



Playing with Family Figures

Standard Connection:
 ELA.RL.PK4.10
 ELA.W.PK4.1a
 M.G.PK4.4
 M.G.PK4.5
 PD.FM.PK4.1
 PD.SHS.PK4.3
 SS.FC.PK4.1

Enduring Understanding(s):

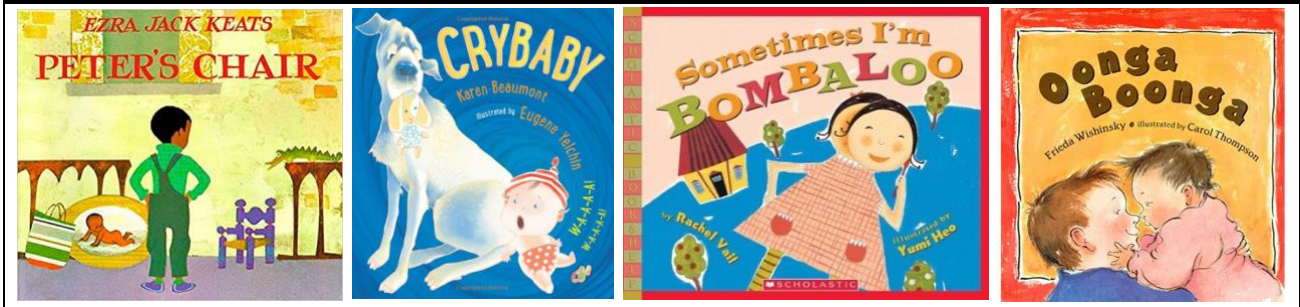
- A family is a group of people who care for and support each other.
- Family members have names for each other.

Essential Question(s):

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

Materials	Vocabulary
<ul style="list-style-type: none"> • <i>Sometimes I'm Bombaloo</i> • <i>Peter's Chair</i> • <i>Oonga Boonga/Crybaby</i> • images of homes (see Resources) • variety of blocks (unit, foam, hollow, etc.) • diverse family figures • fabric pieces • paper • clipboards • writing utensils • photographs of children and their family members taped to unit blocks 	<ul style="list-style-type: none"> • home: the place where a person lives • apartment: a home in a building • house: a building where people live • building: a structure with a roof and walls • family: a group of people who care for and support each other • family names: mom, aunt, cousin, etc.

Books



Intro to Centers

Preparation: Set up materials

"In <i>Oonga Boonga/Crybaby</i> , there is a baby sister , a mother , a father , a grandma , and a grandpa ."	Show illustration.
"In <i>Peter's Chair</i> , Peter had a mother and a father , and he was going to have a new baby sister ."	Show illustration.
"In <i>Sometimes I'm Bombaloo</i> , Katie had her mother and a baby brother . How is Katie's family similar to or different from the families in the other books?"	Show illustration. Children respond.

"How did the families care for each other?"	Children respond.
"Today, in Blocks, you can create caring families with these materials."	Show materials.
"You can build homes for the families . You could build an apartment building , or a house , or a different sort of home . Here are images of homes . What do you notice?"	Show images of homes. Children respond.
"What would the families do in their homes ?"	Children respond.
"Make a plan before you build a home for the families ."	Show sample of children's plans.

During Centers:

- Provide non-fiction resources (magazines and video clips) of families taking care of each other.
- Encourage children to create a neighborhood with their homes. Suggest that neighbors visit each other like in *Oonga Boonga/Crybaby*.
- Compare and contrast family configurations (Isabel has two brothers in her family, Jayden has a brother and a sister).
- Encourage children to write stories about their families in Creative Writing and/or use their families in Science.

Guiding Questions During Centers:

- How do the people in this family care for each other?
- How is your family the same as or different from the families in *Oonga Boonga/Crybaby*, *Peter's Chair*, and/or *Sometimes I'm Bombaloo*?
- Are there more than, less than, or an equal number of people in your family and your friends' families?
- What kind of home does this family live in?
- Can a friend be part of your family? Why or why not?

Thinking and Feedback:

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

Documentation:

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

Provocation:

- Compile children's family stories from Creative Writing into a class book called *A Family Is* _____.
- Create a class graph of the number of members in children's families (include non-relatives: a friend who is called 'auntie', etc.).
- Invite families to send in photographs and/or videos of them caring for and enjoying each other.

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, allow children to pre-write and draw pictures for their family stories as they are able. Provide family figures/dolls and talk about each person's role. Provide a variety of blocks for the children to use to build family homes, depending on their needs and fine motor skills.