

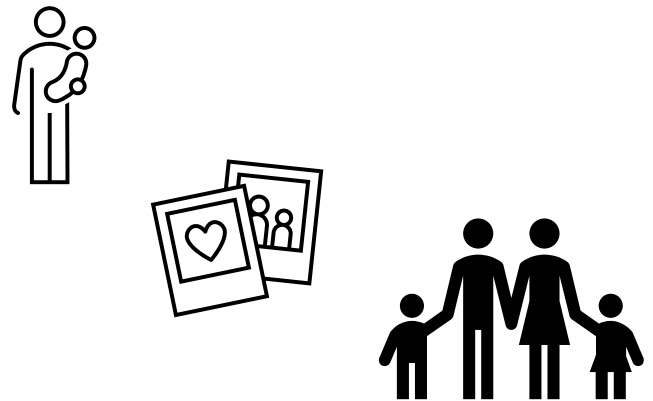
'Some Families Change' by Jess Galatola and Jenni Barrand	
Picture Book	
Themes: Family, diversity, change, belonging, emotions, resilience	

### About the Text

*Some Families Change* is a gentle, child-centred picture book exploring how families may change over time while love, safety, and belonging remain constant. Through accessible language and emotive illustrations, the text supports young readers to understand and process change within their own lives.

### Themes include:

- Family diversity
- Change and transition
- Emotional literacy
- Belonging and safety
- Resilience



### Curriculum Links (Australian Curriculum: English – F-2)

#### Language

- Explore how language is used to describe feelings and relationships.
- Identify how texts use simple and compound sentences to express ideas.

#### Literature

- Discuss characters and events in stories and share personal responses.
- Identify the main idea and key messages in a literary text.

#### Literacy

- Listen for specific purposes and engage in discussions.
- Create short written and multimodal texts about familiar experiences.

## **Learning Intentions**

*Students will:*

- Understand that families can change in different ways.
- Identify and describe emotions connected to change.
- Make text-to-self connections.
- Create a personal written response.

## **Success Criteria**

Students can:

- ✓ Identify how the family changes in the story.
- ✓ Describe how the child might feel using emotional vocabulary.
- ✓ Share a personal connection.
- ✓ Create a short written or drawn response.

## **Teaching Focus**

This unit supports students to:

- Understand that families can change in different ways
- Develop emotional vocabulary
- Make text-to-self connections
- Explore narrative voice and perspective
- Create personal response texts

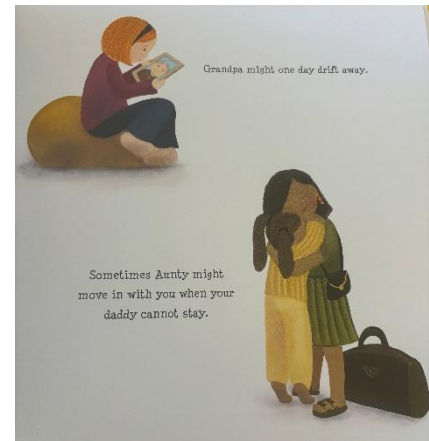
## Before Reading

1. Activating Prior Knowledge – “What Makes a Family?”

Display the word **FAMILY**.

Ask:

- What is a family?
- Who can be in a family?
- Do families always stay the same?



Create a class anchor chart titled:

### “Families Can...”

(e.g., grow, change, move, welcome new members, live in different homes)

## During Reading

### First Reading – Meaning & Response

Pause to ask:

- How is this family changing?
- How might the child be feeling?
- What clues in the pictures help us understand the emotions?

Explicitly draw attention to:

- Facial expressions
- Colour palette shifts (if relevant)
- Repetition or key phrases

### Second Reading – Language Focus

#### Vocabulary Study

Identify feeling words in the text.

Create a feelings continuum:

happy → unsure → worried → hopeful → safe

Students:

- Match moments in the story to feeling words.
- 
- Suggest synonyms.

### Author's Craft Focus

Discuss:

- Why might the author have chosen simple, gentle language?
- How do the illustrations support the message?
- Is the story, how does the author/illustrator show different types of families?



### Mini-lesson:

Explain how picture books use both **words and images** to tell the full story.

### After Reading

#### Discussion Questions

- What message does this story give about families?
- Can change feel both hard and good at the same time?
- Why is belonging important?

Encourage students to use sentence stems:

- "I think the author is showing..."
- "This reminds me of..."

### Creative Response Tasks

#### 1. "My Family Story" Mini Book

Students create a simple 4-page booklet:

Page 1: My family looks like...

Page 2: Sometimes families...

Page 3: When things change, I feel...

Page 4: What helps me feel safe is...

This supports:

- Personal narrative writing
- Emotional literacy

- Sentence construction

## 2. Classroom Community Mural – “All Families Belong.”

Students draw their families (however they define them).

Display with the heading:

**“Every Family is Important.”**



### Extension Options

- Compare with another text about families (diverse family structures).
- Write a letter to a family member, telling them what you love about your family.
- Role-play different family events or special occasions.
- Create a class book titled *Our Families Change Too*.

### Assessment Opportunities

#### Formative

- Participation in discussion
- Use of emotional vocabulary
- Ability to identify story message

#### Summative

- Completed mini book (assess sentence structure, clarity, connection to theme)

### Teacher Reflection Prompts

- How did students respond to discussions about family change?
- What language did students use to describe emotions?
- Were there opportunities for deeper social-emotional learning?

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Fill in the boxes to share more about your family!

Family members in the home:

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Draw a picture!

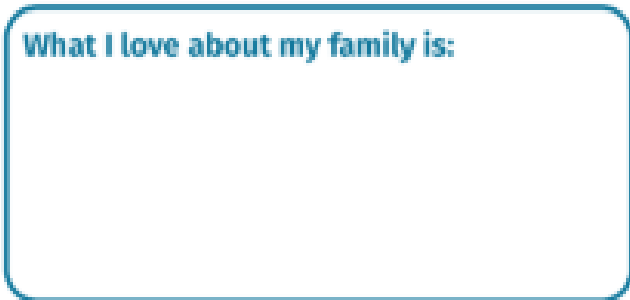
This is what we like to do for fun:



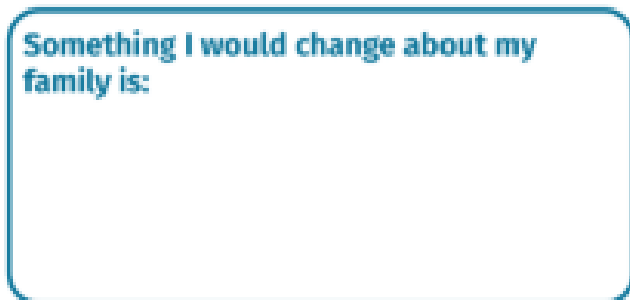
My family is different because:



What I love about my family is:



Something I would change about my family is:



My favourite family memory is:

