



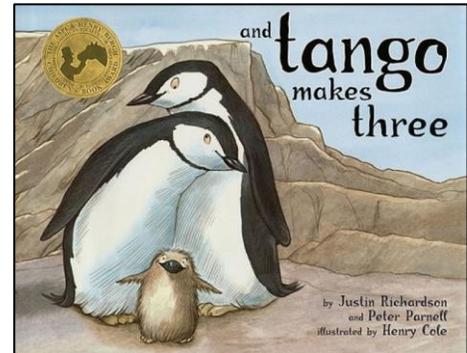
## AND TANGO MAKES THREE: LOOKING AT FAMILY & STORY STRUCTURE

**SUGGESTED GRADE LEVEL:** K – 2

**LENGTH OF TIME:** 25 – 30 minutes for reading and discussion; 20 – 30 minutes for story structure activity

### GOALS

- To use literature to explore the diversity of families.
- To see that the common bond that unites many families and caring communities is love and caring.
- To understand the structure of a fiction story through the use of diverse literature.



### OBJECTIVES

- Students will learn that families have both similarities and differences.
- Students will learn to complete a summarizing graphic organizer for a fiction story.
- Students will write in complete detailed sentences the beginning, middle, and end of the story.

### ACADEMIC STANDARDS

- CCSS.ELA-LITERACY.RL.1.1: Ask and answer questions about key details in a text. (Also RL K.1 and 2.1)
- CCSS.ELA-LITERACY.RL.1.3: Describe characters, settings, and major events in a story, using key details. (Also RL K.3 and 2.3)
- CCSS.ELA-LITERACY.SL 1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Also SL.K.1 and 2.1)

### EDUCATORS' NOTES

It is natural for young children to notice differences. This book provides a wonderful opportunity to discuss the ways that all families are different with young children. This lesson offers an opportunity to build classroom community by giving students a chance to share and learn about a family that may be similar or different from theirs. One of the learning objectives of this lesson is to teach children to accept and embrace differences and similarities amongst families.

This lesson centers the concept that all families are unique and different. Your students may have families with two moms or two dads; stepparents; a transgender parent; adoptive parents; or foster parents, it is useful to find out the language they use to refer to their families to help respectfully answer questions that may arise. If, for example, you have only one student in your school with same-gender parents, then be mindful not to put that student in the position of teaching other children about their family. That is the job of the educator, not the student.

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## ABOUT THE BOOK

Penguins Roy and Silo at New York's Central Park Zoo, keep putting a rock in their nest and try to hatch it. The zookeeper finally gives them a real egg that needs care. The penguins take turns sitting on it until it hatches, and Tango is born.

## MATERIALS

- *And Tango Makes Three* by Justin Richardson and Peter Parnell
- Copies of the graphic organizer
- Chart paper or a white board, markers, pencils

## ACTIVITY 1: WHAT DO WE KNOW ABOUT FAMILIES?

Label a piece of chart paper "What do we know about families?" Ask the class the following questions and record their answers on chart paper or a white board:

- What do we know about families?
- Who is in a family?
- What do family members give or share with each other?
- What responsibilities do family members have?

Families can be defined in many ways. Each one is unique. Make sure to include all the different kinds of families that are in your classroom. At the same time, it is important to name a wide variety of families (such as single parents or LGBTQ-headed), especially ones that are not represented in your classroom.

## ACTIVITY 2: READ THE BOOK AND DISCUSS

As you read the book and for discussion, ask these questions about the penguin family:

- What problem did Roy and Silo have?
- How did it get solved?
- How did Roy and Silo get an egg?
- How do Roy and Silo take care of Tango before she hatched?
- How do Roy and Silo take care of Tango after she hatched?
- What things do Roy, Silo and Tango enjoy doing together as a family?
- How is the family in the story similar to your family?
- How is the family in the story different from your family?

## ACTIVITY 3: USING A SUMMARIZING ORGANIZER

- Pass out the graphic organizer. The organizer can be filled out individually, in pairs or you could walk the students through the process as a class.
- Include the title, author, beginning, middle and end.
- Students may also include other story elements such as other specific events, the climax and the solution.
- Then, have students write a full summary by combining all of the aforementioned elements. The summary should be in complete sentences.

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## EXTENSION

- Have the students draw a picture to accompany their summarizing graphic organizer.

## ASSESSMENT AND EVALUATION

- Did the students discuss in their writing the importance of the problem and solution and the love found in the family?
- Did the students use complete sentences?
- Did the students understand the idea of the structure of a story with a beginning, middle and end?

## DIVERSE AND UP-TO-DATE RESOURCES FROM WELCOMING SCHOOLS

[Children's Books to Embrace Family Diversity](#)

[Lesson Plans to Embrace Family Diversity](#)

[Embracing Family Diversity School Resources](#)

[Family Diversity Vocabulary](#)

[Professional Development Training](#)



Credit: Gabriel Flores, EdD, EdS, elementary school teacher, Welcoming Schools Lesson Contest Winner.  
Artwork: Todd Parr.

Book Title and Author: \_\_\_\_\_

|           |        |     |
|-----------|--------|-----|
| Beginning | Middle | End |
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Summary \_\_\_\_\_

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