Veronica Soine

Lesson- 4th Grade

Many Kinds of Families

Rationale:

Students should be introduced to the concept that there are many ways to build a family. Students should also have access to a variety of books that portray those many different types of families. Here is a list to consider when building that library <http://www.oaklandlibrary.org/kids/great-reads/opl-childrens-librarians-suggestions/lgbt-books-lesbian-gay-bisexual-transgender-an>. This lesson will take a look at the fact that families do not fit a specific mold and can be formed in a variety of ways.

Objectives:

Given the story of international adoption by different family structures, students will be able to describe different family structures with a partner.

Students will be able to create a collage that represents different family structures from magazine pictures.

Students will be able to write a reflection from the prompt “A family is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

Materials:

* SmartBoard or whiteboard
* Poster Board
* Markers
* Glue
* Magazines with people/ children of many different backgrounds
* Journal page
* Photos of specific family types as listed in the lesson. Google can be a great source for this.

Vocabulary:

* Adoption
* Birth mother
* Birth father
* Stepparent
* Blended family
* Multi-racial family
* Single-parent family
* Gay
* Lesbian
* Guardian
* Foster parent

Snappy Launch:

Bring in a photo of a family that is either composed of a lesbian or gay couple you know personally or a famous couple. Introduce the photo and ask students what they see in the photo. After students share ideas, share that the photo is of a family. Ask students to share what a family provides (food, shelter, love, care, etc.) Share that these same things are found in families that may look different from our own.

Lesson procedure:

* Read the book “The White Swan Express” by Jean Davies Okimoto
* While reading the book, ask students to identify the different family structures. Ask students to look for similarities between the adoptive families. Point out the same love and desire to be parents in each structure as well as the needs of the children in finding a home.
* Discuss what families provide, how they work together, problems that may arise, similarities and differences that exist. Discuss how these are all a part of being in a family.
* Place the question, “A family is\_\_\_\_\_\_\_\_\_\_\_\_” on the SmartBoard or a whiteboard. Have students share ideas. Use questions to prompt as necessary.
* Once students have shared, share photos of children being raised by grandparents or other family members, a gay couple, a single parent, a heterosexual couple, a multi-racial family and any other family represented within the classroom.
* Introduce the poster board activity. On the top of the poster board will be the same question on the SmartBoard- “A family is \_\_\_\_\_\_\_\_\_.”  Students will work with a partner. Students will place people from magazine photos in family structures that match the families presented in the photos earlier in the lesson.
* Assign each partner a task. Ideas are material tech and poster board artist.
* Move between groups as needed to assist and assess partner work behavior.
* Student posters will be displayed within the classroom.
* Discuss how all of these families are similar.
* Students will then write a reflection of what a family is using the same prompt. Students should be writing about the words and ideas presented on what families provide, endure and how they can be formed in many different ways.

Assessment:

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| Rubric for Partner Work | |  |  |  |  |
| 5 | 4 | 3 | 2 | 1 |  |
| Students worked well together and shared materials. | Students had a single issue and shared materials. | Students had a couple of issues yet shared materials well. | Students had a few issues and had to be helped to share materials. | Students did not work well together and could not share materials |  |
|  |  |  |  |  |  |
| Rubric for Poster Board | |  |  |  |  |
| 5 | 4 | 3 | 2 | 1 |  |
| Family units are neat in appearance and at least 6 different family constructions are represented | Family units are mostly neat in appearance and at least 6 different family constructions are represented. | Family units are somewhat neat in appearance and at least 4 different family constructions are represented. | Families are not neat in appearance and less than 4 different family constructions are represented. | Families are not discernible on the board and only 2 or less family constructions are represented |  |

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| --- | --- | --- | --- |
| Reflective Journal Writing Rubric | |  |  |
| 4 | 3 | 2 | 1 |
| Journal entry illustrates student’s proficiency to modify and translate the concepts presented in class discussion and readings into practical, functional alternatives and situations by integrating hypothetical ideas, past experiences, and course-presented information | Journal entry illustrates student’s ability to modify or translate the concepts presented in class discussion and readings into possible situations by integrating hypothetical ideas of past experiences with course presented information. | Journal entry doesn’t illustrate the student’s ability to modify or translate the concepts presented in class discussion and readings into possible situations by integrating hypothetical ideas or past experiences with course-presented information | Journal writing has not been completed. |
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<http://www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_reflective_journal_assignments.doc/view>