



UNIT 1: FAMILY / WEEK 2

Books About Caring for Babies

Standard Connection:
 ELA.RI.PK4.9
 ELA.SL.PK4.2
 M.CC.PK4.5
 M.G.PK4.2
 S.LS.PK4.2

Enduring Understanding(s):

- A family is a group of people that care for and support each other.
- Family members have names for each other.

Essential Question(s):

- What does it mean to be a member of a family?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Oonga Boonga/Crybaby</i> • <i>Peter's Chair</i> • books about caring for babies (include woodless books, board books, books on CD/ tape, books reflecting the diversity of families/ cultures of children) • “We Take Care of Our Books” and “3 Ways to Read Books” visuals (see Resources) 	<ul style="list-style-type: none"> • baby: a very young child • family names: sibling, parent, cousin, etc. • research: find information about • family: a group of people who care for and support each other 	

Intro to Centers

Preparation: Set up materials

<p>“In <i>Oonga Boonga/Crybaby</i>, we read about the people in Baby Louise’s/Baby’s family. We learned that she had a mother, father, grandma, grandpa, and brother/pet dog. In <i>Peter’s Chair</i> we learned that Peter had a mother and father, a dog, and he was going to have a baby sister. How are Peter’s family and Baby Louise’s family the same or different?”</p>	<p>Show illustration. Children respond.</p>
<p>“Today, in Library and Listening, you can research- find information about- how other families care for babies. What do you notice?”</p>	<p>Show books. Children respond.</p>
<p>“How are these books similar to or different from <i>Oonga Boonga/Crybaby</i> and <i>Peter’s Chair</i>?”</p>	<p>Show non-fiction books with photographs. Guide children to notice contrasting features (photographs vs. illustrations). Children respond.</p>

During Centers:

Compare and contrast the families in the books to the families in *Peter's Chair* and *Oonga Boonga/Crybaby*. Encourage children to use their research to create stories in Creative Writing and/or Dramatic Play. Support children in comparing and contrasting the number of family members in the books.

Guiding Questions During Centers:

- If you were to write a book about your family, what would it be about?
- How is the family in this book similar to or different from your family?
- How is a photograph similar to or different from a drawing or a painting in a book?
- How is a book helpful for research?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have 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:

Take children to the local library and show them how they can find additional books about babies and families that can be checked out and brought into the classroom to support further research.

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, children may need visual supports or manipulatives to help them count, compare, and/or contrast the families in the stories. Pictures of family members from each story can be used or family member figures from Blocks or Dramatic Play.