



# Transporting Babies

Standard Connection:

- ELA.RF.PK4.1
- ELA.RI.PK4.3
- M.MD.PK4.1
- M.MD.PK4.2
- PD.FM.PK4.1
- PD.SHS.PK4.3
- SS.FC.PK4.1
- SS.FC.PK4.3
- TH.CR2b.1.PK
- TH.RE8b.1.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):

- How do families care for each other?
- Why is solving problems together important?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li>• <i>Peter's Chair</i></li> <li>• <i>Oonga Boonga/Crybaby</i></li> <li>• baby dolls</li> <li>• images of transporting babies (see Resources)</li> <li>• <i>How to Swaddle a Baby</i> visual (see Resources)</li> <li>• fabric pieces</li> <li>• baby car seats, strollers, etc. (ask families to contribute)</li> <li>• baskets</li> </ul>	<ul style="list-style-type: none"> <li>• <b>swaddle:</b> wrap tightly with a blanket</li> <li>• <b>sling:</b> piece of cloth that supports an infant</li> <li>• <b>transport:</b> move from one place to another</li> <li>• <b>stroller:</b> small carriage with four wheels for a baby</li> <li>• <b>car seat:</b> device used in a vehicle to keep a child safe</li> <li>• <b>carriage:</b> small vehicle with four wheels used to push a baby around</li> <li>• <b>safety:</b> not in danger</li> <li>• <b>buckle:</b> a metal piece for fastening a belt</li> </ul>	

## Intro to Centers

**Preparation: Set up materials**

<p>“In <i>Peter's Chair</i> and <i>Oonga Boonga/Crybaby</i>, the families took care of their babies. What do you notice?”</p>	<p><b>Show illustrations.</b> <b>Children respond.</b></p>
<p>“Here are images of other families caring for and <b>transporting</b> babies-moving them from one place to another. What do you notice?”</p>	<p><b>Show images.</b> <b>Children respond.</b></p>
<p>“Families <b>swaddle</b> babies to comfort and carry them. Since babies can't walk yet, families might use <b>strollers, carriages,</b> and <b>slings</b>. They <b>buckle</b> them in <b>car seats</b> to keep them <b>safe</b>. What do you notice?”</p>	<p><b>Children respond.</b></p>

“Today in Dramatic Play and Blocks, you can **transport** babies with these materials. You can follow the instructions: *How to Swaddle-wrap- a Baby* if you want to carry your baby in a **sling**.”

**Show materials.**  
**Model referring to visual.**

### **During Centers:**

Encourage children to collaborate (one child puts the baby in the stroller/car seat/carriage, another child attaches the buckle(s)). Discuss why the safety features on the pieces of equipment are helpful and necessary. Encourage children to transport babies to other centers/areas of the classroom, (“Now that your baby is all swaddled, where might you take her/him? To the library? Library and Listening Area?”). Encourage children to consider roles and responsibilities of different family members (“Can fathers/siblings carry babies in a sling, too?”).

### **Guiding Questions During Centers:**

- How do you think a baby feels swaddled in a baby sling?
- How does the weight of a baby make it easier or difficult to transport a baby in a sling/stroller/car seat?
- Babies need help from their families. What are things that your family helps you with? Why?
- How do you help other people in your family?

### **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:**

Encourage children to draw diagrams of baby equipment (car seat, stroller, etc.). Have vocabulary picture word cards (buckle, wheels, handle, etc.) for reference when labeling their diagrams. Encourage children to build baby equipment in Blocks and/or in Creative Arts using recycled materials.

Ask families to send in photographs of children in strollers/slings/carriages. Compare and contrast to how they get around as older children (rear-facing car seats as infants vs. booster seats as preschoolers).

Compare and contrast how people carry their babies with how animals carry their babies.

### **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, provide a visual schedule with the steps for swaddling or buckling the baby into the car seat to help children who may need cues.