

## Lesson Plan

### Family Facts

**Series:** All Families

**Level:** Beacon

### Objective

To help students practice finding key details and comprehending new words in an online article.

### Supplies

- One or more books in the All Families series
- “What Makes a Family?” article from the Wonderopolis website: <https://wonderopolis.org/wonder/What-Makes-a-Family>
- What Makes a Family? Guided Reading Assignment (attached)
- Computers or tablets the students can use
- Pencils

### Before the Activity

Print out one What Makes a Family? GRA for each student.

### Activity

Each family looks different. But at the core of each family is people that care about one another. The All Families series explores several different kinds of families. Today, students will read an article on the Wonderopolis website that gives more information about the various ways people find and form families. Make sure each student has access to a computer or tablet. Give each student a copy of the GRA. Students should read the Wonderopolis article. Then they should answer the questions on Part I of the GRA. Each answer should use complete sentences.

Next, students should find three vocabulary words from the article that they are unfamiliar with. The vocabulary words are highlighted in yellow. Students can hover over each word to see its definition. Students should fill out Part II of the GRA based on these words.

**Evaluation**

Collect each student's GRA at the end of class. Using the attached answer key, give each student up to 9 points:

- 1 point for each question in Part I they answered correctly
- 1 point for using complete sentences in the Part I answers
- 1 point for each vocab word and definition listed in Part II

**Standards**

This lesson may be used to address the Common Core State Standards' reading standards for informational text, grade 3 (RI 3.1, 3.5), and the National Council for the Social Studies standard 1.

# What Makes a Family?

## Guided Reading Assignment

Part I. Answer the following questions after reading the Wonderopolis article. Remember to use complete sentences.

1. According to the online article, what do families have in common?
2. According to this article, what kinds of families can have two sets of parents?
3. According to this article, why might some parents foster children?
4. According to this article, what are blended families?
5. According to this article, what people may be part of a family?

Part II. Find three vocabulary words from the article that were new to you. Write these words and their definitions.

1. Word:

Definition:

2. Word:

Definition:

3. Word:

Definition:

# What Makes a Family?

## Guided Reading Assignment **Answer Key**

Part I. Answer the following questions after reading the Wonderopolis article. Remember to use complete sentences.

1. According to the online article, what do families have in common?

Families are closely bound by their love and concern for one another.

2. According to this article, what kinds of families can have two sets of parents?

Divorced or separated families may have two sets of parents.

3. According to this article, why might some parents foster children?

Biological parents cannot care for the children. Foster parents care for the children instead.

4. According to this article, what are blended families?

Blended families are when adults who already have children marry and join their families together.

5. According to this article, what people may be part of a family?

Biological parents and children, good friends, grandparents, aunts and uncles, and godparents can be part of families.

Part II. Find three vocabulary words from the article that were new to you. Write these words and their definitions.

1. Word: Answers will vary.

Definition:

2. Word:

Definition:

3. Word:

Definition:

FOCUS QUESTIONS FOR

# **Grandparent Families**

- 1.** Summarize the main ideas of Chapter 2.
  
  
  
  
  
  
  
  
  
  
- 2.** What issues do you have to deal with that your grandparents did not?
  
  
  
  
  
  
  
  
  
  
- 3.** In the United States, how many grandparents are raising their grandchildren?
  - A.** fewer than 200,000
  - B.** more than two million
  - C.** nearly 200 million
  
- 4.** Why can a grandfamily have challenges in the beginning?
  - A.** The family forms because of a sudden change.
  - B.** The family has more money than it needs.
  - C.** The people in the family aren't related to one another.

5. What does **resilience** mean in the *Grandparent Families* book?

*Also, grandparents have been through a lot. They've learned how to handle life's challenges. Grandchildren can learn from this **resilience**.*

- A.** a way of teaching older people new ideas
- B.** the ability to get through hard times
- C.** having children taking care of parents

6. What does **communicating** mean in the *Grandparent Families* book?

***Communicating** can help. Children can talk to adults they trust.*

- A.** growing up with a new family
- B.** talking to another person
- C.** learning quickly

## **Answer Key for Grandparent Families**

1. Answers will vary
2. Answers will vary
3. B
4. A
5. B
6. B



FOCUS QUESTIONS FOR  
**Interfaith Families**

1. Write a paragraph explaining the main ideas of Chapter 3.
  
  
  
  
  
  
  
  
  
  
2. What do you think are some of the best parts of being in an interfaith family? Why?
  
  
  
  
  
  
  
  
  
  
3. What is the most common religion in the United States?
  - A. Christianity
  - B. Buddhism
  - C. Islam
  
4. How might being in an interfaith family help a kid deal with challenges?
  - A. An interfaith family is the most common type of family.
  - B. An interfaith family believes in only one right way to live.
  - C. An interfaith family already has differences.

5. What does **diverse** mean in the *Interfaith Families* book?

*That's because people are **diverse**. They believe different things.*

- A. coming from small cities
- B. having many different kinds
- C. believing in the same things

6. What does **discriminate** mean in the *Interfaith Families* book?

*People might act on those stereotypes. They treat others wrongly. They **discriminate**.*

- A. to stop an action after learning something new
- B. to believe something that is correct and true
- C. to treat someone unfairly based on a wrong idea

## **Answer Key for Interfaith Families**

1. Answers will vary
2. Answers will vary
3. A
4. C
5. B
6. C

## FOCUS QUESTIONS FOR **Military Families**

1. Write a paragraph explaining the main ideas of Chapter 2.
  
  
  
  
  
  
  
  
  
  
2. Would you ever want to join the military? Why or why not?
  
  
  
  
  
  
  
  
  
  
3. How often do most military families move?
  - A. every two months
  - B. every two to three years
  - C. every 20 years
  
4. Why would being in a different time zone make communication hard?
  - A. Family members are not awake at the same time.
  - B. Phones only work within one time zone.
  - C. Families are never allowed to talk to deployed parents.

5. What does **transition** mean in the *Military Families* book?

*Family members can talk about the **transition**. They can discuss what routines might change.*

- A. a shift
- B. a routine
- C. a family

6. What does **resilience** mean in the *Military Families* book?

*Many military children develop **resilience**. They learn how to deal with tough events. Then new challenges feel less scary.*

- A. an ability to scare other people away
- B. an ability to stop hard things from happening
- C. an ability to get better after a difficult event

## **Answer Key for Military Families**

1. Answers will vary
2. Answers will vary
3. B
4. A
5. A
6. C

FOCUS QUESTIONS FOR  
**Multiracial Families**

1. Summarize the main ideas of Chapter 4.
  
  
  
  
  
  
  
  
  
  
2. What are some differences within your family?
  
  
  
  
  
  
  
  
  
  
3. In the early 2020s, what percent of people in the United States were multiracial?
  - A. less than 1 percent
  - B. about 10 percent
  - C. more than 70 percent
  
4. How can experiencing different cultures teach people empathy?
  - A. They learn that all cultures are the same.
  - B. They learn that their way of communicating is the only way.
  - C. They learn about more ways other people feel and communicate.

5. What does **emotions** mean in the *Multiracial Families* book?

*Mixed-race kids are not always understood. In response, kids may have many **emotions**. They might feel angry. They might feel sad. Confusion can come up.*

- A. feelings
- B. answers
- C. ages

6. What does **expressing** mean in the *Multiracial Families* book?

*Still, **expressing** feelings is important. Kids can talk to trusted adults. Writing about it can help, too.*

- A. feeling something painful
- B. putting something into words
- C. listening to something closely



## **Answer Key for Multiracial Families**

1. Answers will vary
2. Answers will vary
3. B
4. C
5. A
6. B

## FOCUS QUESTIONS FOR **Two-Dad Families**

1. Write a paragraph explaining the main ideas of Chapter 3.
  
  
  
  
  
  
  
  
  
  
2. What are some ways your family is similar to and different from other families?
  
  
  
  
  
  
  
  
  
  
3. What does the T in LGBTQ+ stand for?
  - A. two
  - B. treatment
  - C. transgender
  
4. Why can kids in two-dad families feel proud?
  - A. Their parents took brave steps to form loving families.
  - B. Their families never feel upset about mistreatment.
  - C. Their families are the same as all other families.

5. What does **discrimination** mean in the *Two-Dad Families* book?

*Other times, people might treat them differently. This treatment is a type of **discrimination**. It often takes the form of homophobia.*

- A.** taking actions to become more similar to others
- B.** the forming of a new family through adoption
- C.** mistreatment of others because of who they are

6. What does **mental health** mean in the *Two-Dad Families* book?

*They might feel angry or confused. As a result, kids' **mental health** may suffer.*

- A.** how well or unwell someone's family is
- B.** how well or unwell someone's mind and emotions are
- C.** how well or unwell someone does in school

## **Answer Key for Two-Dad Families**

1. Answers will vary
2. Answers will vary
3. C
4. A
5. C
6. B

## FOCUS QUESTIONS FOR **Two-Mom Families**

1. Summarize the main ideas of Chapter 4.
  
  
  
  
  
  
  
  
  
  
2. What are some things about your family that make you feel proud? Why?
  
  
  
  
  
  
  
  
  
  
3. What does the G in LGBTQ+ stand for?
  - A. gay
  - B. great
  - C. group
  
4. How are mothers in two-mom families resilient?
  - A. They are strong enough to raise a family in a world that doesn't always understand them.
  - B. They raise their family to always be the same as everyone else.
  - C. They raise a family that avoids talking about complicated feelings.

**5. What does **assigned** mean in the *Two-Mom Families* book?**

*Some moms are trans. A trans person's gender is different from what doctors or other adults **assigned** them at birth.*

- A.** avoided
- B.** changed
- C.** selected

**6. What does **blended family** mean in the *Two-Mom Families* book?**

*In the new relationship, the two moms raise the children. The other birth parent might still be part of the family. When that happens, it's a **blended family**.*

- A.** families with kids from earlier relationships
- B.** families without any kids
- C.** families that look similar

## **Answer Key for Two-Mom Families**

1. Answers will vary
2. Answers will vary
3. A
4. A
5. C
6. A

## Curriculum Standards

**Series:** All Families (Set 2)

**Level:** Beacon

### Standards Achieved

This series supports the following Common Core State Standards and National Council for the Social Studies Standards.

### Common Core State Standards

Key Ideas and Details	RI 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	RI 3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
	RI 3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Craft and Structure	RI 3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
	RI 3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
Integration of Knowledge and Ideas	RI 3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
	RI 3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
Key Ideas and Details	RI 4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	RI 4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
	RI 4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.



Craft and Structure	RI 4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
	RI 4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
Integration of Knowledge and Ideas	RI 4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
	RI 4.8	Explain how an author uses reasons and evidence to support particular points in a text.
Key Ideas and Details	RI 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	RI 5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
	RI 5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure	RI 5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
Integration of Knowledge and Ideas	RI 5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

## National Council for the Social Studies Standards

Culture	1	Social studies programs should include experiences that provide for the study of culture and cultural diversity.
People, Places, and Environments	3	Social studies programs should include experiences that provide for the study of people, places, and environments.
Individual Development and Identity	4	Social studies programs should include experiences that provide for the study of individual development and identity.
Individuals, Groups, and Institutions	5	Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.