u>Same-Sex Parent Family</u>: This card is about love in all forms! It shows parents who are both moms or both dads and love their children very much.</p> <p><u>Grandparent or Guardian Family</u>: This card represents a special family where children live with their grandparents or other close family members who take care of them.</p> <p>(UDL Principle 3.3: Options for Comprehension - The activity provides various means for students to comprehend family diversity.)</p> <p>Divide students into pairs or small groups, ensuring each pair or group receives one picture card from the first set. To make it more of a surprise when sharing later, ask the students to keep their cards a secret from other groups until it's time to share.</p> <p>Tell students that each pair or group must find another card with a different family structure than their own. They should look around the room quietly to find a match. As they start, monitor the groups to ensure that only one group is at a card at a time and that no group ends up with the same starting card they were initially given.</p> <p>There should be enough so that each pair or group finds a card. Encourage them to ask their friends questions like:</p> <p><i>"Who are the members of your family?"</i></p> <p><i>"What do you like to do with your family?"</i></p> <p>Once students have all found their cards, allow some time for students to discuss the differences between their two cards.</p> <p>(UDL Principle 3.1: Multiple Means of Engagement - The scavenger hunt activity encourages active engagement.)</p> <p>Give them about 10 minutes before bringing the students back to share and reflect on what they've learned.</p>
Procedures:	<p>Introduction to the Book:</p> <p>Before:</p> <ul style="list-style-type: none">• Show students the front cover and ask them what they believe the book is about.• Then ask them to think about the scavenger hunt and how that might relate to the book.



During:

- Read the book aloud, showing the pictures as you go along.
- Pause during the book to make connections to the students' own families.
- *Teacher Question: "What do you think of the families we have seen so far?"*
- When reading about each child's family, pause to ask them to identify what that child's family dynamic is in reference to the 8 types we learned from the scavenger hunt.

UDL Principle 3.1: Multiple Means of Engagement - Encourage active participation through predicting and connecting.

Group Discussion:

- After the read-aloud, have a group discussion about the book and families you read about. Ask them to compare the similarities and differences between each character's family.
- *Teacher Question: "How do you think families are different? How are some of them similar?"*

UDL Principle 5.1: Multiple Means of Expression - Encourage students to share their thoughts and ideas.

Tell them that tomorrow we will read another book about families in the past and compare them to the families we read about today!

Activity - Drawing Our Families:

- For this activity tell the students we are going to do a really fun drawing activity! They will be drawing a portrait of what their family looks like.
 - Explain that during our unit we will learn about what families looked like and did in the past. This will allow students to have an accurate representation to compare and contrast families of the past and present.
- Remind the students about the families they discussed during the lesson and the book.
- They will need materials like crayons, markers, colored pencils, and a large piece of paper.
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	<p>Sharing and Reflection:</p> <ul style="list-style-type: none">• Invite students to share their drawings with the class.• <i>Teacher Question: "Tell us about your drawings. What makes your family unique?"</i>• Guide students to explain the choices they made in their drawings and how they incorporated elements from the book and the class discussion. <p>Closure:</p> <p>To understand the "big picture" of the lesson, students should know that families have changed over time but are all important and filled with love.</p> <p>Play this video The Quokkas - Different Families (official video) Kids songs and nursery rhymes - YouTube as a celebration of all they have learned!</p> <p>This lesson can be continued through a unit plan.</p>
Materials:	<ul style="list-style-type: none">➤ The book "Beginnings: How Families Come to Be" by Virginia Kroll➤ Picture cards or images representing various family structures. Linked Below➤ Drawing materials (colored pencils, crayons, markers, etc.)➤ Large sheets of paper➤ https://udlguidelines.cast.org/➤ The Quokkas - Different Families (official video) Kids songs and nursery rhymes - YouTube

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