FAMILIES

BY: DEBORAH CARTIER
FLA-518
JULY 2003
Introduction
Introduction to Unit

“How Families are Different”
Grade 3
Target Group – Content Based ESL Class
Sources:
People, by Peter Spier, Doubleday & Co. Inc. Garden City, NY
Why are all Families Different? by, Diane Melvin, A DK Publishing

I developed lesson Plans.

Learning Goals
• “I want my students to know that all families are different.”
• “I want my students to know about their family heritage.”
• “I want my students to know how families change over time.”
• “I want my students to know that some families don’t live together.”
### Unit Goals and Objectives
#### Families

<table>
<thead>
<tr>
<th>ESL Language</th>
<th>Language</th>
<th>Content</th>
<th>Learning Strategies</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Differences within Family structures. 2. Know about their family’s culture and origin. 3. How families change over time. 4. How some families don’t live together.</td>
<td>By the end of this unit students will be aware of the following: Graphic Organizers/Webs To assist with organization + ideas.</td>
</tr>
</tbody>
</table>

#### Knowledge

1. Engage in conversations and respond to questions about family. 2. Talk about favorite game, food or celebration.

#### Skills

1. Listen to story about likenesses and differences. Group discussion. 2. Discuss the different celebrations and foods. View videos, read books and listen to cultural music. 3. Describe your life in terms of birth to present (note changes). 4. Read a story about families who don’t live together. Construct a group web of possibilities. 5. Name 3 different family situations about how families don’t live all together.

#### Attitudes & Awareness

1. Respect the differences of families. 2. Respect the different cultures of other people. 3. Aware of changes that occur over time and changes that may occur in families.
Lesson 1
### Functional Notional Chart

#### Families

**Lesson 1**

<table>
<thead>
<tr>
<th>Functions</th>
<th>Situations</th>
<th>Formulas</th>
<th>Grammar Structures</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorm</td>
<td>List different family structures.</td>
<td>Some families have ______.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>All families are ______.</td>
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<tr>
<td></td>
<td>Point to Appropriate Structure.</td>
<td>Describe differences in families.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Design own Family</td>
<td>Families live ______.</td>
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<tr>
<td></td>
<td></td>
<td>Families live ______.</td>
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<td>Families ______.</td>
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<td></td>
<td>Families ______.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plurals</th>
<th>Present Tense</th>
<th>Nouns</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Both parents</td>
<td>Special</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Together</td>
<td>Together</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apart</td>
<td>Apart</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Different</td>
<td>Different</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families</td>
<td>Families</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Share</td>
<td>Share</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Care</td>
<td>Care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structures</td>
<td>Structures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Love</td>
<td>Love</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Narrative

Lesson 1-Families

I modified my original lesson to create subject matter that was more meaningful and understandable to the English-language learner. The initial lesson that was designed was a perfectly good lesson, but with many adaptations, I strived to incorporate features that encompassed each level of language development.

The first adaptation that was made was the addition of names of people of each family structure. This was essential to include as an additional strategy for students to visualize key vocabulary, as they will use it to further their language development.

The second adaptation is designing a home and family from cut outs and paper bags. This change was made to engage the student using different materials one can use to create the home and family structures. The student is allowed to explore the subject matter and negotiate meaning, using concrete materials that are self-selected.

The last adaptation was “Tell how families are different/similar” this was added for students who are at an intermediate or advanced level of proficiency. The task at hand requires students to use more complex language and expression. Through this exercise, the teacher encourages students to take risks with the new language.
Lesson 1 (Revised)

Content Objectives:
- Students will understand that the structures in families are different.
- Students will realize that each person and family is unique and special.
- Students will recognize that all people are part of a family.
- Students will value the differences in people.

Language Objectives:
- All students will listen to story about differences in families.
- All students will respond by pointing to appropriate family structure.
- All students will label families using new vocabulary.

- Most students will design their own family structure.
- Most students will demonstrate comprehension in a variety of ways.

- Some students will compare/contrast their families.
- Some students will explain differences within family structures in a group discussion.

Materials: Cutouts of people, colored paper, chart paper, glue, markers, bags, magazines, big book, People, by Peter Spier, Visual cards

Procedure:

1. Set the purpose for the lesson; let students know that you want them to learn about how families have different structures. As you begin to explain the word write it up on the board and frame it “structures”, let students know that you are introducing them to an easy plan to show the main idea of something. The main idea here is to display pictures of different family structures. Let students know that structures of a family are the people that make up a family. As teacher models each picture and points to vocabulary word, have students repeat vocabulary after you. Teacher will model by saying the word and pointing. ex. Mother, Father, Parents “Repeat after me.”

2. In a group brainstorm with students about other family structures they are familiar with. The teacher will model this by using a large sheet of chart paper. In the center of the paper the teacher will write “family structures” (differences). As students are called upon the teacher will add to our chart by branching out forming a web, which will get bigger as more ideas are presented.

3. Leaving the family structure visuals and web chart still on display, read the big book, People, to the students, and as you read, display text, pause and ask questions about the text. Begin with a recall question like; how many people lived with grandmother in the story? Then, move to a higher order question for the more advanced ELL. Why do you think?
4. When the story is finished, inform students of an activity to design their homes from paper bags. In each home will include each family member of his/her own family. We will use cutouts as people and label each person by writing mother, father, sister, brother, baby etc.

5. It is necessary for the teacher to design a home and family ahead of time for students to use as a model. Teacher will guide students as they make homes and then place family members in their home. The house can have doors, windows, people and so forth. Construction paper, magazines, or colored markers should be used. Creativity is encouraged.

6. When student’s homes and families are complete, talk about their families as a group. Have students sit in a group on the carpet taking turns sharing their family structures. It is essential for the teacher to not only model the oral exchange, but to provide a visual model of the oral exchange. This is done by using a pre-made chart which displays the following: I live______: I have a _____ and ______. The teacher may do this as such. I live with my family in a green house. I live with my grandmother and a daddy.

7. When sharing is over, we will conclude our lesson by having the teacher take over the discussion. Students will then tell what they learned about how their families were different/similar. While this is occurring the teacher writes down what is being said. John noticed that Tom and Sara had similar families. Teacher stresses this...they both live with a mom, dad, and baby. The teacher stresses that similar means that they both live with... Then she says, who else can tell me of similar families. This continues on with differences. Tara’s family was different than Peters because Tara is an only child and Peter has two brothers and he lives with his father. Teacher points out differences to students.

8. Teacher praises a job well done. Displays homes/families on bulletin board labeled “Family Differences” for all to see and enjoy.
Question and Response Chart
Lesson 1

Do you have a ________?

Do you have a ________ and ________?

Do you have a ________ or ________?

I live with my ________.

I have a ________ and ________.

I have a ________.

I have two _________.

Family Structures

(Differences)

- Mom
- Dad
- Child
- Children
- Uncle
- Aunts
- Cousins
- Grandparents
- Children
- Child
- Children
Father
Mother
baby
Father daughter
mother
father
daughter
Grandmother  Grandfather

Father  mother  sister

brother  brother
Family, Aunts, Uncles, Cousins, and Children.
mother  brother  sister

> children
(brown paper bag
Crayon colored people
pasted on bag)

MY House

mother

brother

baby
PEOPLE
Written and illustrated by Peter Spier
We all know that there are lots and lots of people in the world—and many more millions each year.

There are now over 4,000,000,000 human beings on earth, and if it takes you an hour to finish looking at this book, there will be over 4,000 more!

By the year 2000 there will be 6,000,000,000 people on earth. If we all joined hands, the line would be 3,805,871 miles long and would stretch 153 times around the equator.

Or sixteen times the distance to the moon. More than 4,000,000,000 people…and no two of them alike!

Each and every one of us different from all the others.
We come in all sizes and shapes: tall, short, and in between.

But without a single exception, we all began quite small!
And we come in many colors.

Even our eyes have different shapes and colors.
And noses come in every shape imaginable.

So do faces, lips, and ears...and everything else!
Think of our hair: from snow white to pitch black...straight, curly, kinky, and wavy. And a lot of people have no hair at all!

People are funny: Some with straight hair want theirs to be wavy, and others with curls want theirs straight!
Lesson 2
### Functional Notional Chart

**Share Your Culture**

**Lesson 2**

<table>
<thead>
<tr>
<th>Functions</th>
<th>Situations</th>
<th>Formulas</th>
<th>Grammar Structures</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen</td>
<td>List 3 different family traditions.</td>
<td>Some people come from other ____.</td>
<td>Quantifiers</td>
<td>Cultures</td>
</tr>
<tr>
<td>Write/Draw</td>
<td>Describe 3 kinds of activities from other cultures.</td>
<td>Many people celebrate different ____.</td>
<td>Nouns</td>
<td>Traditions</td>
</tr>
<tr>
<td>Interview</td>
<td>Discover new facts about your culture by interviewing family.</td>
<td>Do you know any people that wear different ____? Some people speak different _____.</td>
<td></td>
<td>Clothing</td>
</tr>
<tr>
<td>Describe</td>
<td>Name a food that you discovered.</td>
<td>All people make different _____.</td>
<td></td>
<td>Languages</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Recipes</td>
</tr>
</tbody>
</table>
Lesson 2- Revised

Topic- Share Your Culture With The Class

Content Objectives:
- Students will understand the different cultures of others.
- Students will learn about traditional dress of other cultures.
- Students will select a topic to share about their culture with class.
- Students will make inquiries to find out more about their culture.

Language Objectives:
- All students will listen to a video about holidays and traditions around the world.
- All students will listen to traditional music and teach a dance to the class.

- Most students will teach the class by explaining a bit about their country of origin.

- Some students will write a recipe, or share the dish with the class.
- Some students will model a poster about something about his/her culture to share.

Materials: Music, Games, Clothing, Food, and Customs, Outline.

Procedure:
1. Set the purpose of the lesson: The activity that we will accomplish, will give all students the opportunity to learn something new and interesting about you, and the country you came from. We can then learn to appreciate the differences we all have in our classroom.

2. We can begin by discussing where we come from. I will begin by telling you that “I come from the United States.” Teacher writes this on board, and frames it. Teacher then points out that the idea here is for students to grasp the point that all students come from a place, and the teacher comes from the United States. Next, the teacher will pinpoint the United States on a map and model this example for all students to see. Teacher then paraphrases her talk again and asks the class to repeat as she does this, she runs her finger slowly under each word. With this, the students cannot only repeat the language; the words take on meaning to them as well. This model continues through discussion.

3. Teacher will explain to her students that the presentation they will design will be something they already know. Let students know this will be fun!!

4. Teacher will show short video clips about different cultural traditions. This will highlight different ideas they may have for their presentation.
5. After video, give students a piece of paper and have them write or draw three good ideas from the video. Give new language students the option of drawing pictures. Intermediate students may draw and label their ideas and for more advanced language learners, writing down their ideas in sentences.

6. Next, Teacher will provide directions in an outline format, using icons to help convey meaning.

7. Teacher will use an overhead projector to describe in detail and provide visuals for every step of the outline for the task. She will do this by calling on students to then paraphrase what she says, and often having students help explain by saying, “Who knows what I mean? Or what do I mean by getting clues from parents to help gather ideas for my presentation? Who knows what gather means? Who can help me explain this to the class? This often helps those students who are not very proficient in the language and are afraid who are afraid to take the risk of asking questions.

8. First part of presentation is due the very next day. Students take outline home, choose topic, and return to school with topic.

9. The following night students will prepare their presentations and teacher will begin to allow students to share their lessons with class, but before the lessons begin, the teacher asks students the following questions.

- Is it polite to call out when someone is talking?
- What can we do if we have a question?
- Is it polite to make fun of other people? Who can tell Mrs. Cartier what I mean by this? Call on students randomly, generating a brief list for all to see. Then have students read the list together to ensure all understand the message here.

Lessons begin. Students have fun sharing lessons and learning about different cultural traditions by listening, speaking, interacting with language.
I modified my original plans from lesson two by utilizing new strategies that were acquired during my FLA-528 class. The initial lesson was prepared for ELL learners, however, I employed many new strategies that will engage all students and prove to be a richer more authentic learning activity for all students, on various level of English proficiency.

The first adaptation was accomplished by modeling the use of a Main Idea Frame. Students were involved in a small group activity about where they came from. The teacher modeled the concept of framing, explaining as she employed the concept. This strategy is very successful in terms of focusing on specific points, matching language with experience of where they live, and highlighting specific vocabulary being learned.

Another adaptation that was used, that was not used in the original was the use of videos of many different cultures. These videos engaged the students in terms of visual aids and reinforced new concepts to them about different cultural traditions, thus creating ideas for them to share for their own presentation. I adapted this because it would be beneficial for all levels of language learners.

An outline was provided to my English language learners that represented cultural traditions or cultural traits. This outline was presented to all students and spelled out step by step in the directions, which also included pictured icons of each example. (pg. 21) Teacher provided this to simplify the lesson for students and for parents to be able to help their child at home. Teacher also used an overhead projector to orally go through the outline to clarify any questions the students may have had. It is important as language teachers that we give oral and written directions in a simplified manner, so the language is comprehensible to all levels of language learners.
Dear Parents,

Students are working on a task that requires your help. Please help your child by sharing some information about his/her heritage. Students are to gather information about their native lands and choose a topic that is interesting to them. They will then share this with the class. The following outline will be helpful. Students are to choose their topics today.

Have Fun!!!!!
Share Your Culture With The Class
Outline

You will teach the class a bit about your country. You may choose one of the following ways to do this:

Teach us a game that originated in your country.

Play traditional music and teach a dance to the class.

Share information about a holiday or celebration.

Come dressed in traditional clothing from your country.

Tell us about religious customs in your country.

Share a recipe for a traditional dish unique to your country.

Bring the dish to share with the class.
AMERICAN CULTURES for Children

Hosted by Phylicia Rashad

PUERTO RICAN HERITAGE
AMERICAN CULTURES for Children

Hosted by Phylicia Rashad

ARAB-AMERICAN HERITAGE
Sharing Culture With The Class Presentations

The following are some pictures and information on the Presentations from Lesson 2.

We learned that:
“Ramadan” is a Holiday celebrated by Muslims
Student and her family member dressed in traditional Muslim Clothing.
Student included a brief report about Ramadan.

We learned that:
“Chinese New Year” is a Holiday celebrated by Chinese people.
  Designed a large poster of a Chinese symbol
  “The Year of the Dragon.”

We learned that:
“The Mexican Hat Dance” is a traditional Mexican Dance performed by Mexicans.
  Introduced Class to a traditional Mexican dance
  “The Mexican Hat Dance.”
  Dressed in traditional hats called “Sombreros.”
Celebrating The Muslim Holiday called "Ramadan"
Ramadan is a Holy month for Muslims. Ramadan means to fast from dawn to sunset. You can’t eat or drink anything. So the purpose when you don’t eat or drink you’ll get hungry and thirsty and that will make you remember the poor people who don’t have food and drinks. We are praying in Ramadan and reading the Holy Quran. Ramadan is not only to prevent your self from eating. Also to prevent your self from doing bad things, we help poor people by giving them food money or clothes.
is coming after Ramadan is done. Everyday in Ramadan we are preparing the delicious food. Desserts and all the relatives are visiting each others. Having fun sharing and getting ready for the Holiday.
Chinese New Year

Symbol "Dragon"
Mexican

Song & Dance
Lesson 3
### Functional Notional Chart

**How People Grow and Change**

**Lesson 3**

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<th>Functions</th>
<th>Situations</th>
<th>Formulas</th>
<th>Grammar Structures</th>
<th>Vocabulary</th>
</tr>
</thead>
</table>
| Listen    | Students will listen, and repeat poem with teacher. | I was _____.  
I’m _____.  
I’m _____. | Pronouns | Born |
| Draw /Write | Write or draw changes from birth to present. | I _____. everyday.  
I _____. everyday. | Contractions | Growing |
| Describe  | Tell a friend how he/she has changed. | I am getting _____. everyday. | Verbs | Changing |
| Record    | Students will gather more ideas from friends and add more changes to their writing | I am getting _____. everyday. | V + ing | Grow |
|           |                        |                      | V + er | Change |
|           |                        |                      |        | Bigger |
|           |                        |                      |        | Taller |
Lesson 3 Revised
How People Grow and Change

Content Objectives:
- Students will experience how things grow and change over time.
- Students will identify with changes and the stages as he grows.
- Students will realize that all people in families grow and change over time.

Language Objectives:
- All students will listen to a story and poem about how people grow and change.
- All students will respond to questions by giving yes/no response or a sentence when presented.
- Most students will list/draw changes in themselves since birth to present.
- Most students will list/draw changes in family that have occurred.
- Some students will describe changes to a friend.

Materials: Poem, Everything Grows, book, Why are all families different? Chart paper, markers, paper

Duration: 1 class period approx. 60 minutes

Procedure:

1. Set the purpose of the lesson by starting with: Today we will talk about how people grow and change. Ask the question, “Do all people grow?” Teacher will write the word grow on the board as she repeats it again. Teacher will call on a student to reply. A yes/no answer is required. Then ask, “Who can tell Mrs. Cartier how we grow?” Remember to praise the students for their answers and paraphrase the student’s replies. As you say the word each time, add a hand gesture representing the word growwwwwww.

2. Teacher will then direct students attention to a poem written by Raffi, Everything Grows. Teacher will first read the poem aloud and then have students repeat together. When finished with the poem, write the question on a chart.
Things that Grow. The teacher will then let students know that they will make a list of things that grow together. Students take turns generating ideas for the chart. Some responses included: flowers, bugs, animals, moms, babies, and plants. Students take turns coming up to the chart to add their responses. Some students may draw their responses others may be at a level of proficiency where they can write their responses.
In the case of the student who draws their response, the teacher will label the word next to the drawing as the student gives it to her. Afterwards, the teacher goes over the list again slowly repeating each word and asking, “Do flowers grow?” “Do animals grow?” Eliciting as many responses as possible.

3. Teacher lets students know that their responses were very good. She then shifts their attention towards her as she says, “Who can tell Mrs. Cartier how you have changed since you were born?” Students respond by raising hands. One child responded by saying, “I don’t wear diapers.” Teacher says great idea, and then teacher displays cards to the class. Teacher then changes to another question, “Are you much bigger now than when you were a baby?” Teacher uses gestures to help beginning students.

4. Teacher now introduces visuals to students of a child, as he grows from one year old to six years old. The teacher then says when you were a baby you were very small she makes a hand gestures representing small. You grew and grew, and now you are bigger and taller. As the teacher shows her visual cards, she uses hand gestures for baby, small, grew, bigger, and taller. Teacher will then introduce the book, Why all families are different, she does this as such: Now that we have a good understanding of how people change, I’d like to share a wonderful story with you about how people change in a family. It is very important to listen as I read to you. Remember, to look carefully at the pictures, as you will see many pictures that are known to you. Teacher now uses a slower pace to her speech as she reads.

5. The next step is for students to draw/write about how they have changed during these times in their lives. Again, some students may not be able to write sentences due to their language ability level, these students will have the option to draw theses changes. Students will be given a sheet of paper to complete this task. Teacher will model how students will fold their paper, first hold their paper horizontally, then bring the corner to the middle of the paper and then fold this over creating three long boxes. The last step to this is to fold the paper in half. This will create six even boxes. Teacher will model this step by step, and walk around the classroom for all to see. Students will now have six boxes to show all changes. Students should take about 20 minutes to do this activity.

6. Teacher will pair students up to share, and as they share their work, they can gather more ideas to add to their writing. As the students share information, the teacher will monitor and act as a facilitator.

7. When students return back to their seats, they will be given the opportunity to add to their ideas or change anything they wish.

8. Students can take home their papers and share them with their families to enjoy.
Narrative Lesson 3
Lesson Families Grow and Change

My original plans were modified in a way that would be more meaningful for students. I had originally planned to have my student’s plant seeds and watch them grow and change. Instead, I thought it would be more real and motivating to have students become conscious of the changes in themselves over time, or the changes in other people in their families. I accomplished this task by using the following strategies:

I originally started off with an activity that required students to note changes they could see in pictures, however, I felt this would not allow all of my beginning ELL student’s to become involved. I selected another approach for my revised lesson plan, using strategies that were new and exciting to me, and that would involve all my students.

One change that was made to lesson three was "The purpose of the lesson." I think it is very important for teachers to let their students know the purpose of each lesson:

Then, I chose to model the vocabulary as such: I wrote a word on the board for all to see, I circled it and said the word, and students repeated, I then displayed a visual for each word and students again repeated. It is necessary to display a visual with vocabulary for new language learners, so they can negotiate the meaning of the word. This also encourages students to communicate in English, using familiar vocabulary and structures.

Another important aspect of the lesson that was changed was the use of visual posters and poems. I felt this was necessary for the age appropriateness of the lesson. The importance of involving students as they interact has a lasting effect on student success in terms of acquiring his/her language. I have enclosed the following realia that was incorporated into my lesson on how families change:

- Visual Poster Cards (pg. 35 &36) -Displays the vocabulary using pictures
- Everything Grows Poem Chart -Students reciting vocabulary
- Wall Chart Things That Grow-Generated by entire group
- Why are all families different? Book by Diane Melvin (OL)

These are some of the visuals that were utilized during this lesson. It was my intention to make the lesson attainable for all levels of language learners.
Everything grows and grows.

Babies do, animals too.

Everything grows.

Everything grows and grows.

Sisters do, brothers too.

Everything grows.
WHY are all families different?

Questions children ask about FAMILIES
Why did Grandpa die?

As people grow older, their bodies start to wear out, and eventually they die. Often, we miss them very much and feel sad inside. But we never forget them, and, in time, we come to enjoy thinking about the good times we had with them.

Why did my best friend move away?

Families move for all sorts of reasons. They may need a bigger home, or want to be near a new workplace. Although we miss our friends when they move away, we can keep in touch with letters, phone calls, or even visits.
Why won't my big sister play with me anymore?
Just like you don't want to play with babies' toys anymore, bigger children grow out of many of the games that you still enjoy. They have fun doing more grown-up activities, and they also have a lot more homework to do!
Why doesn't Grand

Why did Mom want to have another baby? Many parents want another baby because they want a bigger family. In just a few years, the baby will grow to be a friend and playmate for the children they already have, and everyone can enjoy caring for it and getting to know it.

As our bodies grow older, we find it harder to work day, which is why most people stop going to work.
Lesson 4
### Functional Notional Chart

#### Lesson 4

**Letter Writing to Families**

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<tr>
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<th>Grammar Structures</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen</td>
<td>Give examples of different living arrangements.</td>
<td>Sometimes families live ____</td>
<td>Frequency Adverbs</td>
<td>Apart</td>
</tr>
<tr>
<td>Discuss</td>
<td>Discuss ways one can communicate?</td>
<td>Often families live ____</td>
<td>Intensifiers</td>
<td>Together</td>
</tr>
<tr>
<td>Compose</td>
<td>Write a letter to a family member.</td>
<td>Families always send ____</td>
<td></td>
<td>Messages</td>
</tr>
<tr>
<td>Express Emotions</td>
<td>Students express emotions in letter.</td>
<td>People who live ____ Never forget their families.</td>
<td></td>
<td>Far away</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Communicate</td>
</tr>
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Lesson 4 Revised

Letter Writing to Families

Content Objectives:
• Students will understand that some families live apart.
• Students will recognize that others have diversity in living arrangements.
• Students will gain knowledge of proper letter writing skills.

Language Objectives:
• All students will listen to a story about families.
• Most students will listen and repeat steps to begin writing a letter.
• Most students will write a letter to a family member or friend who lives far away.
• Some students will share their letters with parents.
• Some students will talk about a family member who lives apart from them.

Materials: Families, by Ann Morris, paper, pencils, envelopes, chart paper, name and address of family member or friend, and stamps.

Duration: 1 class period approx. 60 minutes.

Procedure:

Set the purpose: Let students know what you want them to learn by doing the lesson: The purpose of today’s lesson is to learn to write to someone you love very much that is far away.

1. Engage students in a conversation about what they know about families living apart. To do this, I would begin by saying, how many students have family members that live far away? Allow students time to think and then call on someone. Student’s responds: “I have a grandma who lives in Mexico.” Then ask, “Do you talk or write to her?” This will set the tone for the initiation of the lesson.

2. Next, hold up the book, Families, and let students know that this book will show them examples of how some children live in China with a cousin or grandparent and their parents live in the United States or Mexico. As you read, point to the pictures and text. Teacher will read at a slow pace for language learners, frequently pausing to clarify, for ex. What is the girl in this picture wearing?

3. When finished with the story, have students discuss what they saw in the pictures as you read the book. This will be done through whole group interaction. As each child shares, the teacher will write down the talk on a large chart. An example of this is as such: Tony’s sister lives in California.
Once each sentence is written by the teacher, she will have the student who gave the sentence, which is Tony, come up to the chart and run his finger under each word as the class repeats. This is done each time a new sentence is generated until all students have a turn. Teacher will let students know that this is an example of writing.

4. Now, let students know that it is time for them to learn how to write a real letter to someone who lives far away. Teacher will use a large model of a letter that displays a line for the date, greeting, body, and closing. Students will generate a sample letter as a class.

5. The first thing would be to put today’s date. Who can tell us what the date is today? Have students give the answers. As this occurs the teacher will paraphrase the talk and write it on large chart. Today is July 11, 2003. Who can tell me how to write July? How do I begin? Great, using a capital J, that’s correct Amy. We use a capital J because it is a month and months are always capitalized. We continue to do this until the date is filled in.

6. Who can tell me what we need to do on this line, who is the letter going to? Let students know that all letters need to have a greeting. List greetings: Dear Mom, Dear Dad, and Dear Granny. Call on students with other ideas. “Teacher: ‘We will use Dear Granny.’

7. The next step is the body. What do we want to say to this person? Teacher tells students that the body is the message from the person sending the letter. The person may feel sad or happy, so he must express or tell this to the reader. Teacher fills in the chart. Ask students what to write. One student wants to tell Granny that he is going to Sea World on his vacation. Another person wants to tell her that she learned to ice skate. This is continued during the body of the letter.

8. Once the body is established teacher tells students that every letter needs to have a closing. Teacher models this by saying, “who knows how we close or end our letter to Granny?” Teacher calls on a student who answers, “Love.” The teacher responds with, “good answer.” We can use other closings, who can think of some ideas for closings? Teacher continues to call on students. Your friend, See you soon, Truly yours, Fondly, Miss you, Bye bye. These are all examples of closings. Teacher writes all these up on the chart and has students repeat list together.

9. The next step is to have students read the letter generated to Granny, together as a group while teacher runs finger under text.

10. Have students use the letter that is on a big chart as a model to generate their own letters. Students will share letters with parents before mailing.
The necessary modifications that I made to this lesson were that of questioning strategies for the different levels of language proficiency. To begin with, I started the original lesson with little discussion. In my new lesson, I incorporated ample opportunities for discussion coupled with strategies for the beginner: By using a lower end question model such as: Do you have a family member living far away? This only required the language learner to respond with a yes/no response. This is the appropriate model to use with a beginner.

I then changed the question quickly to accommodate my higher language learners by changing the question into a higher order question which required more complex language skills, for example: Why do you think some families live far away? This is done so easily, without changing the context of the lesson, but reaching all students at the same time.

Other examples of modifications that were made were in step two of my original lesson. It read that I would introduce a book to address the concept of Families: I modified this due to the fact that students needed to know what I was about to show them, for example, when I held up the book and let students know that I was about to show them examples of families who live with other family members. I immediately had them engaged as I displayed the illustrations again reading the text. As I did this, I pointed to the illustrations and used slower speech. I then had students repeat and paraphrase as I said words. These modifications are all necessary for all levels of language learning.
A Friendly Letter

Dear Granny,

How are you today? I want you to know that I'm missing you very much. We are going to Sea World on vacation next week. Over the summer, I learned how to iceskate.

Miss you,

Name
Others have stepparents or live with just one parent.
Some children live with a grandparent or a foster family. Others are adopted by parents who chose them specially.
Whether you go to lands near or far,
families are there—big and small,
wherever you are.
INDEX

Title page UNITED KINGDOM: Welcoming the new baby with hugs and kisses.

Half title UNITED STATES: These parents in Piedmont, California, are helping their children with their homework.

4 ETHIOPIA: A Dire Dawa family in front of its home.

5 CANADA: Inuit children on the coastal rocks near their Kent Peninsula camp.

6 VIETNAM: This family lives on their boat in Hon Gai Harbor in the fishing village of Halong Bay.

7 UNITED STATES: A family picnic in Rockland County, New York.

8 UNITED STATES: This family in Schenectady, New York, loves it when Grandma visits from Puerto Rico.

9 UNITED STATES: After Mom dries her tears, a nice fall walk will help this little girl in Suffern, New York.

10 UNITED STATES: A Navajo grandmother in Canyon de Chelly, Arizona, teaches her granddaughter how to weave.

11 SOUTH KOREA: Learning to play the violin is hard, but Mom and Dad are there to help.

12 UNITED STATES: Loading lobster traps with Dad in Cape Cod, Massachusetts.

12 UNITED STATES: Planting a shrub in Campbell, California.

13 UNITED STATES: A Seminole family in Florida takes bark off a log that will be used to build their new home.

14 BRAZIL: In Olinda, counting fingers and toes with Daddy.

15 SAUDI ARABIA: Whee! A ride with Mom and Dad at the Prince Muhammad Amusement Center in Dharma.
Lesson 5
## Functional Notional Chart
### Lesson 5
### Comparing our families

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<td>Compose</td>
<td>Compose an H Diagram as you question a partner.</td>
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<td>Explain likes/differences of two families.</td>
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<td>Superlatives Comparatives</td>
<td>Old Young Youngest Oldest</td>
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</table>
Lesson 5 Revised
Comparing Our Families

Content Objectives:
• Students will understand the concept of alike and different.
• Students will connect ideas as he shares information with peers.

Language Objectives:
• All students will list differences between their own families.
• All students will point to one aspect that is alike.
• All students will point to one aspect that is different.
• Most students will design an H diagram with another student.
• Some students will compare differences in families.
• Some students will describe his/her H diagram.

Materials: H Diagram Large Chart, Individual H Diagrams, markers

Procedure: Building Background Knowledge
1. Teacher will set the purpose by saying: “Today we are going to work on our final lesson for our unit on families. I would like to discuss what we learned about the people who are in your family, Let’s name them.” Teacher writes these down on board for all to see, and then points to each for children to repeat again. Great Job!

2. Teacher will then display a large H Diagram. As she does this, she lets the students know that a fun activity is a good way to end our unit. Next she hangs up the large H for all to see. She then calls on two volunteers to come up and model what will take place during the lesson. Each of you will have a partner, just like the two students who are standing in front of us. We will each have an H diagram to compare how are families are different and alike.

3. The next step for students is to ask questions to each other. The teacher displays a chart with questions for students to follow. Teacher lets students know that it is fine for them to generate their own questions if they wish to do so. Teacher then begins by assisting the two students as they begin to exchange questions. Ex. Who do you live with? My Grandfather, Who do you live with? Mother and Father. Each student has one side of the H to write in the differences column. Teacher models the talk for the first three questions. Next, Do you have a pet? No, Yes, I have a cat. Teacher writes down talk. Next, Do you have a sister both say yes? Teacher models, and points to the H Diagram and says, “I will write this in the Alike section” Why will I do this? Students respond with, because they are alike.
4. Teacher pre-arranges students to work with partners who are both on different language levels, this was done for two reasons, One, so the beginning ELL can participate in the oral exchange and the other reason is so the more proficient student can provide assistance in the native language and assist in the writing end of the task.

5. The teacher begins the lesson and hands each group an H diagram. She reminds students of the chart in the front of the class and asks them to review the questions one last time. As she does this, she uses slow speech and points to each word and picture that is located next to each question.

6. Students are allowed 30 minutes for this task. After this time, the student’s gather along with their H Diagrams to sit in a circle to share likes and differences.
I modified this lesson by using a new learning tool called an H Diagram. I chose to modify the OL because initially I was going to use a Venn diagram. Later, I found the H Diagram to be a more proper piece of realia to use with my students. I chose to make the H Diagram real life for students to visualize and utilize at the same time.

The OL was adjusted by providing my ELL with a model of questions and pictures that they would need to refer back to. I thought this would prove to be a helpful way for all levels to remain engaged in the activity. I gave students a choice of whether or not they would use the chart provided, or generate their own questions. It is necessary for ELL to have visuals to follow at all times.

The final modification that was made was the use of paired groups. This strategy allowed all of my students to be involved in the lesson. Students needed to work in varied ability groups according to their level of proficiency, so I arranged my groups according to this plan in mind. I did this for two reasons. First, so the beginning ELL could orally provide his/her family differences to the task, and the other student who is more proficient with the language to be the recorder and coach. As for the advanced ELL student, he/she models for the beginner and at the same time he/she is working on skills that encompass reading, writing, listening and speaking.

Finally, as I coordinated pairs, I kept in mind the various first languages of my students. I did this because if students were of the same native language, they would be able to share in their native language, thus they would use more discourse.
Questions About Families

Who do you live with?

Were you born in the United States?

Do you have a Pet?

Do you have a brother or sister?

Are you the youngest?

Do you have a baby in your family?

Do you have grandparents?

Are you an only child?
Differences
My Grandfather
No Pets

Differences
Mother + Father
Yes - Cat

Alike
Have a sister.
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FLA 518: TAT Sheltered ELL Strategies Checklist

Write the PAGE NUMBERS and any other identifying features to identify those parts of your lessons that employ the following strategies.

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| IV.2. Small Group Work (including Information gap activities) | P9 5-7 | P9 21 | P9 31-33 | P9S 46-48 |
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V. Engage at Appropriate Language Proficiency Levels

| V.1. Use questions appropriate for language levels | P9 5 | P9 19 | P9 31-33 | P9S 46-48 |
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VI. Literacy/Academic Development

| VI.1. Allow use of L1 for planning and conceptualizing | P9 18 | P9 31-33 | P9S 46-48 |
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Original Lessons
Introduction to Unit

Deborah Cartier
FLA-518
July 3, 2003

“How Families are Different”
Grade 3
Target Group – Content Based ESL Class
Sources:
*People*, by Peter Spier, Doubleday & Co. Inc. Garden City, NY
*Why are all Families Different?* by, Diane Melvin, A DK Publishing

I developed lesson Plans.

Learning Goals

- “I want my students to know that all families are different.”
- “I want my students to know about their family heritage.”
- “I want my students to know how families change over time.”
- “I want my students to know that some families don’t live together.”
**Unit Goals and Objectives**

**Families**

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<td>with concrete example</td>
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1. **Engage in conversations and respond to questions about family.**
   - 1. Listen to story about likenesses and differences. Group discussion.
   - 2. Discuss the different celebrations and foods. View videos, read books and listen to cultural music.
   - 3. Write an essay about your life birth to present.
   - 4. Read a story about families who don’t live together. Construct a group web of possibilities.

2. **Talk about favorite game, food or celebration.**
   - 1. Explain likenesses and differences within a family.
   - 2. Share customs and traditions from cultural heritage.
   - 3. Describe your life in terms of birth to present (note changes).
   - 4. Name 3 different family situations about how families don’t live all together.

3. **Use appropriate language forms. Explain changes in self over time.**
   - 1. Respect the differences of families.
   - 2. Respect the different cultures of other people.
   - 3. Aware of changes that occur over time and changes that may occur in families.

4. **Brainstorm in own language transferring new language. Practicing new vocabulary.**

---

*Are you going to explicitly focus on each of these learning strategies?*
Lesson Plan 1

Topic - We Are All Different

Objective: The student will understand that people are different and that therefore every person and family is unique and special. All people are part of a family.

Materials: chart paper, book, People, by Peter Spier,

Procedure:

1. Using a large sheet of chart paper, brainstorm with students about the different family structures.
2. Read the story, People, to the students, and as you read, pause and ask questions about the text that relates to their families.
3. When the story is finished, have students draw their families and label each person in the family.
4. Students may take turns sharing their family drawing with their classmates.
## Functional Notional Chart

### Families

#### Lesson 1

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<tr>
<td>Brainstorm</td>
<td>List different family structures.</td>
<td>Some families have __________. All families are _________.</td>
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Present Tense
Lesson 1 (Revised)

Content Objectives:
- The students will understand that the structures in families are different.
- The students will realize that each person and family is unique and special.
- The students will recognize that all people are part of a family.
- The students will value the differences in people.

Language Objectives:
- The students will explain differences within family structures in a group discussion.
- The students will listen to a story about differences in families.
- The students will respond by pointing to appropriate family structure.
- The students will design their own family structure.
- The students will label families using new vocabulary.

Materials: Cutouts of people, colored paper, chart paper, glue, markers, bags, magazines, book, *People*, by Peter Spier

Procedure:

1. Set the purpose for the lesson; let students know that you want them to learn about how families have different structures. As you begin to explain the word “structures”, introduce pictures of different family structures. Let students know that structures of a family are the people that make up a family. As teacher models each picture and points to vocabulary word, have students repeat vocabulary after you. Teacher will model by saying the word and pointing. ex. Mother, Father, Parents “Repeat after me.”

2. In a group brainstorm with students about other family structures they are familiar with. The teacher will model this by using a large sheet of chart paper. In the center of the paper the teacher will write “family structures” (differences). As students are called upon the teacher will add to our chart by branching out forming a web, which will get bigger as more ideas are presented.

3. Read the story, *People*, to the students, and as you read, pause and ask questions about the text. Ex. How many people live with grandparents? How many children have a new baby in their family? Take turns calling on students to come to the board and point to the appropriate family structure.

4. When the story is finished, inform students of an activity to design their homes from paper bags. In each home will include each family member of his/her own family. We will use cutouts as people and label each person by writing mother, father, sister, brother, baby etc.
5. It is necessary for the teacher to design a home and family ahead of time for students to use as a model. Teacher will guide students as they make homes and then place family members in their home. The house can have doors, windows, people and so forth. Construction paper, magazines, or colored markers should be used. Creativity is encouraged.

6. When student’s homes and families are complete, talk about their families as a group. Have students sit in a group on the carpet taking turns sharing their family structures. It is essential for the teacher to first model the oral exchange to ensure students generate questions and responses. The teacher may do this as such. Hi, my name is Sam I live with my family in a green house. I live with my grandmother, my daddy, and my sister Lena. Hands go up. Yes, Do you have a pet? Do you have a grandfather? How old is Lena? Etc.

7. When sharing is over, we will conclude our lesson by having the teacher take over the discussion. Students will then tell what they learned about how their families were different/similar. While this is occurring the teacher writes down what is being said. John noticed that Tom and Sara had similar families. Teacher stresses this…they both live with a mom, dad, and baby. The teacher stresses that similar means that they both live with… Then she says, who else can tell me of similar families. This continues on with differences. Tara’s family was different than Peters because Tara is an only child and Peter has two brothers and he lives with his father. Teacher points out differences to students.

8. Teacher praises a job well done. Displays homes/families on bulletin board labeled “Family Differences” for all to enjoy.
Lesson Plan 2

Topic- Family Heritage

Objective: Students will select a topic, write an essay and give a brief oral presentation about one feature of their culture.

Materials: Traditional Games, Clothing, Food, and Customs

Procedures:

1. Remind students how we all come from different backgrounds. Let students know this activity will give them a chance to write about one aspect of their culture.
   List examples on the board by brainstorming ideas as a group.
2. Have students then write down some examples of some traditions they celebrate with their family.
3. Remind students of the importance of talking with their parent's about the history of their family, from this they will gather more important information. This is great fun!
4. Monitor students for understanding of the task given.
5. The first part of the assignment will include students handing in the theme on what their paper and presentation will be about.
6. The second part of lesson will be the writing, which will be one page
7. The oral presentation.
Lesson Plan 3

Topic- Life Cycle of a Family

Objective: Children will experience how things change over time.

Materials: Why are all Families Different, by, Diane Melvin
Pictures, flowerpots, seeds, soil, water and shovel (sunshine)

Procedures:

1. Display photos of a baby, child, adolescent, adult and older adult. Ask students what they see happening in the pictures.

2. Discuss the changes they see in the photos as people change.

3. Read the book, Why are all Families Different, and show pictures of changes in people as they age and eventually die.


5. Introduce the concept of flowers growing by saying “Well, do flowers grow, do they die?”

6. To substantiate this lesson we will plant flower seeds in a small pot and we can observe the seeds grow and change into flowers and then eventually die as people do.
Lesson 4

Topic- Letter Writing

Objective: Students will write a letter to a relative not living with them using correct sentence structure, punctuation and capitalization.

Materials: Families, by Ann Morris, paper, pencils, envelopes, name and address of relative and stamps

Procedure:

1. Engage students in a conversation about how some family members don’t live together and some living far away.
2. Introduce the book. Families, to students this addresses the concept of families living apart. Have students share their knowledge about living apart from their families through group discussion.
3. Together, generate a letter to a family member using a large chart, so students can add text as a group. Go through each step of the letter beginning with the date, greeting, body of a letter and a closing.
4. Have students choose a family member, or perhaps an old friend that moved away. Remind students to use correct punctuation and sentence structure as we reviewed together.
5. Have students share their letter with parents before mailing them to their loved one.
Lesson 5

Topic- Graphing our Families

Objective: The student will graph aspects about their families.

Materials: paper, pencils, paper, crayons

Procedure:

1. We are going to graph aspects of our families. For example. "How many children have an older brother? younger brother?, older sister?, younger sister?, "How many children have no brothers or sisters?"
2. First, we will make a large graph, using the entire groups family information, and we will make it large enough so all students can use it as a model to complete their own
3. Next, we will compare and draw conclusions about the information that was given.
4. Have students make up their own family graphs.