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Diverse Families

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Families, Families!

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Diverse Families Children's Literature Lesson Plan

Written by Amanda Sanchez

STARS Database BOOK URL: https://stars.library.ucf.edu/diversefamilies/111/

Lesson Title:	Book Title: Families, Families!	
	Author: Suzanne Lang	
	Illustrator: Max Lang	
Content Area and Grade Level:	2nd grade ELA	
Lesson Objectives:	 Students will write a personal narrative about their families using a logical sequence of events, transitions, and an ending. Students will improve their writing as needed by planning, revising and editing. Students will present their writing about their families using complete sentences, appropriate volume, and clear pronunciation. 	
Florida Standards:	 ELA.2.C.1.2: Write personal or fictional narratives using a logical sequence of events, transitions, and an ending. ELA.2.C.1.5: Improve writing as needed by planning, revising and editing with guidance and support from adults and feedback from peers. ELA.2.C.2.1: Present information orally using complete sentences, appropriate volume and clear pronunciation. 	
Assessment:	 Personal Narrative: Students will write about their family. They will include an illustration of what their family looks like. Teacher Observation: Students will then share their work with the class. Teacher questioning (will happen throughout the lesson): "What does the word diverse mean?" "How can families look different?" 	
Motivating Activity & Anticipatory Set/Access Prior Knowledge:	 Teacher will ask students questions about family and what a "typical family looks like" a. "What does a normal family look like?" b. "Have you ever seen a family that didn't look like that?" Students will watch and listen to this song about families and what they can look like (closed captioning will be used UDL 4.2 Optimize access to tools and assistive technologies ESOL 4 Link lesson topic to students' prior knowledge). a. Teacher will explain that families are different for everyone and there is no such thing as a "normal" family. 	
Procedures:	3. Teacher will continue the lesson a. Teacher will introduce the book Families, Families, Families! and ask questions. i. "What do we think this book is going to be about based on the title?"	

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- ii. "What do we notice about the pictures on the cover?"
- **b.** The teacher will share her family make up with the students with pictures and visuals for students to see (UDL 1.3 Offer alternatives for visual information)
- 4. Before reading
 - a. Teacher will identify, write down and define potentially challenging words and have definitions on the board for reference during reading.
 - b. Teacher will reference prior knowledge by asking questions:
 - i. "What do we know about "normal" families?"
 - ii. "Do we think the families in this book will be "normal"?
- 5. During reading
 - a. Teacher will read Families, Families, Families! aloud for the students. (teacher will make sure to write down additional challenging words identified by students, point at pictures to emphasize story, and ask questions throughout (ESOL 20 List the most important words and phrases you use or plan to use in a presentation on a transparency or on the chalkboard, UDL 2.1 Clarify vocabulary and symbols, UDL 3.2 Highlight patterns, critical features, big ideas, and relationships)
- 6. After Reading
 - a. After read aloud is done, the teacher will go back and go over any challenging words and clarify for the students (UDL 2.1 Clarify vocabulary and symbols). Teacher will leave this list on the board for students to reference throughout the lesson. (ESOL 29 Offer a variety of reference materials at the students' instructional level for independent use, UDL 3.3 guide information processing and visualization)
- 7. Teacher will introduce assignment
 - a. Students will receive a sheet of writing paper and the teacher will pull one up on a document camera (if document camera is unavailable teachers can use lined anchor chart paper to demonstrate).
 - b. Teacher will ask students to recall what their family looked like. Teacher will model the assignment where students will write about what their family looks like. Teacher will then model drawing a picture of her family in the area provided. (UDL 3.3 guide information processing and visualization – ESOL 8 Modeling). Teacher will leave her example up on the board for students to reference.
 - c. Students will be given time to complete their writing assignment independently or in partners (ESOL 2 Promote Cooperation.) Teacher will pull students who require help to a small group to work on the writing assignment (ESOL 8 Scaffolding)
- 8. Once finished students can share their stories with a partner (ESOL 10 Think, pair, share) or can volunteer to share in front of the class.

Closure:

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	 9. After volunteers have shared, students will be able to ask questions about their peers' families and share anything else (ESOL 1 teach questioning for clarification). 10. Writing assignments will be collected for assessment. Assignments will then be made into a book with the same title Families, Families, Families for students to look back on.
Materials:	1. Families, Families! by: Suzanne Lang picture book
	2. Writing assignment sheet – included below
	3. Document camera (alternative is anchor chart paper)
	4. <u>Sesame Street: Family Song video</u> (use SafeShare to limit ads and distractions on video)
	5. Writing and coloring implements to model assignment
	6. <u>UDL Guidelines</u>

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