



# And Tango Makes Three Planning

<b>Date:</b>	<b>Learning Challenge:</b> Can I understand that families come in all different shapes and sizes, but they are all special?	<b>Learning Outcome:</b> Children understand that all families are different.
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Text: And Tango Makes Three

Provide the children with paper and art materials and ask them to draw/paint a picture of their family. Look at similarities and differences between families – make this a celebration. Look at the Stonewall ‘Different Families, Same Love’ Poster and identify which family matches theirs – could you add to the poster?

Look at the front cover of And Tango Makes Three.

- Who is in the picture?
- Where is the story taking place?
- What do you think will happen in the picture?
- Read the blurb: *‘There are all kinds of animal families in the zoo. But Tango’s family is not like any of the others.’ – What might this mean?*

Retell the story in sequence e.g. by using a Storymap or sequencing pictures taken directly from the text.

Read the text together and create an image of Silo, Roy and Tango. Add the penguin display to the display of families the children have created.

### Key learning:

*In ‘And Tango Makes Three’ we see families of penguins who love each other. There are all different types of families; each family is special.*

*In this story Roy and Silo love each other and they love the baby penguin they look after, Tango. Families come in all shapes and sizes. They are all different.*

In small groups, each group should focus on one of the images from ‘And Tango Makes Three’. Suggested images: *Roy and Silo bowing/singing to each other, Roy and Silo watching the other penguins hatch chicks, Roy and Silo trying to hatch the rock, Roy and Silo with newborn Tango, the three penguins hugging at sunset.*

- Give each table a word bank of feelings words: *sad, happy, lonely, jealous, frustrated, joyful, strong, proud, disappointed, safe.*
- In their groups pupils must discuss which words would apply to the characters at that stage of the story.
- Each group to share the different emotions the penguins felt.

Extension: The children could plan a story together and change the animals but maintain the story theme. They could produce art work to illustrate their class story and then use the iPads to record the story they have written together. This can be shared on the school website and during assembly.

Working Below

Working Within

Working Above

<i>What they will do and how we will know they have been successful</i>	<i>What they will do and how we will know they have been successful</i>	<i>What they will do and how we will know they have been successful</i>
<b>Working Below</b> <i>Notes to aid Assessment for Learning</i>	<b>Working Within</b> <i>Notes to aid Assessment for Learning</i>	<b>Working Above</b> <i>Notes to aid Assessment for Learning</i>