



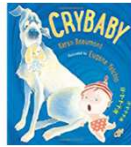
Books About Caring for Babies



Library & Listening

Standards:

ELA.SL.CC.PS.1.a
 ELA.SL.CC.PS.1.b
 ELA.SL.CC.PS.2
 ELA.SL.CC.PS.3
 ELA.SL.PKI.PS.1
 ELA.SL.PKI.PS.2
 ELA.SL.PKI.PS.3



Materials:

- *Crybaby*
- *Peter's Chair*
- books about caring for babies (include wordless books, board books, books on CD/ tape, books reflecting the diversity of families/ cultures of children)
- 'We Take Care of Our Books' and '3 Ways to Read Books' visuals (see Resources)

Vocabulary:

- **baby:** a very young child
- **family names,** i.e., sibling, parent, cousin, etc.
- **research:** find information about
- **family:** a group of people who care for and support each other

Preparation:

Set up materials..

Intro to Centers:

"In *Crybaby*, we read about the people in Baby's **family**. We learned that she had a **mother, father, grandma, grandpa,** and **brother and sister**. In *Peter's Chair* we learned that Peter had a **mother** and **father**, and he was going to have a **baby sister**. How are Peter's **family** and Baby's **family** the same or different?"

"Today, in Library and Listening, you can **research**--find information about-- how other families care for **babies**. What do you notice?"

"How are these books similar to or different from *Crybaby* and *Peter's Chair*?"

Show illustrations. Children respond.

Show books. Children respond.

Show non-fiction books with photographs. Guide children to notice contrasting features, i.e., photographs vs. illustrations. Children respond.



Writing My Name and Family Names



Standards:
ELA.SL.CC.PS.1
ELA.SL.CC.PS.1.b



Enduring Understanding(s):

Family members have names for each other.

Essential Question(s):

How do you most effectively communicate your thoughts, feelings, and traditions?

Materials:

- *Peter's Chair*
- writing utensils
- paper
- children's names cards
- family name word cards
- metal binder rings
- thera-putty or playdough
- squeeze balls

Vocabulary:

- letter
- name
- write
- family member names, i.e., sibling, parent, cousin, etc.

Preparation: Write children's names on tag board strips. Based on each child's ability, decide whether to use first name only or both first and last names, whether to use upper- and lowercase letters, or all uppercase. If needed, place a child's picture next to their name as a visual prompt.

For some children, "warming up" their hands might be helpful. Let them squeeze thera-putty or squeeze balls before they write. Other warm-up exercises could be making fists and opening them, wiggling their fingers, or writing the letters in the air.

Intro to Centers:

"The child in *Peter's Chair* was **named** Peter. The grown-ups were called **mother, father, grandpa**, and **grandma**. What do you notice about these names?"

"This is how I write Peter's **name**. He might have called his **mother, 'mom.'** This is how I write **'mom.'** What do you notice?"

"What **letters** are the same as or different from the letters in your name?"

"Today at Writing and Drawing, you can practice **writing names** using these materials."

Show illustrations.

Model writing names, pointing characteristics of letters, i.e., letters with straight/curved lines.

Children respond.

Show materials.

During Centers:

Compare and contrast the families in the books to the families in *Peter's Chair* and *Crybaby*. Encourage children to use their research to create stories in Writing and Drawing and/or Dramatization. Support children in comparing and contrasting the number of family members in the books.

Guiding Questions during Centers:

- If you were to write a book about your family, what would it be about?
- How is the family in this book similar to or different from your family?
- How is a photograph similar to or different from a drawing or a painting in a book?
- How is a book helpful for research?

Thinking & 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 process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Take children to the local library and show them how they can find additional books about babies and families that can be checked out and brought into the classroom to support further research.