

# **A Family is a Family is a Family**

## **Lesson Plan**

### **K - Year 4**

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### Learning:

What is a family?  
How are families the same?  
How are families different?

### Before reading:

- how many children are on the front cover of the book?
- what do you think the title of the book means?
- are families all the same?
- what makes a family?

### After reading:

- why do you think the author wanted to write this book? What is the message she wants to tell us?
- read the last page again. What is a 'foster mum'? What did the lady in the park mean when she asked about the foster mum's 'real children'? Why did the foster mum reply the way she did?
- what makes your family special?
- what do you love most about your family?
- how is your family like other families? How is your family different?

### Activities:

#### K – Year 3 (whole class)

Choose a double-page spread for closer study.

Explore the questions:

- who are the characters in this scene?
- what is the setting?
- what do the words tell us about this family?
- what do the illustrations tell us?
- do you need both to tell the story?
- how do the words and illustrations work together to communicate the main message of the book?

#### K – Year 3 (individual)

Create a class version of *A Family is a Family is a Family*:

- children compose a sentence or two describing what makes their family special;
- children illustrate with a drawing showing their family doing something they love;
- use the finished pages to create a customised edition of the book for the class;
- read the book as a class, with each child reading their own page;

## Activities:

### Year 3 (small groups)

Assign a double-page spread to each group for closer study.

In their groups, children explore the questions:

- who are the characters in this scene?
- what is the setting?
- what do the words tell us about this family?
- what do the illustrations tell us?
- do you need both to tell the story?
- how do the words and illustrations work together to communicate the main message of the book?
- groups present their ideas to the class.

### Year 3 (individual)

Children choose one of the families shown in the book and write and illustrate a story about a new adventure for the family.

### K – Year 3 (whole class)

Examine the illustrations of some of the families in the book:

- who is in the family?
- what are they doing together?
- who in our class has done the same activity with their own family?
- do you need to be a certain kind of family to do this together? Why or why not?

### Year 3 (pairs)

Children interview each other about their families;

- they ask questions about their partner's family, clarify details they don't understand and record their findings;
- prompt children to ask their partners about what makes their families special;
- children tell the class about their partner's family, including fun and interesting facts that show how that family is special;

## Notes: