**Name and school:** Melissa Diveley, ICCSD; Iowa City, IA

**Grade level:** 2nd Grade (2 days-50 min)

**Lesson title:** Mi Familia/My Family

**Essential Question:** How are families alike and different?

**Lesson Abstract:** 2nd Grade Reading-This is a lesson from Houghton Mifflin Harcourt (HMH) reading curriculum on a story called Mi Familia/My Family. Students will complete a Venn Diagram to show the differences and similarities from the activities children do with their families compared to the character in the story. Students will also discuss differences/similarities of their families with either a partner and/or whole group. Some ideas for kids to discuss are: name the members of family you live with, do you have special family celebrations/holidays, what kinds of food do you eat/don’t eat, etc.

**Learning Objectives:** To compare and contrast how families are alike and different. For example, just because one family celebrates Cinco de Mayo by attending a festival, not all Latino/Latina families necessarily share the same tradition.

**Iowa Core Standards:** RL.2.4, L.2.5a, L.2.6, RL.2.1, SL.2.1b, RI.2.1A.1

**Lesson:**

1. Display the following message on a whiteboard:
   
   a. *Many families like to do things together. There are many different things that a family might do as a group. What does your family like to do?*

2. Discuss with children things their families like to do. (This will be further discussed in step 8 when the teacher reads the story *Celebrating Families.* This story discusses 16 different families all of which have different family members (divorced families, one parent families, families with same sex parents, etc).

3. Build background with target vocabulary words from the story (vocab words: visit, spend, piano, porch, stuck, crown, remembered, cousin). Have students page through the *Mi Familia/My Family* and identify things that Camila’s family does.

4. Explain that as students listen to the story, while following along in their books, they will use a Venn Diagram to compare and contrast what the children and adults in the story do together and what they do separately.

5. Listen to the story as a whole class.

6. Using the Venn Diagram, ask students how the activities in Mi Familia/My Family are the same or different from the activities children do with their families. What activities from the story do they want to do?

7. To make further similarities and differences, ask students to share whole group/with partners: What does your family sound like when other family members visit (grandma,
cousins, aunts/uncles, etc.)? Is it loud? Can you hear people singing, talking, and/or laughing?

8. Next, the teacher will read Celebrating Families by Roesmary Hausherr. This will allow students to see more examples of who makes up a family and how they are alike and different.

9. To extend this activity through research, students review the story Mi Familia/My Family and students will create a family tree. Read the story How to Make a Family Tree (part of the HMH leveled readers). They will need assistance from parents, grandparents, and/or other family members to create a family tree. Students can trace back family members and their genealogy as far as they can find. Students who want to further extend this activity could then also research additional family heritage. (The idea behind making the family tree is so students can see how they came to be a part of their particular family, who started their family, and without the generation before them and before them, and etc. their family wouldn’t be what it is now).

10. Assessment: Using the Venn Diagram, were students able to compare and contrast what the children and adults in the story do together and what they do separately?

   Informal Assessment: Did students share whole group/with partners about their families?