

# WHAT ARE DIFFERENT KINDS OF FAMILIES?

Kindergarten Families Unit

Time Frame: 4 weeks (45 min. lessons 3 days/week)

Teachers: Amber Wardle, Natalie Thompson, and Mariann Garn



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## **Overview and Rationale**

In this unit we will be studying the various kinds of families that exist in our own communities, states, nation, and world. The basic structure of the family has changed drastically throughout the years. Some examples of the families that now exist are: traditional families, single parent families, cultural families, multi-generational families, mixed families, and same-sex parent families. Diversity is present in every individual and in every family. Children and adults need to understand and learn to respect and tolerate this diversity. For this purpose, we believe that this unit is highly beneficial, if not absolutely necessary for Kindergarten students.

Social studies education is more than just learning about history. It is learning about the world we live in and the people around us. Social Studies is a part of our daily lives. It encompasses every topic, and demands a lot of attention.

The National Social Studies Standards provide an understanding of what we should teach children. This unit on families relates to many, if not all, of these standards. Cultures, people/places/environments, individual development and identity, and individuals/groups/institutions are all a part of this unit. The Utah State Core Standards also provide direction for the instruction of children on families. These standards state that Kindergarten students should be able to describe factors that influence relationships with family and friends, identify important aspects of community and culture that strengthen relationships and express relationships in a variety of ways. Through this unit we will address these National and State Standards through activities and discussions appropriate for this age level.

Kindergarten students are at an age where they are highly focused on families. They are each a member of some type of family, and hold some type of responsibility. The family is the institution that they have the most background knowledge about, and where a lot of their interest is. These children are anxious to share stories about family members, and where they belong in their family. For these reasons, this unit on families is appropriate for this age group. This unit will help to guide students as they recall background knowledge and create new knowledge of families other than their own. Literature, mathematics, art, science, oral language, and various other areas will be integrated into the activities in this unit to provide a rich learning experience.

The topic of families is not only understandable to young students, but it is also applicable. They live with, interact with, and spend most of their time with a family

## **Teacher Background**

Before teaching this unit teachers will need to have background information about families and the concepts that they are going to teach. Teachers will need to understand that families are diverse and that the structures of families have changed in recent years. They should also be non-biased about the different types of families and be knowledgeable about the fact that there are many types of families, for example: traditional, single parent, cultural, adoption, same sex parent families, etc. I would suggest that teachers do research and become knowledgeable on different types of families and cultures around the world, adoption, and same sex parent families so that they can feel comfortable and be confident in addressing issues that may come up in their classroom. They should not share their personal feelings and opinions with the class; rather they should address the issue from a professional, neutral point of view.

Teachers will need to keep in mind that young children often presume that all families are the same as their own. The teacher will need to expose the children to similarities and differences in other families. They will need to help the children identify attributes in themselves and others which make each person and family special and unique. Teachers will need to teach their children respect about different families by portraying a positive attitude and accepting the families of their students for who they are and not trying to change them. Hopefully, the activities that are taught throughout the unit will help children to be more respectful and accepting of others.

There are many concepts about families that can be addressed in this unit. Teachers will need to understand the functions of families and be able to speak about them with the class. For example, they will need to know the basic needs that families

provide for their members. A concept that the teacher might want to address is the relationship between family members. Teachers will need to help children understand that they are an important part of their family, which should create a strong sense of belonging. Emphasis should be placed on the contributions of family members and the traditions established to strengthen family relations. An important concept is how people in a family help to care for one another. Each child should feel like their family is special and unique. Sensitivity should be shown during class discussions concerning the dynamics of individual families.

Teachers will need to be familiar with family words (mother, father, grandparent, uncle, etc.) so that they can teach their students vocabulary about families. Teachers will also need to be familiar with the families of their students so that they are aware of family situations in their class and so that they can invite family members into the classroom to participate in various learning activities. Teachers will need to be aware of the proper procedures for handling sensitive issues such as child abuse or neglect. Teachers should also be prepared with ways that they can turn their classroom into a family. They need to be aware of the basic needs of the children in the classroom and how these needs can be met. They could hold a class discussion about these needs and make a chart. The class could also come up with a classroom motto and classroom rules. The teacher could assign jobs for each student to do and projects for the students to work together to achieve. By turning the classroom into a family, it will help children to understand what families really are and that all families truly are different.

Teachers will need to be familiar with and understand the standards that the unit will address. The state standards that we chose to focus our family unit around are:

Standard 2-Objective 1: Describe factors that influence relationships with family and friends. Standard 2-Objective 2: Identify important aspects of community and culture that strengthen relationships. Standard 2-Objective 3: Express relationships in a variety of ways. The national standards are culture, people/places/environments, individual development and identity, and individuals/groups/institutions.

There are many resources that can help teachers become knowledgeable about families. Strengthening Family and Self Teacher's Resource Guide by Leona Johnson, Easy & Effective Ways to Communicate With Parents (Scholastic), and Family Resource Guide by Joanna Kister, can all be used as resources for teachers. Families Are Different by Nina Pellegrini, is a book that talks about different types of families such as single parent families, adoption, grandparents raising children, etc. Families Around the World by Jenny Vaughan, is a collection of photographs of families from around the world. Loving by Ann Morris, has many pictures of families all over the world loving each other. The following website, <http://www.teachernet.com/literacylights/families.htm>, shares many ideas about how teachers can work with families to include them in their child's school experience. The website <http://netpoets.com/poems/family> is a collection of poetry about families that a teacher could use in their lessons.

- **Teacher(s):** Mariann, Amber, Natalie
- **Grade:** Kindergarten
- **Unit of Study:** What are different kinds of families?
- **Time frame:** Four weeks

**THEME**

What are different kinds of families?

**Social Skills**

- Roles within a community
- Tolerance/diversity
- Relationship building

**Teacher Resources**

- *Strengthening Family & Self/Teacher's Resource Guide* by Leona Johnson
- *Family Relations Resource Guide* by Joanna Kister
- <http://www.teachersandfamilies.com>

**Read-Alouds**

- *Who's in a Family?* by Robert Skutch
- *Celebrating Families* by Rosemarie Hauskerr
- *Love is a Family* by Roma Downey

**Student Reading**

- Books about families
- Parents read to class or share stories about their families
- Family magazines

**Oral Language**

- Class discussion about different kinds of families
- Rules/responsibilities discussion
- Share family stories

**Written Language**

- Write about favorite family traditions
- Write letters to family members
- Write their personal history

**History/Social Science**

- Traditional families
- Modern families
- Different families (colors, food, animals, math)
- Relationships

**Art**

- Draw a picture of their family
- Collages – creating different families with magazine cutouts
- Create a family crest/flag

**Outcomes/Unit Goals**

- Students will understand the factors that influence relationships with family and friends.
- Identify important aspects of community and culture that strengthen relationships.
- Express relationships in a variety of ways.

**Music**

- Songs passed down through families
- Cultural music
- Parents teach songs to students

### **Science**

- Collecting and charting data (class graph)
- Family recipes/cooking experiences
- Family pets

### **Physical Education/Movement**

- Family sports and games (traditions)
- Team games (relate to how it is like a family)
- Family member role play

### **Bilingual Resources**

- *Cuadros de familia/Family Pictures* by Carmen Lomas Garza

### **Math**

- Class graph
- Represent family members with blocks (counting)
- Probability and ratios with percentage of boys and girls in families

### **Assessment**

- Family Portfolio
- Student Writing
- Observation

**Culminating Activity**  
**FAMILY DAY**

Unit Essential Question: What are different kinds of families?	Week 1	Week 2	Week 3	Week 4
Week's Focus/topic/content	Our Families: Yours & Mine	Culture Within Family	Bringing It Together	Connections to Community
National Standards Met	Culture, people/places /environments, individual development and identity, and individuals/groups/institutions.			
State Standards Met	S2 01 Describe factors that influence relationships with family and friends.	S2 02 Identify important aspects of community and culture that strengthen relationships.	S2 03 Express relationships in a variety of ways.	S2 02 Identify important aspects of community and culture that strengthen relationships.
Monday's Learning Activity Title & Short Description	<b>Class Discussion About Families</b> Write ideas and background knowledge on chart paper.	<b>What Do Families Do Together?</b> Bring in a guest speaker from a different culture to talk to the class.	<b>Personal History Boxes</b> Students will create a personal history box that reflects their family and themselves.	<b>Connecting Roles in Society with Roles in Families</b> Class will read a book about community helpers and discuss the connections between community and family.
Wednesday's Learning Activity Title & Short Description	<b>Family Bar Graph</b> The class will create a family bar graph of attributes of students' families.	<b>Family Traditions</b> Students will bring in an item from home that represents their family.	<b>Family Focused Centers</b> Students will read/listen to stories about families, write a letter to a family member or write a favorite family memory, complete a picture collage showing diverse families and listen to cultural music.	<b>Individual Families Make Communities</b> By using various pictures of a community, students will decide what part the families in the pictures are playing in the community.
Friday's Learning Activity Title & Short Description	<b>Family Crests</b> Students will create a crest that symbolizes their family.	<b>Family Books</b> Students will create a book about their family and roles that members play.	<b>Family Focused Centers</b> (see Wednesday Week 3 plan)	<b>Family Day</b> Parents and family members will be invited to class. They will share family stories/ traditions, teach a favorite song, or share a favorite recipe.

## **Organization and Subject Matter Overview**

This unit will begin with a class discussion about different kinds of families. Ideas and background knowledge about families will be recorded on chart paper and posted in the classroom. As the unit progresses, we will move through the content in a sequence from ideas that are very familiar to the students to broader ideas. We will begin by discussing the students' families, making many comparisons as they talk about similarities and differences among the families of the students within the class. This part of the unit will include activities such as a class bar graph of attributes of the students' families (# of family members, etc.), and a lesson on family crests. We will then move on to discuss what families are like in different cultures or other areas. Students will investigate the broader concept of what makes a family as they explore questions such as "what do families do together?", "what are family traditions?" and "what are the roles of different family members?" This section of the unit will include a lesson on family traditions. Students will bring an item from home that represents one of their family traditions. They will then discuss some traditions that families in other cultures might have. Students will also create a personal history box by collecting items or drawings of things that describe them and their families. We will have two days of family-focused centers where students will read/listen to stories about families, write a letter to a family member or write about a favorite family memory, experiment with movement and dancing as they listen to music from different cultures, and create pictures of their families. In the next part of the unit, connections will be made to concepts about communities as students learn about roles of family members, and realize that people have roles in society just as they have roles in a family (e.g. government leaders set rules/laws, others help us to stay safe, community members help to keep community clean, etc). As a culminating activity for this unit, we will invite parents or other family

members to come into the classroom to read a story about families, tell a story about their own families or ancestors, tell about a family tradition, or teach a favorite family song.

This unit will address the many different family structures that are found in our community as well as in other cultures. These will include traditional families, single parent families, cultural families, multi-generational families, mixed families, and same-sex parent families. One of the main goals of the unit is to not only understand many different types of family structures, but also to gain an attitude of acceptance of different family structures. We want students to understand that each of these types of families is a group of people who care about, and help each other, and that one structure is not better than any other, they are just different.

The unit should last about four weeks. This will allow for about 45 minutes of Social Studies time three days a week. For this unit, the students' desks will be arranged in small groups to allow for easy sharing of ideas during group discussion time, and materials while they are working on activities and projects. These desk groupings will also provide the set-up for the family-centers day.

## **Goals and Objectives**

The overall goal of this unit is for the students to gain an understanding of the different structures of families and the diversity and cultural differences found within families. We believe that it is important for all children to learn about families because they are all a part of a family. The State and National Standards require that students learn about families and it is age appropriate for children to learn about families at the Kindergarten level. Families should be a meaningful topic because it is applicable to their lives, they all have some sort of family, and they can easily relate to it. It is also important for them to learn about the many different types of families so that they can begin to build a respect for those who come from a different background than themselves. It is important that through this unit students develop an accepting attitude toward all types of families so that differences in their classroom society, as well as in larger societies, can be celebrated rather than misunderstood or discriminated against.

The focus for the first week of our unit will be “Our Families: Yours and Mine”. In this section of the unit, the class will begin to develop understandings of the family structures of the children within the class. They will discover similarities and differences as they discuss their own families. During this section of the unit, and throughout the other parts, we will work to develop a more respectful and accepting attitude toward others.

The next week will be focused on “Culture Within Family.” During this week, the students will identify ways that their family traditions and activities work together to build a cultural and family identity. We will do this through discussions of family traditions, favorite family hobbies, and family roles. The students will develop an understanding of how these things help to build and strengthen family relationships. As students share family traditions, they will also be able to see how families work within, and therefore create communities and cultures.

In the third week of the unit, we will begin to bring all of these ideas together. As students combine ideas of family structures and culture they will express their family relationships through personal history boxes as well as through art and writing as they participate in the family centers.

During the last week of the unit, we will begin to make connections to the larger community. As the students learn about different roles within families, they will realize that communities work much like families. Everyone has responsibilities, and everyone has a part to play in helping things to run smoothly. The students will have an opportunity to discuss the idea that many families combine to make a community as they reflect on pictures of different communities and decide what they think each family is doing and what their role in the community is. We will end our unit by inviting parents and/or other family members to come to class and share family stories, traditions, songs, or recipes with the class.

Through this unit, the students should be able to gain a broader understanding of what makes a family and how families work within communities. They will discuss many different family structures and demonstrate a respectful and accepting attitude toward all types of families.

**Learning**

**Activities**

**Bank**

**Title of Lesson:** Charting Number of Family Members on a Bar Graph

**Teacher(s):** Natalie Thompson

**Date:** October 25, 2004

**Time Allotted:** 20-25 minutes

**Grade Level(s):** Kindergarten

**Number of Learners:** Whole Class

**Unit Theme:** What are different kinds of families?

**Standard(s) Met:**

Utah State Standard(s):

- **Social Studies:** Standard 2, Objective 1: Describe factors that influence relationships with family and friends.
- **Math:** Standard 1, Objective 1: Identify and use whole numbers.

National Standard(s):

- Individuals/Groups/Institutions
- People/Places/Environments

**Goal:** The learners will gain an understanding of the different structures of families and the diversity and cultural differences found within families.

**Objectives:** Given sticky-notes, pencils, and a blank, pre-drawn bar graph, the learners will write their name on the sticky-note, count the number of members there are in their own family, and then place their stick-note on the bar graph above the number they have decided on, in order to create a physical representation of the various sizes of families, after which they will participate in a discussion on this topic.

**Materials Needed:**

Teacher: large poster board or white board and marker to create the pre-drawn bar graph; sticky-notes

Students: pencil; one sticky-note

**Motivation:** The teacher will call on a few students to describe the members in their family. Kindergarten children are usually anxious to share personal information, so this will be an effective way to begin the lesson. It should produce a desire in each child to share their own information.

**Procedures:**

1. Begin this lesson by reminding the students that we are learning about families and all of the different types of families that exist. One difference in families is their size.
2. Proceed with the motivational activity.
3. Ask the children to count the number of members that are in their family. While the children are counting, pass out the sticky-notes. Ask the children to take out their pencils and write both their name as well as their number on the note.

4. Display the pre-drawn bar graph for the students. Explain that we can use charts to record, compare, and interpret information. Today, they will be creating a class chart to give them information about the number of member the students have in their families.
5. Demonstrate the proper way to put their sticky-note on the chart by writing your name and number on a note and placing it in the appropriate position. Then invite one table or group at a time to come to the chart and place their note. Instruct the students who will still be sitting to watch the chart grow and try to make predictions as to what it will look like, which number will have the most families, etc.
6. Observe the children as they place their note. Check for errors in matching up the numbers correctly.
7. When all children have placed their sticky-note, line the notes in a row. Explain that by putting the notes in a row we are able to see which column is tallest, shortest, etc.
8. Discuss the results of the activity. Let children talk about their observations.

**Closure:** Ask the children if they can think of any other characteristics that make families different or alike. Restate how size is only one way to look at families. Encourage them to think about this question as they perform other activities during the unit.

**Accommodations:** If there are students with special needs in the class, provide these children with a partner to help them count, label their sticky-note, and place it on the graph. For second language learners, provide a peer translator to help them perform the task and understand the discussion. If there are students with movement needs, clear a path for them to maneuver themselves to the chart, have the chart low enough or movable so that they can place their own note. If needed, provide them with a partner who can take their note to the chart for them.

**Extension:** Depending on the level of the children in the class, the teacher may choose to extend the math concepts in this activity by finding the average number of the class. They may also talk about how the number of members in a family can depend on the culture or location of the family.

**Teacher Reflection:**

**Title:** Design a Family Crest

**Teachers:** Mariann Garn

**Date:** 10-26-04

**Time Allotted:** 30-45 minutes

**Grade Level:** Kindergarten

**Number of Learners:** whole class

**Unit Theme:** What are different kinds of families?

**Standards Met:**

**State**—Standard 2-Objective 1: Describe factors that influence relationships with family and friends.

Standard 2-Objective 2: Identify important aspects of community and culture that strengthen relationships.

Standard 2-Objective 3: Express relationships in a variety of ways.

**National**—culture, people/places/environments, individual development and, and identity, and individuals/groups/institutions

**Goal:** The learners will gain an understanding of the different structures of families and the diversity and cultural differences found within families.

**Objectives:** Given the materials to make a family crest, the learners will create representations of their families and share them with the class in order to see and discuss the diversity of families within their own classroom.

**Materials Needed:**

**Teacher:** \*Background information about family crests to share with the class

\*Pictures or examples of family crests

**Students:** \*A large piece of paper for each student in the shape of a shield, oval, or other Shape (divide into 3-4 equal sections)

\*Pictures of families (from magazines, or drawn by children)

\*Crayons and/or markers

\*Glue

**Motivation:** Discuss family crests. Then brainstorm with children to get ideas that could represent their family histories or lives. Some examples might be

- Flags that represent the countries their families came from
- Pictures of foods that are common to their ethnicity
- Pictures that represent first or last names
- Drawings that depict favorite family events
- Photos that show family celebrations

**Procedures:**

1. Lead a discussion about family crests. Talk about what they were originally used for and what kinds of things were on them. Show the class examples of family crests. Brainstorm ideas for what they might put on their family crests. Write these on the board as they are given.
2. Introduce and distribute materials.
3. Children will draw or glue representations of their families in each of the sections on the crest. (Teacher will circulate through the classroom asking students about their crests and what their pictures represent in order to assess understanding of the purpose and the parts of a family crest.)
4. Have students show and explain their crests to the class.

**Accommodations:** For students with special needs, this activity may be limited by reducing the number of sections on the crest. Or a classroom aid can help to glue the pictures or objects on.

**Closure:** Discuss with class differences between their families such as hobbies, traditions, favorite foods, etc. Be sure to avoid making value statements about these differences. Point out that though each family is different, they are also similar in many ways (i.e. made up of people who care about each other).

\*\*Laminate the finished crests, if possible. They can then be displayed, sent home, or put in students' family portfolios.

**Assessment/Evaluation:** The teacher will circulate and ask questions while the students complete their crests. A checklist will be used to mark whether they understand the purpose and the parts of a family crest.

**Extension:** The class could work together to create a classroom crest representing their favorite parts of school.

**Teacher Reflection:**

Title of Lesson: Personal History Boxes

Teacher (s): Amber Wardle

Date: October 22, 2004

Time Alloted: 1 hour

Grade Level(s): K

Number of Learners: whole class

Unit Theme: Families

Standard(s) Met:

State—Standard 2-Objective 1: Describe factors that influence relationships with family and friends.

Standard 2-Objective 2: Identify important aspects of community and culture that strengthen relationships.

Standard 2-Objective 3: Express relationships in a variety of ways.

National—culture, people/places/environments, individual development and, and identity, and individuals/groups/institutions

Goal: The learners will gain an understanding of the different structures of families and the diversity and cultural differences found within families.

Objectives: Upon bringing personal items that represent their family from home to use, the learners will make a family/personal history box of high quality and effort, in order to depict their family to the class.

Materials Needed: Empty shoeboxes, markers, pens, pencils, stickers, buttons, sequins, glitter, wrapping paper, assorted art supplies, student personal items from home (pictures, report cards, awards, certificates, lost baby teeth, favorite toy, label of favorite food, etc.) The items are endless; tell students to use their own creativity.

Motivation: Teacher will read from the book, “Fathers, Mothers, Sister, Brothers: A Collection of Family Poems,” by Mary Ann Hoberman. A class discussion about families will then be held. The teacher will talk with the children about how every family is different and how different items represent families for different reasons.

Procedures:

1. The teacher will tell the students that they will each be making their own family history boxes.
2. The teacher will then model his/her own story and share his/her family history box. It could include items such as: games/activities that family plays, pictures of family, places that family goes, toys from childhood, family heirlooms, food that represents family, etc.
3. The teacher will then allow students to decorate their boxes; encouraging creativity and self-expression. Group interaction and discussion should be encouraged as students work on their boxes.

Accommodations: An aid or parent volunteer will work with special needs children to create boxes. Children who finish early, will help their peers or write a story about their family history box or draw a picture of their family to include in the box.

Closure: Upon the completion of their boxes, have students share them with other students. Talk to the students and ask them to personally reflect on what they learned about themselves and their families. Encourage them to find out more about their family history.

Assessment/Evaluation: During work on the project, walk around the room and check to make sure each student has items from their own history. Question students about items from their history boxes, such as, what is significant about this particular object and why would you use this item in your box? etc. You could also have each student take a turn and come up in front of the class and share their family history box and give some information about it and how it describes their family.

Extension: Invite parents to come to school or plan a parent's night for your class and allow students to share their family boxes during this time. Allow students the opportunity to write in their journals about their favorite part of creating their personal history box or write a story about their personal history box. Prior to this lesson, the students will have begun a word wall to describe words on the theme of families. Have them write stories using words from the word wall or practice saying them daily. Have students do a report or an interview on one of their ancestors or relatives.

Teacher Reflection:

## **Assessment**

The students will be assessed through three main strategies throughout this unit: observation; students' writings, drawings, and participation; creating a family portfolio. These various assessments will allow the teacher to gain an understanding of how and what each student is learning. The main outcomes and goals for this unit are that the students will understand the factors that influence relationships with family and friends, identify important aspects of community and culture that strengthen relationships, and express relationships in a variety of ways. Therefore, the goal of assessment is to make sure that students have individually and collectively reached these goals.

To begin the unit, the students will participate in a group discussion on families and create a chart of ideas they have on this topic. This form of assessment will inform the teacher as to what the students' knowledge is and guide the instruction and activities from that point forward.

During the weeks of this unit, the students will participate in class discussions, group work, and individual work. They will produce writings and drawings of families as they proceed through the activities. Social skills such as building relationships with peers and family members, developing tolerance and understanding of diversity, and demonstrating an understanding of roles within a community should be closely examined. While observing, the teacher should also be looking for participation, attitude, understanding, and cooperation in the following activities. This checklist can be used informally or made into a formal assessment tool for each student.

The child has:

- Completed a family crest

- Complete a family history box
- Participated in group discussions – watch for students who aren't participating and ask them questions to draw them in
- Participated in the charting and graphing activity
- Experienced each of the family centers
- Created a Diverse Families Collage
- Gained an understanding and acceptance of different families – assess through observation

At the conclusion of the unit, the students will compile a Family Portfolio which contains artifacts from the activities listed above. It could also include anything else that the child has collected or created during their study of families. The purpose of this portfolio is for students to sort through their work and knowledge again, allowing them to process the information as a whole. This should lead to a stronger understanding and deeper connections to the topic. The portfolio is also an aid in helping the teacher to assess each child's participation throughout the unit.

The most important thing to remember throughout the course of this unit is that the purpose of assessment is to inform instruction. It allows the teacher to gain information about the students' learning and his/her teaching. It lets the teacher know where to start and where to go with each activity. Assessment should be on the teacher's mind throughout the entire learning process. The unit gains strength and direction from assessment. The teacher and students should use it as a tool to receive feedback in a productive, public (no secrets are kept from the child or the teacher), and safe manner.

## Appendix

### Teacher Resources

#### *Books*

Covey, Steven. (1989). *7 Habits of Highly Effective Families*. New York: Simon & Schuster Inc.

Johnson, Leona. (2001). *Strengthening Family & Self/Teacher's Resource Guide*. Goodheart-Willcox Publication.

Mariconda, Barbara.(2003). *Easy & Effective Ways to Communicate With Parents*. Teaching Resources.

Morris, Ann. (1994). *Loving*. Harpercollins Childrens Books.

Pellegrini, Nina (1991). *Families Are Different*. Holiday House.

Vaughan, Jenny. (1986). *Families Around the World*. Lexington, Mass.: Schoolhouse Press.

#### *Websites*

Bureau, U.S. Census. *Families and Living Arrangements*. (2004).  
<http://www.census.gov/population/www/socdemo/hh-fam.html>.

Carnell, Ron. (1998). *Passions in Poetry*. <http://www.netpoets.com/poems/family/>

Forum on Child & Family Statistics. (1997.) <http://childstats.gov/>

Highlights for Children. (1995). *Teaching With Families as Partners for Learning*.  
<http://www.teachernet.com/literacylights/families.htm> Boyds Mill Press.

MSN. (2004). *Types of Families*. <http://encarta.msn.com/> Microsoft Corporation.

Network for Instructional TV, Inc. (2003). *Teachers and Families Working Together*.  
<http://www.teachersandfamilies.com>.

San Jose, Christine. *Families*. <http://www.boydsmillspress.com/training/Families.html>. Boyds Mill Press.

Schrader, Lucy. (2004). *Family Strengths*. <http://www.outreach.missouri.edu/bsf/strengths/> University of Missouri-Columbia.

### Student Resources

Downey, Roma & Gasquet, Justine. (2001). *Love is a Family*. New York: HarperCollins.

Hausherr, Rosemarie. (1997). *Celebrating Families*. New York: Scholastic Press.

Nienhauss, Laura & Skutch, Robert. (1998.) *Who's in a Family?* Muze Inc.

Parr, Todd. (2003.) *The Family Book*. Little Brown and Company.

Rosove, Lori. *Rosie's Family: An Adoption Story*. Ontario: Asia Press.