



Title: Some Families Change

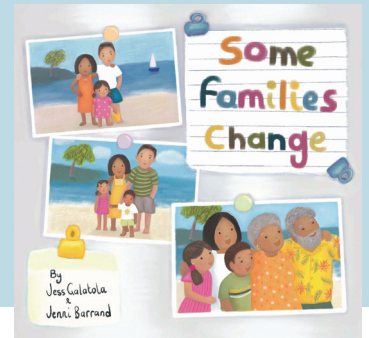
Author: Jess Galatola

Illustrator: Jenni Barrand

ISBN: 9781922539670 | **Publication date:** May 2024

Audience age: 3-8 years

Key Curriculum Areas: English, Visual Literacy, Mathematics, Science / STEAM, Health and Physical Education, Visual Arts



SYNOPSIS:

Some Families Change tenderly guides children through various models of changing families with gentle verse and inclusive imagery. 'You may not have thought much about it, but did you know that some families change? Some get bigger, others smaller and some completely rearrange!' Changes in the structure of a family can be joyful, turbulent, and especially confusing for little humans.

Some Families Change is a gentle and reassuring way of showing children that all families go through changes – it's completely natural, and they are not alone. The book candidly explores concepts such as split families, single-parent households, families with two mums or dads, families that join together, and more, always maintaining sensitivity and sincerity. Children grappling with these changes often harbour difficult feelings.

The book validates these emotions, emphasizing that it's okay to feel upset or worried because adjusting to change takes time. By sharing this book, children and parents can embark on a journey of understanding and emotional healing together, reminding themselves that their feelings are normal, and it's healthy to express them. A timely and therapeutic resource, *Some Families Change* assists families in navigating their emotional journey together, amidst the inevitable changes that life brings.

THEMES:

- Family Relationships
- Family Dynamics
- Change
- Emotions

SELLING POINTS:

- In a world where every family is unique and every family model looks different to the next, it is important to normalise these notions for young people and to help them to recognise their own families by representing all types of families.
- It is a particularly topical and healing book for young people and their parents, to share when their family experiences change, that will assist them to navigate their emotional journey, together.

AUTHOR MOTIVATION:

In 2020, my own family unit changed dramatically and so I wrote this book, *Some Families Change*, for my two young boys (at the time aged two and four) to help them understand the changes that our family were about to navigate. I tried to find a book that would help me discuss different families in a safe and accessible way but that would also prepare them for the fact our own family would no longer look or feel the same. I couldn't find the book I needed so I wrote this one.

I read this book to my children every night for the two weeks leading up to the point where their father moved out and our separation date began. I read it to them in the weeks after, and any time they requested to go back to the book or revisit an idea about family. It is a guidebook for families – both children and parents/carers to navigate really difficult events and big emotions, in a safe and down to earth way. At the heart of the book is the important message that family is love and they will always have someone to love them.

AUTHOR/ILLUSTRATOR BACKGROUND:

Jess Galatola first and foremost is the mother of two amazing boys. She has worked in the education sector for fifteen years, specialising in English and Drama Secondary teaching. Jess has a passion for helping young people to heal and build resilience and self-efficacy and believes that literature is a foundational and fundamental step in helping young people to understand the world and their place in it.

Jenni Barrand: I love art. I love stories. I am a children's art teacher and love helping kids learn all the amazing ways to create art. I love walking and exploring in nature whilst listening to my favourite music and I love making art in my little studio. I live in on the Northern Beaches of Sydney with a husband, two kids, one cat and three guinea pigs.

INTERVIEW

AUTHOR:

What is the inspiration for this story?

It is my greatest hope that this book will help families navigate change, open up opportunities for discussion and create a safe dialogue between children and parents/carers. The narrative is conversational and therefore encourages young people to ask questions and to feel safe to voice their thoughts and feelings.

Jenni has created gorgeous illustrations which reinforce the message that all families look and feel different, but at the heart of every family, is love and connection.

What was the most rewarding part of this project?

For me personally, the fact that a story I wrote to help my own children, might help many other children around the world, is the greatest reward I could hope for. This is my debut book and it truly feels like a miracle to have something so beautiful and meaningful, come from such a difficult and challenging time in my life and my children's lives. The day I showed my boys some of Jenni's early illustrations, and watched them realize that my story would become a real book, was a very special moment in time. It's a reminder for all of us about how far we have come as a family, in just a short time

What was the most challenging part of this project?

Initially I wrote this story for my boys (2 and 4 at the time) and I could barely make it through the story without breaking into tears. It was so deeply personal, and directly addressed our own situation. My family and friends encouraged me to submit my story to some publishers. It took me a year to work up the courage to do so and in that year, I worked on various versions of the story, so that it was less personal and more inclusive of other family models and situations. The hardest part has been waiting, practicing patience, and learning all about the publishing industry. I have spoken at length with so many people who have claimed they would love to be able to use a book like Some Families Change to help their friend, relative, colleague etc. It has been a lesson in patience, knowing that the book exists and has the potential to help lots of families. We just can't wait for it to be out in the world!

ILLUSTRATOR

What media do you use to create your illustrations? Briefly describe your process.

I like to start with pencil and paper, working quite quickly to get ideas down as they come to me. Then I work over those drawings in Procreate on my iPad - using brushes that are similar to traditional media eg. charcoal, pencil, pastel and watercolour. I make a lot of changes and rearranging until I am happy with each artwork.

What was the most rewarding part of this project?

The most rewarding part has been being a part of Jess Galatola's personal story and reflecting the emotions of what at times is a difficult and sad topic but matching the warm and reassuring message that the book imparts. Hoping that this will find its way into the hearts and minds of families that need it. Being able to reflect difference and diversity.

TEACHER ACTIVITIES/NOTES:

N.B. These questions and activities can be adapted to suit the experience and ability of students.

DISCUSSION: BEFORE READING

- Ask students for their definitions of 'family'. What are the things they all have in common? (eg. Live in the same house, usually related, each member has a role)
- What makes families different?
- Students can turn and talk to a friend about their own family. Who lives with them? Are any families separated? Do any have other members from extended family?
- Look at the cover of 'Some Families Change'. Ask, what do you notice? What kinds of families / family members can you see? Why do you think the cover includes photos? How does the cover make you feel?
- Why do you think the title includes the word 'change'? How can families change?
- Have you had changes to your family?
- What do you think this story might be about? Do you think this book will be helpful? How?

DISCUSSION: DURING READING

- Discuss the first page and answer, 'Did you know some families change?' What kinds of families can you see in the picture?
- Can you give an example of a family: Getting bigger? Smaller? Rearranging?
- What can you tell about the relationships / communication of families that live apart?
- What can you tell about the parents' feelings for their children in all the different situations?
- Do you think it's okay to feel different emotions when families change?
- Why might your heart need to heal?
- What's the most important thing to remember about your family?

DISCUSSION: AFTER READING

- What is the story about? What is the main idea? How did it make you feel? Do you have a part that you relate to or enjoyed the most?
- What did you learn about different families?
- What did you learn about the way families change?
- Do you know other families who live with lots of people, or just one parent, or two dads or two mums, with grandparents, and so on?
- Do you know other families who have lost any family members?
- How might it feel when your family changes? What kinds of situations might make you feel joyful? Angry? Confused? Sad?
- What might be the enjoyable things, and the challenging things, about families separating and families joining together?
- What's important to know about your place in a family? Write down some words that describe how a family should make you feel. (eg. Loved, safe, belonging, appreciated, valued, etc)
- What strategies can be helpful when your heart needs to heal from family changes?
- How can you describe the language used by the author? Who is it addressed to? Does it sound like a fictional story, an informative text, a persuasive text or something else? Can you identify some of the rhyming words?
- What do you like about the illustrations? What kinds of colours, shapes, textures and perspectives has the illustrator used to express the different emotions and focal points of the story? Look at each page and discuss the visual cues that show us the different relationships and communication strategies, and how the family members feel about each other.
- Draw a timeline of your life showing the changes in your family from birth to now. This can include the additions, losses and/or rearrangements of siblings, parents, grandparents, pets, etc.

ACTIVITIES:

ENGLISH

Vocabulary: Spelling Rules for Singular to Plurals

(AC9EFLY10) (AC9EFLY12) (AC9EFLY13) (AC9EFLY14) (AC9E1LY11) (AC9E1LY13) (AC9E1LY14) (AC9E2LY09) (AC9E2LY10) (AC9E2LY11)

The word 'family' is singular and 'families' is plural. To change a singular noun to a plural noun, you can add -s, -es, or -ies to the end of the word. When the singular noun ends in a consonant + y, change the y to i and add -es to the end of the word.

- Students can find, say (clap the syllables) and write more words that change, like family to families, where the singular noun ends in 'y'. For example, 'teddy', 'aunty', 'daddy', 'mummy', 'granny', 'bunny', 'story', 'sky', etc. Find digraphs, such as double letters.

Vocabulary: Nouns, Verbs, Adjectives

(AC9EFLA08) (AC9E1LA07) (AC9E2LA07) (AC9EFLY13)

- Locate in the book the nouns, verbs and adjectives relating to families and feelings. Students could use **BLM 1** to sort the words into the columns.

Nouns: families, sisters, cousins, nonnas, step-dads, aunties, uncles, pops, brothers, mums, dads, house, heart, people, etc.

Verbs: change, rearrange, grow, drift, move, join, cuddle, greet, tuck, live, feel, worried, upset, stomp, shout, healing, remember, love, etc.

Adjectives: bigger, smaller, different, large, little, separated, tight, confused, worried, upset, mad, wonderful, alone, etc.

Students could add to these lists and create sentences including some of these terms. Illustrate sentences with pictures of a portrait of their own family or a significant moment of family change.

Vocabulary: Literary Device – Rhyme and Near Rhyme

(AC9EFLA08) (AC9EFLE04) (AC9E1LE04) (AC9E2LE04) (AC9EFLY09) (AC9EFLY13) (AC9E1LY09) (AC9E1LY10) (AC9E1LY11) (AC9E1LY13) (AC9E2LY09) (AC9E2LY10) (AC9E2LY11)

- 'Some Families Change' is written in rhyme and near rhyme to help make the story engaging and memorable. Make a list of the rhyming words found in the text, and add more of your own to each pair.

Rhyming words include: 'change/rearrange', 'away/stay', 'apart/start', 'tight/night', 'along/wrong', 'shout/out', 'upset/yet', 'feeling/healing'.

- Discuss the near rhyme words and how they sound similar but not identical. Some examples include, 'mum/done', 'alone/home', 'remember/members'.
- Students might like to write a chosen group of rhyming words in picture frame templates. See **BLM 2**.

Comprehension: Match the Family Types

(AC9E2LE02) (AC9EFLE05) (AC9E1LE05) (AC9E2LE05) (AC9EFLY05) (AC9E1LY05) (AC9E2LY05)

- As a class, ask students to match photos or draw the types of families described below. Students can discuss what each one means, and which one relates most closely to them.

Examples of family types:

- Nuclear families
- Blended or mixed families
- Single-parent families

- Mixed heritage families
 - Same-sex parent families
 - Extended families
 - Grandparent families
 - Foster families
 - Childless families
- Students can complete the sentence, *'My family is a _____ kind of family.'* Illustrate. See **BLM 2**.

Comprehension

(AC9EFLE01) (AC9EFLE02) (AC9E1LE02) (AC9E2LE02) (AC9EFLE05) (AC9E1LE05) (AC9E2LE05) (AC9EFLY05) (AC9E1LY05) (AC9E2LY05)

Through writing and discussion, answer comprehension questions relating to the story, such as:

- **Knowledge:** Who was in the story? What kinds of families were in the story? What was the main idea / focus? Where do the events take place? What emotions are mentioned in the story? How does the book show a family getting bigger? How does the story show a family joining together, or when Grandpa drifted away? What can you see in the last scene?
- **Comprehension:** Retell the story in your own words. What were the main messages? What are the family changes that occurred throughout the story? How do families look after one another?
- **Application:** What helpful strategies are shown in upsetting or challenging situations? Why is family important? Why does the author want readers to know how parents/carers feel about you? Why is it important to remember you are loved, no matter how your family changes?
- **Analysis:** What are some of the features of a home or family? Draw a labelled diagram of your favourite family space in your home, or your family. Create a slideshow showing the sequence of family changes/events in your own life. Compare how your feelings about a particular event (eg. new sibling, loss of a grandparent, etc) has changed over time.
- **Synthesis:** "It takes time to get used to change, when you don't know your future yet." Discuss this phrase and predict any possible future changes to your family and how you would manage your feelings. What kinds of things about family will never change? Why is it important to have and continue relationships with your family members? What ideas can you think of for designing a memory book, or a way for families to remain connected?
- **Evaluation:** Do you agree that change can be a good thing? Why or why not? What are the positive and the difficult emotions portrayed in the story? Do you think any of these should be different? What is the most important thing the story is teaching us? How has this book given you a different perspective on family changes?

Creative Writing: Descriptive Language and Emotions – Innovation on Text

(AC9EFLE01) (AC9EFLE05) (AC9E1LE05) (AC9E2LE05) (AC9EFLY06) (AC9E1LY06) (AC9E2LY06)

- Students can complete the sentence about their families with their own descriptions.

'My family changed when _____.' Or

'I felt _____ when _____'

- Students can be guided to include some descriptive phrases and emotive verbs or adjectives.
- They can illustrate their sentences and then collate them all to make a class book titled, 'Some Families Change'.

Narrative Writing

(AC9EFLE01) (AC9EFLE02) (AC9E1LE02) (AC9E2LE02) (AC9E1LY01) (AC9E2LY01) (AC9EFLY06) (AC9E1LY06) (AC9E2LY06)

- Students can write a narrative story based around a changing family. This could be real or imagined, heartfelt or funny.
- Ask students to think about who (or what) their characters are, and what might be the conflict or problem to solve (ie. A new family member causing problems, a family member moving away, etc). What events or situations might be experienced (real or imagined)? What is the tone of the story? What personal emotional or physical challenges might need to be overcome? How will they be resolved?
- Begin your narrative with a sizzling start, such as dialogue, onomatopoeia, action or scene setting. Think about using interesting figurative and emotive language. Set it out with a beginning, middle and end.
- Alternative idea: Write the story from the voice of the child, and how you might guide your parents / carers when things in the family change. What creative ideas can you think of to make your story interesting? What challenges would need to be overcome? How does your story end?

Recount / Reflective Writing

(AC9EFLE02) (AC9E1LE02) (AC9E1LY01) (AC9E2LY01) (AC9EFLY06) (AC9E1LY06) (AC9E2LY06)

- Encourage students to think about a time when their family changed, and how they felt. Students should include what happened, how each person felt, how they managed the situation, the challenges and outcomes.

Information Texts

(AC9E1LA03) (AC9E2LA03) (AC9E1LA09) (AC9E1LE02) (AC9EFLY01) (AC9E1LY01) (AC9E2LY01) (AC9EFLY03) (AC9E1LY03) (AC9E2LY03) (AC9EFLY07) (AC9E1LY06) (AC9E1LY07) (AC9E2LY06) (AC9E2LY07)

- Students write or speak about their own information report about families. This could be written as a guide, a biography or a newspaper report to inform readers about a certain topic. These can include: different types of families, a family tradition, an activity that families can do together, and so on.
- Be sure to include an opening statement about the theme or topic, organised paragraphs with descriptive information, and a summarised conclusion or piece of advice. Alternatively, use **BLM 3**.

Acrostic Poems

(AC9EFLE04) (AC9E1LY01) (AC9E2LY01) (AC9EFLY06) (AC9E1LY06) (AC9E2LY06) (AC9EFLY09) (AC9E1LY09) (AC9E2LY09)

- Students can write an acrostic poem for a special family member (or several) about what family means to them using the letters; **F-A-M-I-L-Y**.

Thinking Tools / Graphic Organisers

(AC9EFLE01) (AC9EFLE02) (AC9E1LE02)

- **Concept Web:** Use the concept web diagram to flesh out ideas on a chosen topic, such as 'Different Kinds of Families'. The sub-headings would include the different family types and what they mean. See **BLM 4**.
- **Timeline:** Complete a timeline to show the changes in your family from the time you were born to now. Think about including dates and pictures for each event. See **BLM 5**.
- **De Bono's Six Thinking Hats:** Think about how you felt/would feel if your family changed, or what your family looks like now. Use the six hats to consider your feelings and the information available. Red (fears, feelings, intuition), White (information, facts), Yellow (Benefits, positive thinking), Blue (big picture, focus, learnings), Green (creative thinking, alternatives), Black (risks, problems, obstacles). See **BLM 6**.

Visual Literacy

English links: (AC9E2LA08) (AC9EFLE01) (AC9E2LE02) | Visual Arts: (AC9AVAFD01) (AC9AVA2D01) (AC9AVAFD01) (AC9AVA2C01) (AC9AVAFP01) (AC9AVA2P01)

- Look at the ways the different families are represented in the book and the activities happening with each situation. Can students also identify any particular emotions in the pictures? What words would they use to describe the feelings felt by the different families/family members? How do the colours, textures and characters chosen by the illustrator reflect the feelings and nature of the story (eg. warm colours, soft textures, diverse people)?
- Without words, students can draw a scene representing a common or favourite activity of their family, including details that show feelings, ways of communicating to each other, other clues about their family (like photo frames in the background, playing with a pet, sports or hobbies, etc).
- Have students used colours, shapes and patterns, and facial and body expressions that help to clarify the mood and feeling in their illustration?

MATHEMATICS

Timelines

Measurement: (AC9MFM02) (AC9M1M03) (AC9M2M03)

- Students can document the changes to their family structures and dynamics by completing a timeline of their life from birth to now. Each change can be marked with a date or age, a picture and short description. Their descriptions can include events, such as being born into a family, when a sibling was born, when a pet was adopted, when grandparents (or other relative) moved in or passed away, etc. This could be presented digitally, as a poster or in a scrapbook. See **BLM 5**.

SCIENCE / STEAM

A Family Tree of Traits

Science links: Biological sciences - (AC9SFU01) (AC9S1U01) (AC9SFH01) (AC9S1H01) (AC9S2H01) (AC9SFI01) (AC9S1I01) (AC9S2I01) (AC9SFI02) (AC9S1I02) (AC9SFI03) (AC9S1I04) (AC9S2I04) (AC9SFI04) (AC9S1I05) (AC9S2I05) (AC9SFI05) (AC9S1I06) (AC9S2I06)

By discovering some common characteristics and traits in their family tree, students can learn how they inherited them. Offspring inherit half of their DNA from each parent. When we look at family members, we can often see some shared characteristics and traits. Students will explore five (or more) given characteristics to investigate with their family members.

- Draw/fill in a family tree of their family, including parents, siblings, grandparents, aunts and uncles, and cousins. See **BLM 7**. More templates available at [Family Tree Template - Superstar Worksheets](#).
- Create or use the table at **BLM 8** to discover the following family traits: 'Attached Earlobes', 'Widow's Peak', 'Freckles', 'Tongue Roll' and 'Curved (or Hitchhiker's) Thumb'.
- Interview or discover the above traits with each family member. Write their names in the table and mark with a 'Yes' or 'No' for each trait next to their name.
- Determine whether each family member has attached or detached earlobes. Attached earlobes are where the bottom of the earlobes join to the side of the face.
- Determine whether each family member has a widow's peak. This is where the hairline forms a 'v' shape on the forehead.
- Determine whether each family member has freckled or spotty skin.
- Determine whether each family member can roll their tongue to each side.
- Determine whether each family member has a curved thumb when making a fist with their thumb sticking up. This is called a Hitchhiker's Thumb.
- Can you see how different traits are passed down through your family? Did any traits skip a generation? Are there any traits that are more common (dominant) or least common (recessive)?
- Optional: Determine other traits that might be common in your family, such as hair colour, eye colour, dimples, toe or finger lengths, etc. Could students predict what future offspring might inherit?

Follow up STEAM ideas

Design and Technology links: [\(AC9TDEFK01\)](#) [\(AC9TDE2K01\)](#) [\(AC9TDE2K02\)](#) [\(AC9TDEFP01\)](#) [\(AC9TDE2P01\)](#) [\(AC9TDE2P02\)](#) [\(AC9TDE2P03\)](#) [\(AC9TDE2P04\)](#)

- Use playdough (and other chosen household and craft materials) to create a 3D model of your family tree. How will the information be presented? What will the structure of the 3D family tree look like? Will it include any moving parts? Design, create, evaluate and communicate.
- Use playdough and toothpicks to create a DNA or 'pedigree' structure. This can be colour-coded to include 'dominant' and 'recessive' traits found in your family.
- Alternatively, use these materials to demonstrate the generations of your family tree. For example, playdough balls for grandparents at the top, their children attached by separate toothpicks, then all of their children attached by separate toothpicks, and so on.

Mixing and Separating Experiments

Chemical sciences: [\(AC9SFU03\)](#) [\(AC9S2U03\)](#) [\(AC9SFH01\)](#) [\(AC9S1H01\)](#) [\(AC9S2H01\)](#) [\(AC9SFI01\)](#) [\(AC9S1I01\)](#) [\(AC9S2I01\)](#) [\(AC9SFI02\)](#) [\(AC9S1I02\)](#) [\(AC9SFI03\)](#) [\(AC9S1I04\)](#) [\(AC9S2I04\)](#) [\(AC9SFI04\)](#) [\(AC9S1I05\)](#) [\(AC9S2I05\)](#) [\(AC9SFI05\)](#) [\(AC9S1I06\)](#) [\(AC9S2I06\)](#)

These experiments are designed to represent different kinds of families and the way some families can change (and are still considered 'family'). Students will explore mixing and separating materials in various chemical, and non-chemical, reactions. Be sure that students write their predictions, observations and evaluations throughout the experiments.

- Students can begin by making a **mixture** (a substance where two or more substances are mixed but not chemically joined). This could represent a blended or intergenerational family, for example. Students create some mixtures using items found around the house or classroom, such as Lego pieces and blocks, Smarties and cereal, pencils and textas, etc. Now separate them again. Can they be separated easily? Do the components of each material change?
- Next, students can create a **solution** (when a solid, or solute, dissolves into a liquid, or solvent). A solution can involve dissolving of a substance but can also be separated again. This could represent families that join and separate. Students will test three mixtures to see which form solutions, and which do not. 1. Salt and water. 2. Sugar and water. 3. Sand and water. Which substances dissolved and which sank to the bottom? Record. Now figure out how to separate the mixtures again. (Sand can separate with a sieve, sugar and salt can separate via evaporation).

HEALTH AND PHYSICAL EDUCATION

Healthy Mind / Healthy Body Ideas:

[\(AC9HPFP01\)](#) [\(AC9HP2P01\)](#) [\(AC9HPFP02\)](#) [\(AC9HPFP03\)](#) [\(AC9HPFP04\)](#) [\(AC9HP2P02\)](#) [\(AC9HP2P03\)](#) [\(AC9HP2P04\)](#) [\(AC9HPFP05\)](#) [\(AC9HP2P05\)](#) [\(AC9HPFM01\)](#) [\(AC9HPFM02\)](#) [\(AC9HP2M01\)](#) [\(AC9HP2M02\)](#) [\(AC9HPFM03\)](#) [\(AC9HP2M03\)](#) [\(AC9HPFM04\)](#) [\(AC9HP2M04\)](#) [\(AC9HP2M05\)](#)

Mindfulness and physical activity are ideal for mental, emotional and physical health, as well as building safe and healthy relationships with family and friends.

- Walk your dog.
- Fly a kite.
- Ride a skateboard.
- Meet with friends and family at a place you enjoy visiting.
- Take photos with different family members. Frame and hang them up.
- Read your favourite books with your family.
- Invite family and friends for a BBQ or party.
- Help family members with household jobs.
- Remember family members that have passed. Write them a letter in their memory or engage in an activity you used to enjoy doing together.
- Talk to family members over the internet.
- Welcome new family members with kind gestures.
- Cuddle and tell bedtime stories with a family member every night.
- Write and draw your feelings in a journal, talk to a trusted adult, make some sensory items or say positive mantras to help with difficult emotions.

- Watch the sunrise/sunset.
- Play card games and board games with family.
- Plant some flowers in your garden.
- Go for a swim.
- Celebrate your family members' birthdays.
- Tell your family members that you love them!
- Draw or make a gift for someone who loves you!

VISUAL ARTS

Family Portrait Art

(AC9AVA2E01) (AC9AVAFD01) (AC9AVA2D01) (AC9AVAF01) (AC9AVA2C01) (AC9AVAFP01) (AC9AVA2P01)

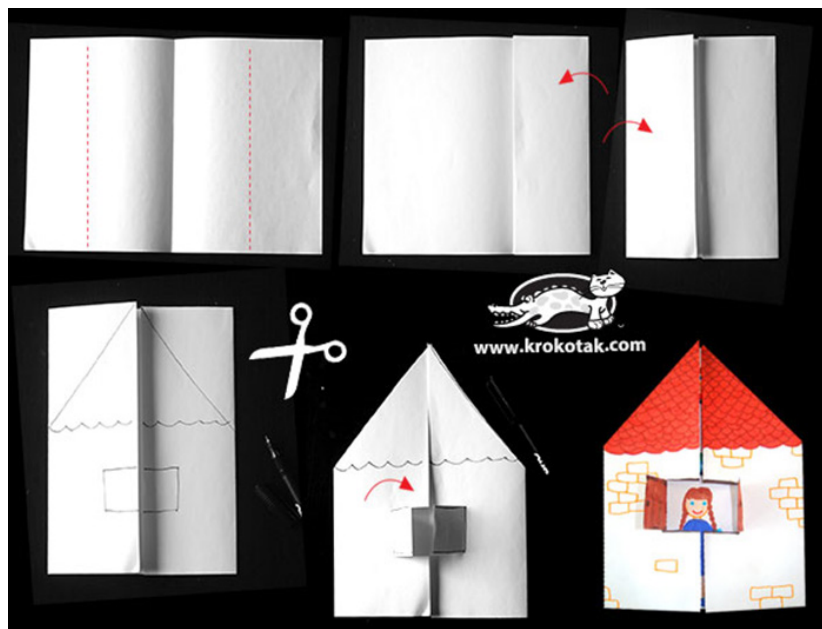
- The illustrations in 'Some Families Change' have been created with a soft look for its sense of warmth and comfort. Using a medium, such as chalk, pencils or pastels, students can draw a family portrait, surrounded by a frame. The frame could be drawn or made with other materials. Students can share what their family means to them, or how it has changed. See **BLM 2** for a template.

Family Paper House

(AC9AVAFE01) (AC9AVA2E01) (AC9AVAFD01) (AC9AVA2D01) (AC9AVAF01) (AC9AVA2C01) (AC9AVAFP01) (AC9AVA2P01)

- Students can create a folding paper house with flaps to show the family members they live with. If they live at two houses, they can create a second one. Inside the window flap they draw themselves, with the remaining people (and other details) inside. Students can choose to use a medium of their choice, and they can label their family members.

Instructions can be found at: [krokotak | I love my family](http://krokotak.com/Ilovefamily)



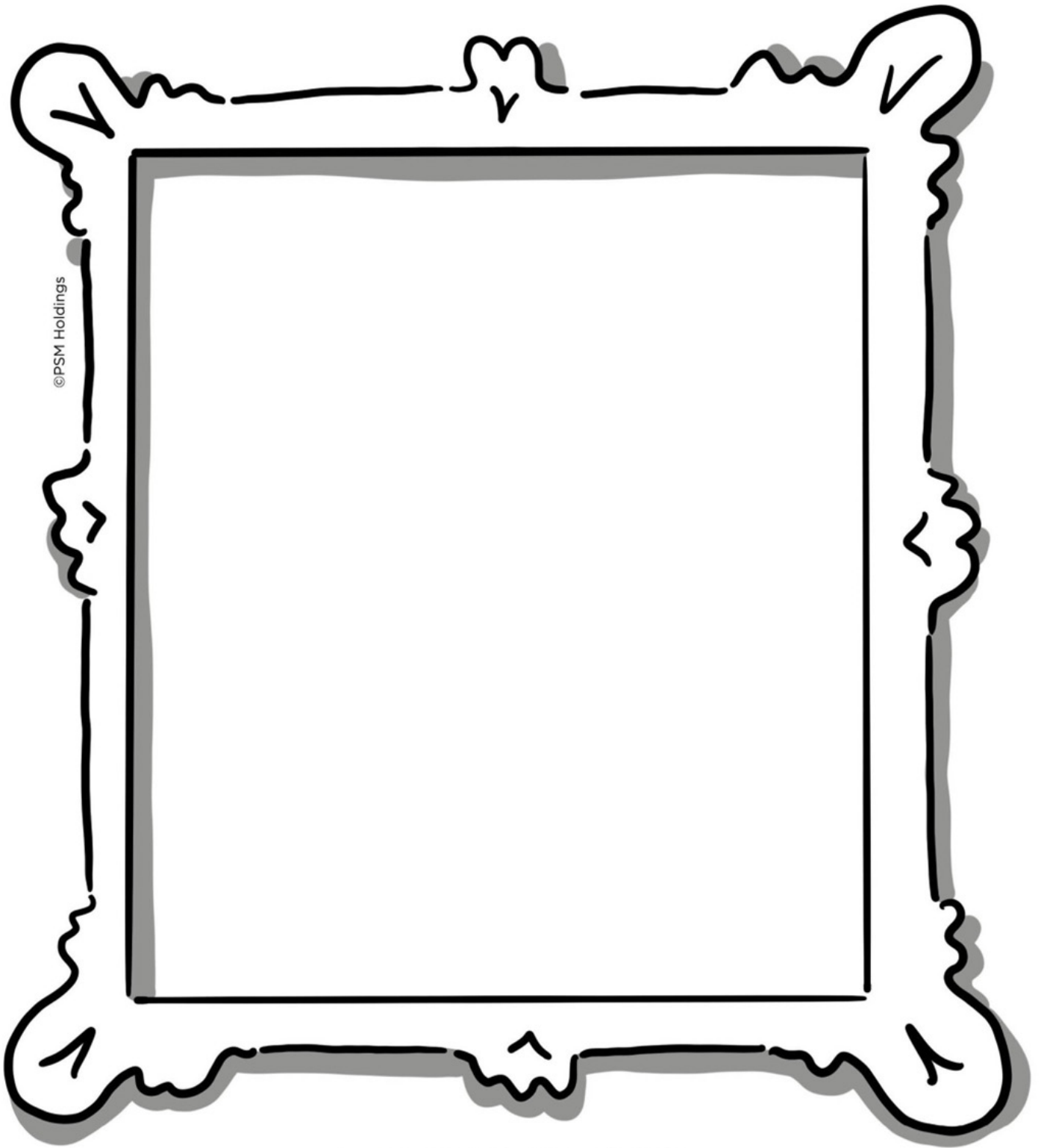
NAME _____

DATE _____

Use the table to sort groups of words. Place your own headings in the boxes.

NAME _____

DATE _____



NAME _____

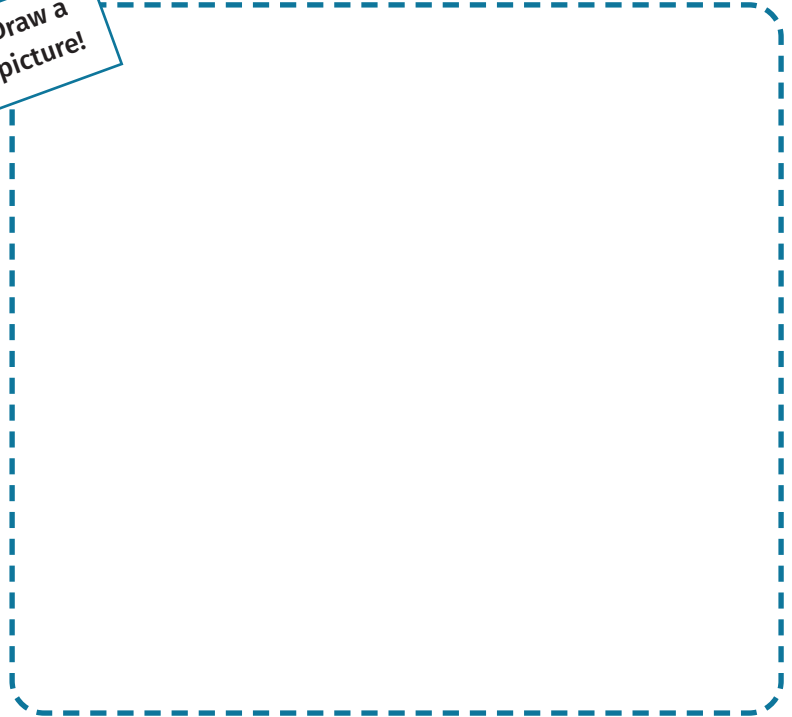
DATE _____

Fill in the boxes to share more about your family!

This is what we like to do for fun:

Family members in the home:

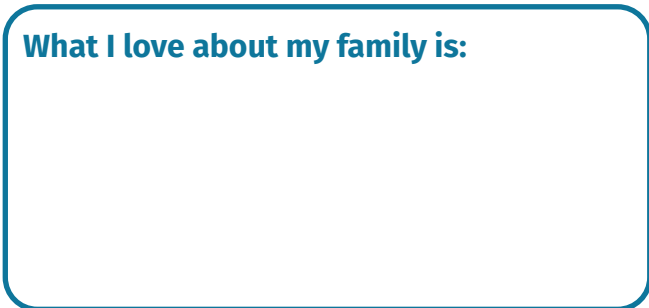
Draw a picture!



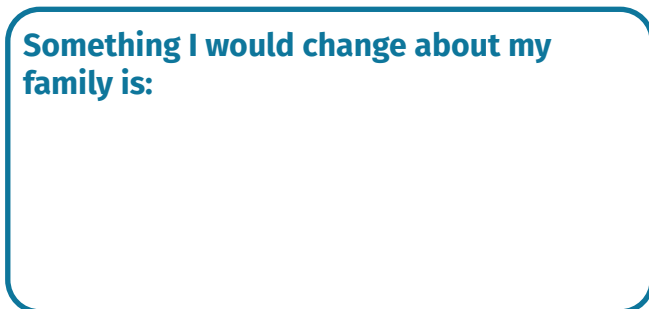
My family is different because:



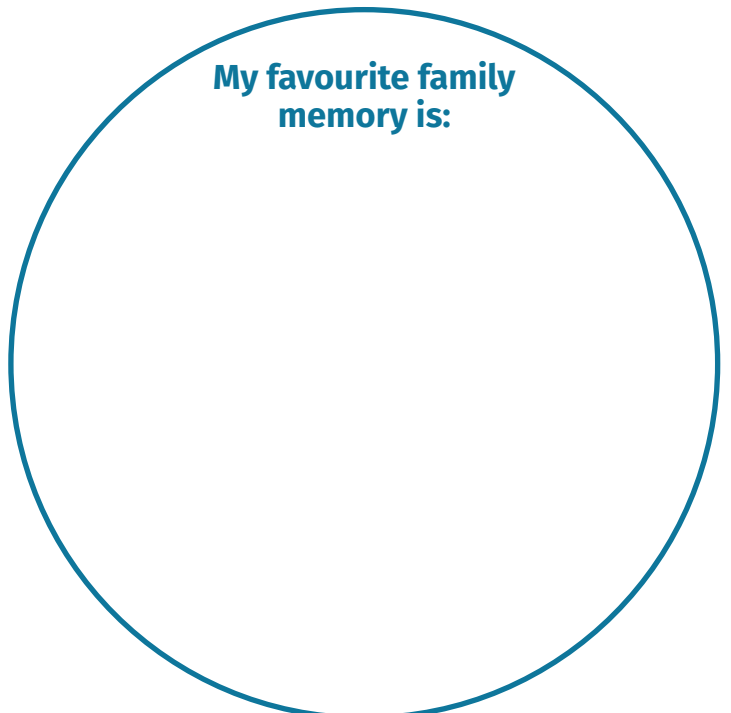
What I love about my family is:



Something I would change about my family is:



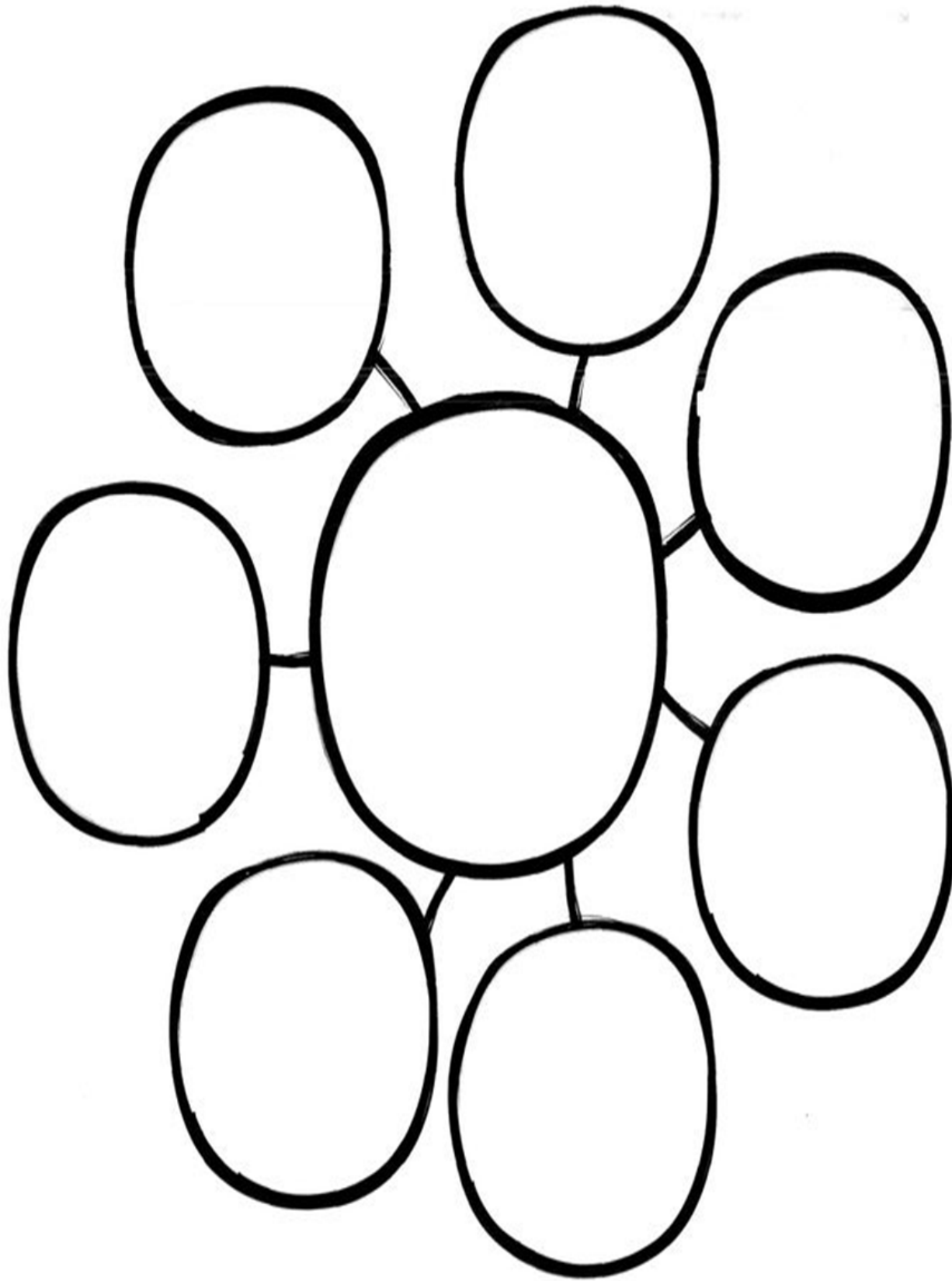
My favourite family memory is:



Concept Web

NAME _____

DATE _____



Timeline

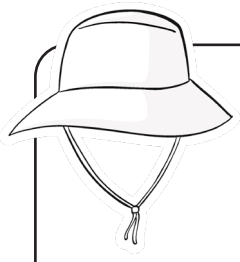
NAME _____

DATE _____

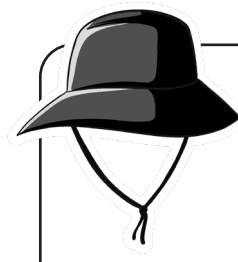


NAME _____

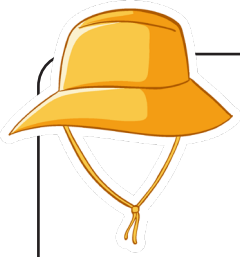
DATE _____



facts and details



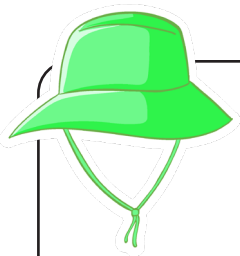
examines the negative



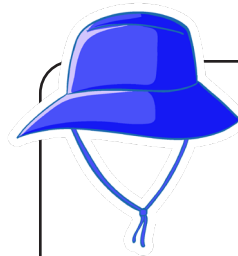
focuses on the positive



emotions & feelings



requires imagination

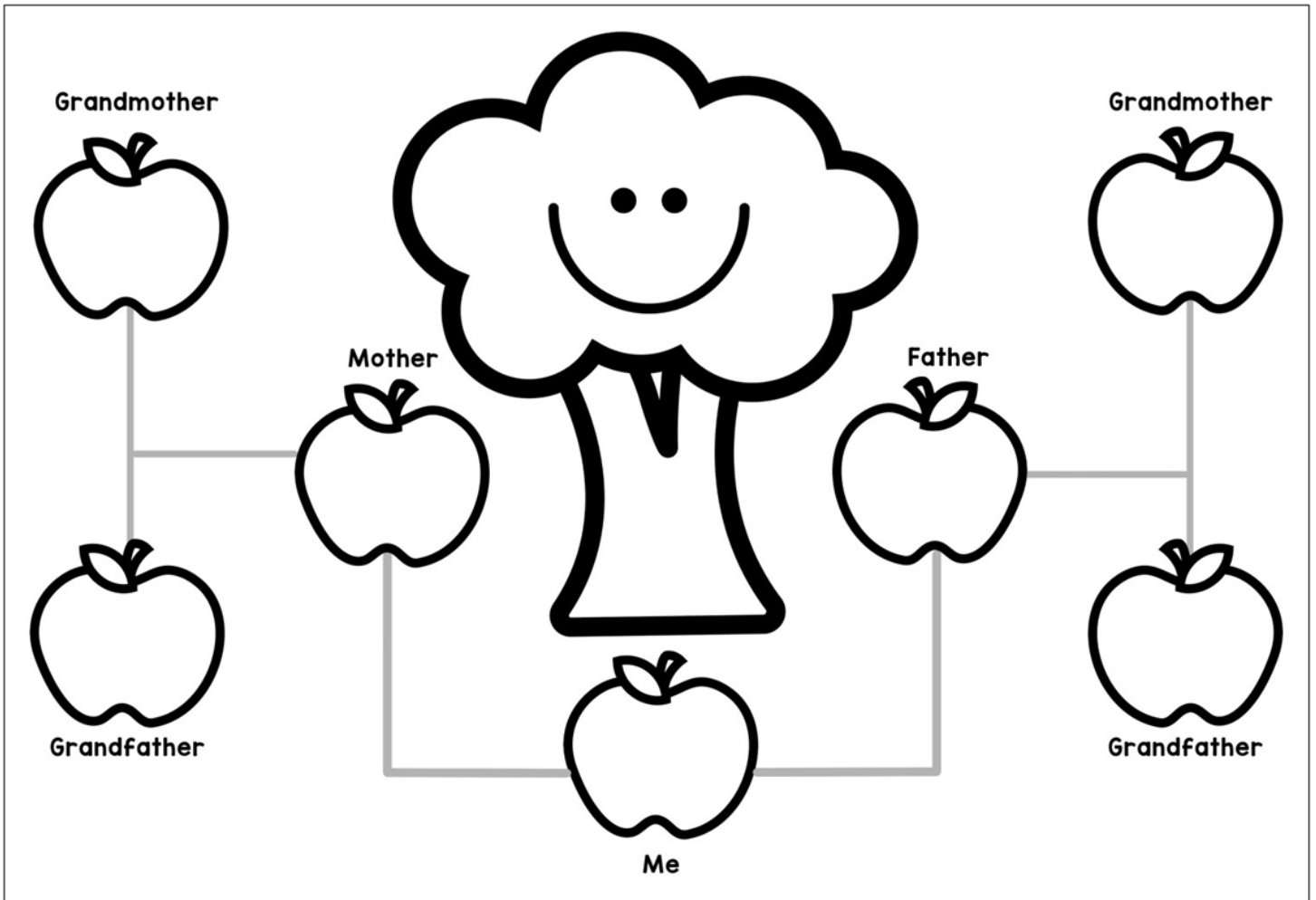


focuses on reflection

NAME _____

DATE _____

Cut and paste the Family Tree diagram onto a sheet of coloured paper. Add more family members by adding the apples below.



NAME _____

DATE _____

**Write the names of yourself and your family members in the first column.
Mark a 'Yes' or 'No' for each trait next to their name.**

NAME	ATTACHED EARLOBES	WIDOW'S PEAK	FRECKLES	TONGUE ROLL	HITCHIKER'S THUMB

Which are the most common traits in your family?

Which are the least common traits in your family?

Who do you share similar traits with?

What other traits can you discover that are common in your family?

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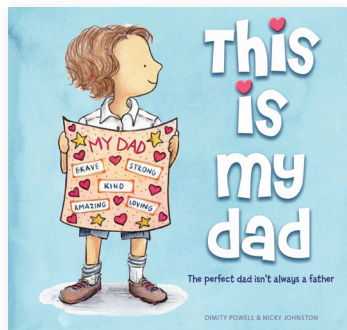
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