



Colorful Pages

LESSON PLANS

“Who?: A Celebration of Babies”

Preschool Family Diversity & Writing Lesson

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“Who?: A Celebration of Babies”

Preschool Family Diversity & Writing Lesson

By: Kaitlin Kamalei Jenkins

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Grade Levels: Pre-K (36-60 months)	Content Area: Writing	Time: 15 minutes
<p>Featured Book: <i>Who?: A Celebration of Babies</i>, written by Robbie H. Harris and illustrated by Natascha Rosenberg</p> <p>Section of <i>The Spectrum of Multicultural Literature</i>: Representation</p>		
<p>Lesson Summary: Pre-K students learn about family diversity and different family members using the diverse picture book, <i>Who?: A Celebration of Babies</i>, written by Robbie H. Harris and illustrated by Natascha Rosenberg. After the teacher reads aloud the book, students see the teacher model writing to advance their writing ability and then get a chance to practice their own writing skills by writing about their families. Lesson plan includes “My Family” worksheet.</p>		

Content Standards:

Standards from “Head Start Early Learning Outcomes Framework: Ages Birth to Five” (2015)

- **Goal P-LIT 6.:** Child writes for a variety of purposes using increasingly sophisticated marks.
 - **36-48 months:** “Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.”
 - **48-60 months:** “Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.

Lesson Objectives:

- Students can listen to a read aloud.
- Students can understand that families can be different and the same from their own.
- Students can write and draw about their family.

Student-Friendly Objectives:

- I know that families can be different and the same as my own.
- I can write and draw about my family.

Assessments for Learning:

- “My Family” Worksheet
 - Use the following questions to assess students writing:
 - 36-48 months:
 - *Did the student scribble and draw on the paper?*
 - *With support, did the student attempt to write a letter?*
 - *Does the drawing/writing look like a person and/or family? When asked about their writing, does the student explain about their family using the writing?*
 - 48-60 months:
 - *Did the student draw and/or write on the paper?*
 - *Did the student attempt to write letters and/or words?*
 - *Does the drawing/writing look like a person and/or family? When asked about their writing, does the student explain about their family using the writing?*
 - *If they are writing, are they writing left to right?*

Materials:

- *Who?: A Celebration of Babies*, written by Robie H. Harris and illustrated by Natascha Rosenberg
- Poster paper and markers
- “My Family” Worksheet (class set of copies)
- Pencils and crayons for students

LEARNING PLAN

1. Lesson Opening: Review objective and lesson topic with students (1 min)
 - a. Gather students to the carpet or shared learning area
 - b. Review the student-friendly objectives, book, and lesson topic with students
 - i. Teacher: *Hello my friends! Who has a family? Raise your hand! We all have families! Today, we are going to be reading a book and learning about different family members and how families can look different and the same as our own family. Then, we will write about our own families. Family is anyone that loves and cares about you!*
2. Read Aloud: Read *Who?: A Celebration of Babies* aloud (3 min)
 - a. Introduce the book and their “reading job” for the read aloud
 - i. Teacher: *This book is about different family members. When I’m reading about all these babies’ different family members, I want you to think about your own family. Remember family is anyone that loves and cares about you! And if you have the same family member in your family, I want you to pat your nose like this [show tapping your nose].*
 - b. Read aloud the book
 - i. You may want to stop for the first few pages to model how to tap your nose if you have the same family member
 1. Example for page 3 starting with “Who? Who’s that? Dadda!”: *Oh wait! I have a dadda or dad in my family. I am going to tap my nose. If you have one, tap your nose. It is okay if you do not because families are made up of different people and that’s what’s so cool about families!*
3. Teacher Writing Model: Model how to write about family (2 min)
 - a. Introduce writing activity
 - i. Teacher: *The author of the book wrote about different families and family members! Now, we are going to write about our own family.*
 - b. Use the poster paper and markers to model how to write about your own family
 - i. Make sure to model:
 1. A picture of your family
 2. Labeling each person with the letter of their name using letter sounds
 3. Attempting to write “my family” or a sentence about the family depending on how advance your students are
4. Independent Work Time: Students will write about their families on their “My Family” worksheet (5-9 min)
 - a. Pass out “My Family” worksheet to students and have them go back to their desks
 - b. While they are working, confer with students and:
 - i. Encourage them to use letters and words
 - ii. Ask them about their writing and scribe what they say if necessary
 - c. Give whole class praise and talk about how you notice the diversity of all the families
5. Closing: Close the lesson (30 sec-1 min)

- a. Tell students that you are proud of their work and that you are excited to see what everyone's families look like
 - i. **EXTENSION OPTIONS:**
 1. Have students share their writing in a circle
 2. Have students glue their writing to construction paper and have it on display for a family night
 3. Invite families in and have students share their writing with their families
- b. Have students clean up their desks and collect their papers

Notes:

- Family can be a sensitive topic for some students, so make sure to be responsive to their needs. Try taking these steps if you know some of your students might need more love during this lesson:
 - Talk with students one-on-one
 - During the lesson, share that families don't just include parents, but family is anyone that loves and cares about you, so this can include cousins or friends or teachers
 - Do **NOT** make these students share about their family if they do not want to
 - During the writing time, if these students are struggling, make sure to tell them that they can draw about their friends or themselves if they want
- Timing for the lesson is a suggested guideline to make sure that carpet time isn't too long and that you keep the pacing of the lesson engaging. Please feel free to split up, shorten, or lengthen the lesson depending on your learners' needs.
- Scripted language is a **SUGGESTION!** Please do **not** feel like you have read everything word for word. Teaching wouldn't be any fun if we couldn't teach with our own style 😊

Name: _____

My Family!

Draw and write about your own family.

A large rectangular area defined by a dashed black border, intended for a child to draw and write about their family.