



UNIT 1: FAMILY / WEEK 3

# Birth Announcements

Standard Connection:

- ELA.W.PK4.6
- ELA.RI.PK4.10
- M.MD.PK4.1
- M.MD.PK4.2
- PD.FM.PK4.1
- PD.SHS.PK4.5
- S.PS.PK4.2
- SS.FC.PK4.1

**Enduring Understanding(s):**

- Family members have names for each other.
- Families share experiences, traditions, and activities that can be represented through artistic expression.

**Essential Question(s):**

- How do you find the resources, information, and support to solve your problems?
- How do you most effectively communicate your thoughts, ideas, feelings, and traditions?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li>• <i>Oonga Boonga/Crybaby</i></li> <li>• <i>Peter's Chair</i></li> <li>• samples of birth announcements</li> <li>• birth announcement template (see Resources)</li> <li>• writing utensils</li> <li>• paper</li> <li>• measuring tape</li> <li>• pretend or real weighing scales</li> <li>• bags of sand that are the equivalent to 3, 5, and 8 pounds (secure tightly and label)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>birth announcement:</b> notice informing friends/family of the birth of a child</li> <li>• <b>birthdate:</b> when a person was born</li> <li>• <b>length:</b> how long something is</li> <li>• <b>weight:</b> how heavy something is</li> <li>• <b>scale:</b> an instrument used for weighing</li> <li>• <b>pounds:</b> amount of weight</li> <li>• <b>measure:</b> find out how long or heavy something is</li> <li>• <b>heavy/heavier/heaviest:</b> having great weight</li> <li>• <b>light/lighter/lightest:</b> having little weight</li> </ul>	

Intro to Centers	
<b>Preparation:</b> <i>Set up materials.</i>	
<p>“In <i>Peter’s Chair</i>, Peter had a new baby sister named Susie.”</p>	<p><b>Show illustrations.</b></p>
<p>“Sometimes families let people know that they have a new baby by writing <b>birth announcements</b>. Here is a <b>birth announcement</b>. What do you notice?”</p>	<p><b>Show birth announcement.</b> <b>Children respond.</b></p>
<p>“<b>Birth announcements</b> tell the <b>birthdate</b>- when the baby was born. Most <b>birth announcements</b> tell the baby’s <b>length</b>- how long a baby is from his/her head to his/her feet, and the baby’s <b>weight</b>- how heavy the baby is. What do you notice?”</p>	<p><b>Read birth announcement.</b> <b>Point out information, such as the parents’ names or the baby’s birthplace.</b></p> <p><b>Children respond.</b></p>

“Today in Creative Writing, you can write <i>birth announcements</i> for baby dolls with these materials.”	<b>Show materials.</b>
“What information will you include in your <i>birth announcement</i> ?”	<b>Children respond.</b>
“Use these tools to measure your baby’s <i>length</i> and <i>weight</i> .”	<b>Show tools.</b>

**During Centers:**

Support children in using the scale and measuring tape to weigh and measure their babies. Compare and contrast weights, using terms such as lighter, heavier, heaviest. Introduce terms for standard measurements such as pounds and ounces and encourage them to use them in their birth announcements. Encourage children to find other materials in the classroom that are the same weights as the bags of sand (one unit block is equivalent to one pound).

**Guiding Questions During Centers:**

- How would you feel if you had a new baby brother or sister? Why? How is that similar to or different from how Peter felt about his baby sister Susie?
- How is writing a birth announcement similar to or different from making signs?
- How did you use the tools to measure your baby?
- Why would a family send out a birth announcement? Who might they send one to?

**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 processes; use the documentation to launch a discussion during Thinking and Feedback.

**Provocation:**

This activity supports children’s understanding that print carries meaning. Birth announcements are examples of non-fiction writing. Discuss other announcements they have seen and could make. Compare and contrast fiction and non-fiction writing features. Encourage children to continue experimenting with measurement in other centers, such as Science.

**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 students answer Guiding Questions. During Centers, some students may benefit from a visual schedule with the steps for weighing their baby, as well as picture cards with key vocabulary.

