



UNIT 1: FAMILY / WEEK 1

Caring For Babies

Standard Connection:
 ELA.RI.PK4.7
 ELA.SL.PK4.2
 M.CC.PK4.5
 PD.FM.PK4.6
 PD.SHS.PK4.1
 SS.FC.PK4.1
 SS.FC.PK4.8
 TH.CR1b.1.PK
 TH.RE8b1.PK

Enduring Understanding(s):

- A family is a group of people that care for and support each other.
- More mature family members are responsible for the safety and needs of less mature members.

Essential Question(s):

- What does it mean to be a member of a family?
- How do families care for each other?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Oonga Boonga/Crybaby</i> • <i>Peter's Chair</i> • baby bottles • baby food containers • bibs • burping cloths • baby dolls • baby furniture 	<ul style="list-style-type: none"> • feed: give food to someone or something • lullaby: a song that helps a child falls asleep • calm: quiet and peaceful • soothe: make calm • upset: angry or unhappy • whisper: speak very quietly 	

Intro to Centers

Preparation: Set up materials

<p>"In <i>Oonga Boonga</i>, Daniel had a baby sister named Baby Louise. In <i>Peter's Chair</i>, Peter and his mother and father prepared to care for his baby sister, Susie. What do you notice?"</p>	<p>Show illustration. Children respond.</p>
<p>"Peter's family prepared baby furniture for Susie. Why do babies need special furniture?"</p>	<p>Show illustration. Children respond.</p>
<p>"Daniel's family soothed Baby Louise when she was upset. They tried to burp her, feed her, and sing a lullaby to her. Daniel soothed her and made her calm by whispering, 'oonga, boonga.'"</p>	<p>Show illustration. Model 'whisper.'</p>
<p>"Why can't babies care for themselves?"</p>	<p>Children respond.</p>
<p>"Today in Dramatic Play, you can care for babies with these materials."</p>	<p>Show materials. Model burping, feeding, and soothing baby.</p>

During Centers

Model using sequential vocabulary ("First, let's soothe the baby; second, let's change her diaper; third, let's feed her."). Encourage children to act out scenes from *Oonga Boonga/Crybaby* and *Peter's Chair*. Encourage children to act out multiple roles and roles they do not typically take on ("Isabelle, you usually like to play the mother, maybe this time you'd like to try being the baby sister?"). Support children in creating nametags in Creative Writing with characters' images/names for children to wear as a prompt ("Jayden is pretending to be Peter - point to nametag - What would he say/act like?").

Guiding Questions During Centers

- How did you decide who will be the brother, cousin, mother, grandma, etc.?
- How is Baby Louise's family similar to or different from Peter's family?
- How is your family similar to or different from Baby Louise's or Peter's family?
- How does your family take care of babies/you/each other?

Thinking and Feedback

Invite children to share their processes. Encourage children to describe any challenges they encountered.

Documentation

Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation

Encourage children to draw and write stories about their families to act out in Dramatic Play. Encourage children to create items in Blocks and Creative Arts for babies (baby carriages, rattles, soft toys, etc.).

Differentiation/Accommodation

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help children answer Guiding Questions. During Centers, provide a visual schedule with steps for role-playing scenes for children who need support with Dramatic Play.