UNIT 1: FAMILY / WEEK 4

Bath Time and Dressing

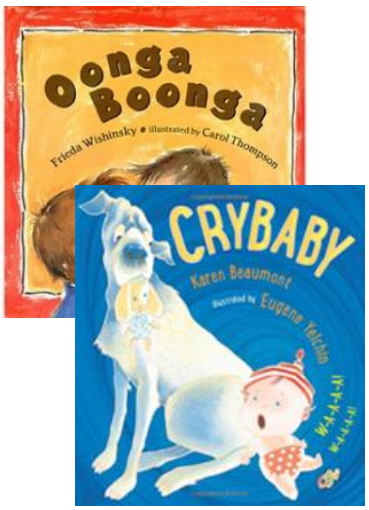
Standard Connection:
ELA.RL.PK4.2
ELA.SL.PK4.3
PD.FM.PK4.6
PD.SHS.PK4.4
S.LS.PK4.2
SS.FC.PK4.2
TH.CR2b.1.PK
TH.RE9a.1.PK

Enduring Understanding(s):

- More mature family members are responsible for the safety and needs of less mature family members.

Essential Question(s):

- How do families care for each other?

Materials	Vocabulary	Books
• *Oonga Boonga/Crybaby* • baby dolls with a variety of skin tones • empty plastic bins to use as pretend bathtubs • washcloths • empty soap/shampoo bottles • clothes for baby dolls • towels • sponges • chart paper • marker	• **delicate:** breaks or becomes damaged easily • **soothe:** make calm • **bathtub:** container holding water to bathe in • **soap:** substance used for cleaning • **shampoo:** soap for cleaning hair • **towel:** an absorbent cloth used for drying • **washcloth**: a cloth used for washing face/body • **diaper:** a baby's underwear of soft cloth folded between the legs and fastened at the waist	

Intro to Centers

Preparation: *Create a visual of directions of "How to Give a Baby a Bath" (draw simple pictures or add photographs for each step):*

1. Seat baby in tub. 2. Put soap/shampoo on washcloth. 3. Gently wash baby 4. Take baby out of tub and dry with towel. 5. Put on diaper.

"In *Oonga Boonga,* Daniel and his family took care of Baby Louise by ***soothing*** her - making her calm, when she was upset (In *Crybaby*, the family tried to ***soothe*** Baby). Another way families care for babies is to give them a bath."	**Show** illustrations. **Children respond.**
"Do you think Baby Louise/Baby could give herself a bath? Why or why not?"	
"Today in Dramatic Play, there are babies who need baths."	**Children respond.**
"First, seat the baby carefully in the ***bathtub***."	**Show** baby doll.

"Next, put a little bit of ***soap*** and ***shampoo*** on a ***washcloth***."	
"Next, very gently rub the ***soap*** and ***shampoo*** on the baby's body."	**Model,** referring to visual steps.
"Why is it important to be gentle with a baby? If this were Baby Louise (or Baby) and she was crying, what might her family do to ***soothe*** her?"	**Children respond.**
"Next, rinse the ***soap*** off the baby with a little water."	
"Then, take the baby very gently out of the bath and ***dry*** him with a ***towel***."	
"When the baby is dry, put the ***diaper*** on the baby."	**Continue** to model.
"Finally, dress the baby, so he won't be cold."	

During Centers

Encourage children to refer to and use the *"How to Give a Baby a Bath"* visual. Incorporate ordinal numbers (*first, second, third,* etc.).

After children bathe and dress babies, encourage children to pretend to feed babies, or to get babies ready for bed, or to pretend that a baby is crying and say "Oonga Boonga" (or give the baby a stuffed animal) to soothe the baby.

Support children in using positional words such *above, below, next to,* etc. ("I'm going to put the towel ***under*** the baby, so I can dry him." "I'll leave the shampoo ***beside*** the bathtub.").

Guiding Questions During Centers

- What things can you do by yourself, and what things do you need help to do?
- What can you do now that you couldn't do as a baby?
- How does your family take care of you/each other?
- How have you taken care of somebody else in your family?
- What does it feel like to take care of somebody else?
- How does it feel when somebody takes care of you?

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 make connections to animal babies (“Do you think animal babies need baths? Are they able to bathe themselves, or do they have family members who help them? How do animals bathe?”).

Encourage children to think about the changing roles of family members in caring for babies as they grow. Relate these conversations to the children themselves, where they are in their own development, and how they are growing more independent.

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.