



# 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):**

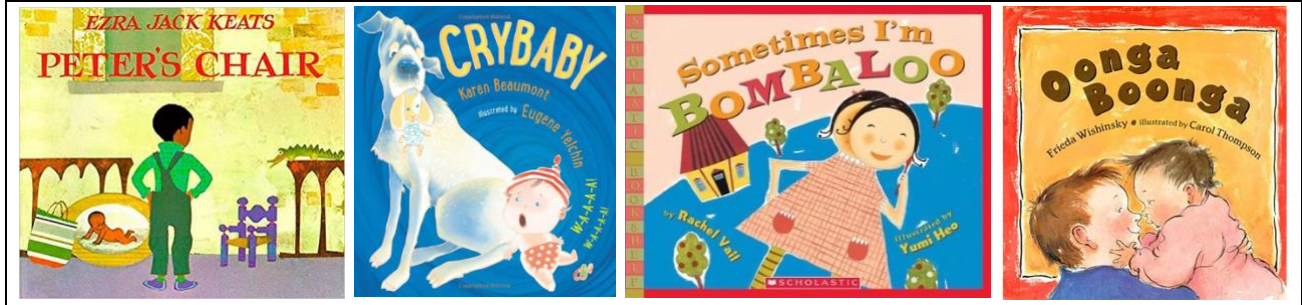
- A family is a group of people who care for and support each other.
- Family members have names for each other.

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

## Books



## Intro to Centers

### Preparation: Set up materials

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

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

### 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.