

And Tango Makes Three Lesson Plans

by *Justin Richardson and Peter Parnell*

Grade: K-5 (can be adapted to better suit specific grade levels)

Background:

And Tango Makes Three is a true story about two male chinstrap penguins, Roy and Silo, who fall in love and by the grace of their keeper, Mr. Gramzay become fathers to Tango. This is a wonderful story that illustrates the beauty of diversity in families.

Objectives:

By the end of Section A, students will be able to:

- Discuss different family structures inclusive of gay and lesbian parents

Activities/Time:

| Section | Description | Time |
|---|--|------------|
| Section A | Introduction, Reading & BASIC Discussion <u>And Tango Makes Three</u> | 30 minutes |
| <p>The following 5 sections consist of a topic specific <u>Extended Discussion, Art Activity, Writing Brainstorm, Writing Activity & Summary Questions.</u></p> <p><i>*Please Note: The Extended Discussion may be done on its own and the Art Activity consists of 5 separate parts to make one completed art project. Each section is based on Maslow's model of Basic Human Needs.</i></p> | | |
| Section One | • Basic Needs* Extended Discussion | 20 minutes |
| | • Art Activity (Part One) | 20 minutes |
| | • Writing Brainstorm & Writing Activity | 30-40 min. |
| | <i>*Basic Needs: Discussion around the basic and biological needs required to live and how caregivers provide these needs.</i> | |
| Section Two | • Sense of Love* Extended Discussion | 20 minutes |
| | • Art Activity (Part Two) | 20 minutes |
| | • Writing Brainstorm & Writing Activity | 30-40 min. |
| | <i>*Sense of Love: Discussion is around the different types of 'love,' the different ways people show their love and how it makes us feel.</i> | |

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Activities/Time:

| Section | Description | Time |
|----------------------|--|------------|
| Section Three | • SAFETY* Extended Discussion | 20 minutes |
| | • Art Activity (Part Three) | 20 minutes |
| | • Writing Brainstorm & Writing Activity | 30-40 min. |
| | <i>*Safety: Discussion around what makes students feel safe, both physically and emotionally at home, school, in their city/state and world.</i> | |
| Section Four | • PRIDE* Extended Discussion | 20 minutes |
| | • Art Activity (Part Four) | 20 minutes |
| | • Writing Brainstorm & Writing Activity | 30-40 min. |
| | <i>*Pride: Discussion around a feeling of accomplishment or worth that causes one to feel esteemed, important or valued.</i> | |
| Section Five | • Goals* Extended Discussion | 20 minutes |
| | • Art Activity (Part Five) | 20 minutes |
| | • Writing Brainstorm , Writing Activity & Summary Questions | 30-40 min. |
| | <i>*Goals: Discussion around students' dreams and what they would like to work towards in the future.</i> | |

California State Standards:

1.0 Written and Oral English Language Conventions

Students speak and write with a command of Standard English conventions appropriate to their grade level.

Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas.

National Health Education Standards:

Standard 1 : Students will comprehend concepts related to health promotion and disease prevention to enhance health

1.2.2. (Pre K – 2)

Students recognize there are multiple dimensions of health

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National Health Education Standards (continued):

1.5.2. (3-5)

Students identify examples of emotional, intellectual, physical and social health

Standard 2 : Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

2.2.1. (Pre K – 2)

Students identify how the family influences personal health practices and behaviors

2.5.1. (3-5)

Students describe how family influences personal health practices and behaviors

Section A: Basic Discussion

Suggested Discussion Questions during and after reading And Tango Makes Three

- 1★ What is a family?
- 2★ What do all families have in common?
- 3★ What does it mean that Mr. Gramzay thought that Roy and Silo “must be in love”?
- 4★ How is love different between a couple compared to the love between a parent and a baby?
- 5★ How would you define/describe a couple?
- 6★ How were Roy and Silo like other penguin couples?
- 7★ Why do you think Roy and Silo built a nest?
- 8★ How were Roy and Silo like other penguin parents?
- 9★ Roy and Silo are male penguins. What do you think about them being parents?
- 10★ What do we call parents who are the same sex? (*gay, lesbian*)
- 11★ Do you think that same sex parents can take care of a baby?

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Section A: Basic Vocabulary

Basic Vocabulary Terms:

- mama
- family
- parents
- papa
- sister
- uncle
- "in love"
- love
- couple
- partner
- guardians
- caretaker
- step parents
- birth parents
- foster parents
- adoptive parents
- grandparents
- grandmother
- grandfather
- cousin
- brother
- aunt
- step brother
- step sister
- care
- survive
- grow
- thrive

★ **Gay: (K-2)**

A term used to describe a person who has romantic feelings for another person of the same sex, usually used to describe a man.

★ **Gay: (3-12)**

A term that can apply to either men or women who are physically and emotionally attracted physically and emotionally attracted to persons of the same sex. However, it is usually used to describe men e.g. "gay men."

★ **Lesbian: (K-2)**

A woman who has romantic feelings for another woman.

★ **Lesbian: (3-12)**

A term used to describe a woman who is emotionally and physically attracted to another woman.

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Section 1: Basic Needs

Basic Needs Vocabulary:

- Basic Needs (K-3)
- Biological Needs (4-5)
- survive
- live
- warmth
- shelter
- air/oxygen
- temperature
- food/milk
- caretakers
- care (K-3)
- nurture (4-5)
- grow

By the end of Sections 1, 2, & 3 students will be able to:

- Identify and discuss and BASIC HUMAN NEEDS (According to “ Maslow’s Basic Human Needs”)
- Discuss different family structures inclusive of gay and lesbian parents
- Understand key vocabulary words that pertain to Human Needs

Section 1: Basic Needs Extended Discussion

- Open up a conversation with students about what all parents or caregivers need to do in order to take care of a baby.
- Begin by using some of the prompts below. Record brainstorm responses on a piece of chart paper.
- Structure your brainstorm by creating a list of different animals and ask students what they think each needs in order to survive.
- Record ideas and circle or underline items that are the same for different animals:

| | |
|--------|--|
| Human | baby <u>food</u> , <u>milk</u> , <u>water</u> , <u>air</u> , a <u>warm</u> shelter and clothes... |
| Puppy | puppy <u>food</u> , puppy <u>milk</u> , <u>air</u> , <u>water</u> , a <u>warm</u> and dry place to live... |
| Fish | fish <u>food</u> , worms or other fish to eat, <u>water</u> (salt or fresh), a certain <u>temperature</u> , sometimes coral or rocks to hide from predators... |
| Turtle | turtle <u>food</u> , <u>water</u> , sometimes sunlight or a heating rock to keep them at the right <u>temperature</u> , <u>air</u> |
| Bird | <u>air</u> , a <u>warm</u> nest, bird <u>food</u> like worms.... |

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Section 1: Basic Needs—Art Project (Part One)

Materials Needed (same materials are used for all parts of the art project):

- crayons, markers or colored pencils—approx. 1 pack per student
- magazines (*optional if collage is desired instead of drawing*) - provide an assortment of several for variety, approx. 2/3 per child
- scissors—1 per student
- glue sticks—1 per student
- card stock egg template—1 per student
- card stock egg top template—1 per student
- paper fastener—1 per student

Instructional Script:

- We are going to construct an egg.
- Our egg is going to have an inside and an outside.
- The outside is going to illustrate all the things that HUMAN babies need in order to survive and also to grow.
- The inside is where a HUMAN baby is going to live, this baby is going to be YOU.
- The outside of the egg is going to be made up of 5 different parts, included in our discussion today on Basic Needs (K-3) or Biological Needs (4-5).
- Each day we will talk about and name the other parts of our egg.

Section/Part 1, Art Activity Directions:

- Use the cardstock template entitled, "Art Egg."
- Divide the egg into sections and to stay within the perimeters of each section as appropriate.
- In this section, students will focus on the bottom for the Basic Needs (K-3) / Biological Needs (4-5) section of the egg.
- The students will draw pictures representing "Biological Needs" (example: food, water, shelter, clothing, etc.). If they prefer, allow them to cut out pictures from magazines and collage.
- The students will draw or paste their pictures representing Basic/Biological Needs to the corresponding section of their egg.
- Store work in a safe place so students can resume their work on another day.

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Section 1: Basic Needs—Writing Brainstorm and Activity

After going through the Section 1: Extended Discussion, have students write a paragraph about Basic Needs (K-3) / Biological Needs (4-5). You may create a rubric or checklist for your students, which will differ according to the grade level.

Content Rubric:

- “ Define Basic/Biological...
Ex: Basic Needs are things you need in order to live.
- “ Describe at least **3 Basic / Biological Needs**...
Ex: Some things you need in order to live are food, water and warmth.
- “ Describe **who** can provided *you* basic needs...
Ex: In my family, my grandmother provides me with the basic things I need to live.
- “ Describe how your caretaker provides ...
Ex: My grandmother makes me dinner every night and breakfast in the morning so I won't get hungry. I also live in an apartment that's warm with a roof.

Conventions Rubric:

- Did you use complete sentences?
(subject/predicate)
- Did you use the correct punctuation?
(periods, question marks, commas, exclamation points?)
- Did you use capitals in the right places?
Ex. In the beginning of each sentence?
- Did you use at least 3 new vocabulary words
PLEASE LIST:
Basic Needs
Caretaker
warmth

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Section 2: Sense of Love

“Sense of Love” Vocabulary:

- love
- “in love”
- thrive
- couple
- partner
- gay
- lesbian
- belong
- caretaker

DEFINITIONS OF LOVE (focus on 1,2 &3)

1. **A deep, tender, feeling of affection and care toward a person**
2. **A feeling of intense desire and attraction toward a person with whom one is disposed to make a pair.**
3. An emotion of romance.
4. An intense emotional attachment, as for a pet or treasured object.
5. A person who is the object of deep or intense affection or attraction; beloved. A term of endearment.
6. An expression of one's affection: *Send him my love.*

Section 2: Sense of Love—Extended Discussion

- Review the “Biological Needs” brainstorm.
- If a student made a comment during the Basic/ Biological Needs” brainstorm regarding LOVE, please refer back to it. If not, introduce it.
- Discuss the differences between being “in love,” (as Roy and Silo were) and the love between parents/family/caretakers and a baby or child.
- Refer back to the story and discuss how Roy and Silo were a “couple,” and ask students how people could tell they were “in love.” (Refer to Discussion Questions 1-7)
- Let your students know that even if a baby has all the necessary Biological Needs to live, they will need love to thrive.
- Explain what the word, “thrive” means, and how it is different than the word, “live” and “survive.”
- Open up the discussion of Sense of Love & Belonging.
- Share your own experiences of something a parent or family did for you as a kid that made you feel loved or that gave you a sense of belonging.
- Examples are (but are not limited to): a warm hug, a special meal cooked by a family member, a special activity (going to the park, movies, shopping, playing a game, bedtime stories, etc.) kind/encouraging words, being given a job to do around the house, having a loved one express interest in what you are doing.
- Create a chart that is divided into different categories to organize ideas surrounding “Sense of Love/Belonging.”
- Explain that people may have different ways of showing their love.

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| SPECIAL ACTIVITY | SPECIAL JOB | GESTURES | WORDS | SHOWING INTEREST | FOOD |
|---|--|--|---|--|---|
| <ul style="list-style-type: none"> ♥ shopping ♥ going to the beach ♥ seeing a movie ♥ playing a game ♥ reading a story ♥ riding bikes | <ul style="list-style-type: none"> ♥ feeding the dog ♥ walking the dog ♥ babysitting ♥ making the shopping list ♥ checking the mail | <ul style="list-style-type: none"> ♥ hugs ♥ tickles ♥ pat on the back ♥ wink | <ul style="list-style-type: none"> ♥ "I love you." ♥ "You're the best!" ♥ "You're such a great kid!" ♥ "Super job!" ♥ "Way to go!" | <ul style="list-style-type: none"> ♥ listening to me read ♥ coming to my games ♥ coming to my play ♥ chaperoning a school dance or fieldtrip | <ul style="list-style-type: none"> ♥ Grandma's special macaroni! ♥ Mom making my favorite: spaghetti ♥ A special dessert with dinner |

Section 2: Sense of Love Art Activity (Part Two)

Materials remain the same throughout

- Use the cardstock template entitled, "Art Egg."
- The egg should be divided into sections and students should stay within the perimeters of each section as appropriate. *OR, for younger students, you may want to sketch out each section for them.*
- In this section, students will focus on the bottom for the Basic Needs (K-3) / Biological Needs (4-5) section of the egg.
- The students will draw pictures representing "Sense" (example: jobs, hugs, encouragement, etc.). If they prefer, allow them to cut out pictures from magazines and collage.
- The students will paste their pictures representing "Sense of Love" to the corresponding section of their egg.
- Store work in a safe place so students can resume their work on another day.

Section 2: Sense of Love Writing Brainstorm and Activity

Have students write a paragraph about Basic Needs (K-3) / Biological Needs (4-5). You may create a rubric or checklist for your students, which will differ according to the grade level.

| | |
|---|--|
| <p>Content Rubric:</p> <ul style="list-style-type: none"> • Define Basic/Biological... Ex: <u>Basic Needs</u> are things you need in order to live. • Describe at least 3 Basic / Biological Needs... Ex: <u>Some things</u> you need in order to live are food, water and warmth. • Describe who can provided <i>you</i> basic needs... Ex: <u>In my family</u>, my grandmother provides me with the basic things I need to live. • Describe how your caretaker provides ... Ex: <u>My grandmother</u> makes me dinner every night and breakfast in the morning so I won't get hungry. I also live in an apartment that's warm with a roof. | <p>Conventions Rubric:</p> <ul style="list-style-type: none"> Did you use complete sentences? (subject/predicate) Did you use the correct punctuation? (periods, question marks, commas, exclamation points?) Did you use capitals in the right places? Ex. In the beginning of each sentence? Did you use at least 3 new vocabulary words <p>PLEASE LIST: <u>Basic Needs</u> <u>Caretaker</u> <u>warmth</u></p> |
|---|--|

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Section 3: SAFETY

“Safety” Vocabulary:

- safety
- security
- protect/protection
- emergency
- caretaker (see family terms)

Section 3: SAFETY Extended Discussion

- Open up a conversation about “SAFETY.”
- Ask students to describe what they think safety is.
- Brainstorm with students their ideas of safety given the following categories: home, school, city/state, and world. (If you wish to simplify for younger students, just want to focus on home/school).
- Ask students to describe what SAFETY FEELS like in the presence of the things they brainstormed and then what it feels like in the ABSENCE of the things they brainstormed .
- Ask students if they think it’s important to feel safe and why.

| Home | School | City/State | World |
|--|--|---|---|
| <ul style="list-style-type: none"> ▪ adults ▪ doors/locks ▪ rules ▪ emergency #s ▪ electricity ▪ updated building (retro-fitted) | <ul style="list-style-type: none"> ▪ adults/teachers ▪ rules ▪ emergency procedures (fire, earthquakes, etc.) ▪ adults | <ul style="list-style-type: none"> ▪ firefighters ▪ good streets/roads ▪ safe buildings ▪ bridges | <ul style="list-style-type: none"> ▪ good leaders ▪ peace |

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Section 3: SAFETY—Art Project (Part Three)

- Proceed to the next section of the egg (the “SAFETY” section will be situated above the “Sense of Love” section)
- The students will cut out pictures from magazines or draw pictures representing “SAFETY” (example: special activities, jobs, gestures, words, showing interest, food, etc.). *This is the same **process** they did for the other sections.*
- The students will paste their pictures representing “SAFETY” to the corresponding section of their egg.
- Store student work in a safe place so they can resume their work on another day.

Section 3: SAFETY—Writing Brainstorm and Activity

Have students write a paragraph about **Sense of Love**. You may create a rubric or checklist for your students, which will differ according to the grade level.

Content Rubric:

- Define Safety...
Ex: Safety means that there is not dangerous things around that will hurt you.
- Describe at least **3 things** that make you feel SAFE...
Ex: I feel safe because I have locks on my door, also because I know my emergency numbers and my dog, Ralph, protects me.
- Describe **who** makes you feel safe...
Ex: The people who make me feel safe are my grandparents, my dog and my teachers at school.

Conventions Rubric:

- Did you use complete sentences?
(subject/predicate)
- Did you use the correct punctuation?
(periods, question marks, commas, exclamation points?)
- Did you use capitals in the right places?
Ex. In the beginning of each sentence?
- Did you use at least 3 new vocabulary words
PLEASE LIST:
 1. Safety
 2. emergency
 3. protects

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Section 4: PRIDE

Pride Vocabulary

- pride
- proud
- skills
- talent
- esteem

Section 4: PRIDE Extended Discussion

- Ask students to describe what they think it means.
- Explain that it is feeling very happy or excited about something you do, whether it is related to school, sports, hobbies, home, etc. O
- Organize this brainstorm, once again with a chart.
- Give students 2 sticky notes to write on and ask them to write 1 thing they are proud of on each sticky note, they do not have to put their names on them.
- Allow students a few minutes to complete this task, then collect the sticky notes.
- Read each sticky note out loud and ask students to identify where each idea fits on the chart.
- Feel free to come up with your own categories.
- Once you have finished sharing out and categorizing all the things students are proud of, point out to students that there are many, many different things they can be proud of, and it does NOT have to be limited to school, or a skill. For example, kindness and empathy are also things that students should be proud of.
- Discuss that people can also be proud of who they are even if it means they are different.
- Ask the students what Silo and Roy might be proud of (possible answers: that they are parents, that they love each other, each).

| School | Home | Sports/Dance | Hobbies | Other |
|--|---|---|--|---|
| <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">I have great handwriting</div> <div style="border: 1px solid black; padding: 5px;">I know my time tables to 12</div> | <div style="border: 1px solid black; padding: 5px;">I finish all my Chores each day</div> | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">I am a fast runner</div> <div style="border: 1px solid black; padding: 5px;">I am a terrific tap dancer</div> | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">I am an UNO champion</div> <div style="border: 1px solid black; padding: 5px;">I'm an amazing artist</div> | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">I can make</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">I am nice to people</div> <div style="border: 1px solid black; padding: 5px;">Being myself</div> |

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Section 4: PRIDE—Art Project (Part Four)

Materials remain the same throughout (see page 6)

- Proceed to the next section of the egg (the “PRIDE” section will be situated above the “SAFETY” section .
- The students will cut out pictures from magazines representing “PRIDE, “ namely the things they feel very good about, for example: a skill, a talent, a sensibility as discussed in the brainstorm.
- Allow students to draw pictures or collage. This is the same **process** they did for the other sections.
- The students will paste their pictures representing “PRIDE” to the corresponding section of their egg.
- Store student work in a safe place so students can resume their work on another day.

Section 4: PRIDE—Writing Brainstorm and Activity

Have students write a paragraph about **Sense of Love**. You may create a rubric or checklist for your students, which will differ according to the grade level.

Content Rubric:

- Define what it means to have pride/feel proud...
Ex: When you are proud, you feel good about yourself.
- Describe at least **3 things** that are PROUD of...
Ex: I feel proud because I am a big brother, passed 2nd grade and also because I have a talent in tap danCing.

Conventions Rubric:

- Did you use complete sentences?
(subject/predicate)
- Did you use the correct punctuation?
(periods, question marks, commas, exclamation points?)
- Did you use capitals in the right places?
Ex. In the beginning of each sentence?
- Did you use at least 2 new vocabulary words
PLEASE LIST:
1. proud
2. talent

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Section 5: GOALS

Goals Vocabulary

- goals
- personal
- fears
- focus

Section 5: GOALS Extended Discussion

- Introduce the final section, GOALS.
- Give each student a strip of paper and ask them to write 1 major goal they have in their life at the top.
- Goals can be explained as what students want to be when they grow up, or it could be personal (such as overcoming a fear of heights) or school related (such as finishing college).
- Have students verbally share out their ideas.
- Next have students list at least 10 things they need to do in order to accomplish their goal (see below example).
- Have students prioritize their list.
- Let students know that it's ok not to know exactly what their goal will require, but that it's really important to find out.

I want to be a doctor....

1. Study very hard
2. Pass all of my tests
3. Stay focused
4. Don't give up
5. Get good grades in elementary, middle & high school
6. Learn about the human body on my own BEFORE I get into college
7. Work towards earning scholarships to pay for college
8. Ask LOTS of questions!
9. Intern at a hospital
10. Figure out what else it will take in order to become a doctor

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Section 5: GOALS—Art Project (Part Five)

- Proceed to the next section of the egg (the “Self-Actualization,” or “Goals,” section will be situated above the “Self-Esteem” section)
- The students will draw or cut out pictures from magazines or draw pictures representing their goals.
- They may also want to include the items from their list (steps needed to accomplish goals). This is the same **process** they did for the other sections.
- The students will draw or paste their pictures representing “Self-Actualization” or “Goals,” to the corresponding section of their egg.
- Next, place a fastener

Section 5: GOALS—Writing Brainstorm and Activity

Have students write a paragraph about **GOALS**. You may create a rubric or checklist for your students, which will differ according to the grade level.

Content Rubric:

- “ Define what GOALS are...
Ex: Goals are things you would like to be or do, and things that you have to work hard to get to.
- “ Describe at least **3 goals** you have for yourself...
Ex: My goals are to graduate from college, become a doctor and travel to China.
- “ Describe 1 thing you know you will have to do in order to reach your goals ...
Ex: I know that in order to reach my goals, I am going to have to stay focused and try hard.

Conventions Rubric:

- Did you use complete sentences?
(subject/predicate)
- Did you use the correct punctuation?
(periods, question marks, commas, exclamation points?)
- Did you use capitals in the right places?
Ex. In the beginning of each sentence?
- Did you use at least 2 new vocabulary words
PLEASE LIST:
1. goals
2. focus

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Additional Resources:

Multiple lesson plans on penguins, thematic units...

<http://www.nvo.com/ecnewsletter/penguins/>

A Penguin is a Bird, compare and contrast penguins with birds...

<http://www.siec.k12.in.us/%7Ewest/proj/penguins/lesson2.html>

Penguin Capers: this unit is designed to be integrated into your lesson plans...

<http://www.teachingheart.net/penguinsunit.html>

Visit this site for links to lots of penguin links!

<http://42explore.com/penguin.htm>