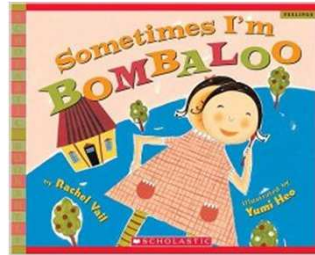
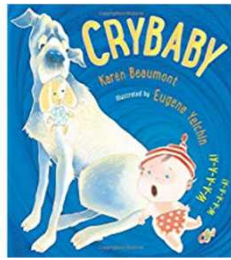




Playing with Family Figures



Standards:
 ELA.SL.CC.PS.1.a - b
 ELA.SL.PKI.PS.3



Materials:

- *Sometimes I'm Bombaloo*
- *Peter's Chair*
- *Crybaby*
- images of homes (see Resources)
- variety of blocks, i.e. unit, foam, hollow, etc.
- diverse family figures
- fabric pieces
- paper
- clipboards
- writing utensils
- photographs of children and their family members taped to unit blocks

Vocabulary:

- home: the place where a person lives
- apartment: a home in a building
- house: a building where people live
- building: a structure with a roof and walls
- family: a group of people who care for and support each other
- family names, i.e., mom, aunt, cousin, etc.

Preparation:

Set up materials.

Intro to Centers:

"In *Crybaby*, Baby had a **mother**, a **father**, a **sister**, a **brother**, a **grandma**, and a **grandpa**."

"In *Peter's Chair*, Peter had a **mother** and a **father**, and he was going to have a new **baby sister**."

"In *Sometimes I'm Bombaloo*, Katie had her **mother** and a **baby brother**. How is Katie's **family** similar to or different from Peter's and Daniel's **family**?"

"How did the **families** care for each other?"

"Today in Blocks, you can create caring **families** with these materials."

Show illustrations.

Show illustrations.

Show illustrations.
Children respond.

Children respond.

Show materials.

“You can build **homes** for the **families**. You could build an **apartment building**, or a **house**, or a different sort of home. Here are images of homes. What do you notice?”

*Show images of homes.
Children respond.*

“What would the **families** do in their **homes**?”

Children respond.

“Make a plan before you build a **home** for the **families**.”

Show sample of children’s plans.

During Centers:

Provide non-fiction resources, i.e., 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 *Crybaby*.

Compare and contrast family configurations, i.e., Isabel has two brothers in her family, Jayden has a brother and a sister.

Encourage children to write stories about their families in Writing and Drawing and/or use their families in Discovery.

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 *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 & 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:

Compile children’s family stories from Writing & Drawing into a class book called *A Family is _____*.

Create a class graph of the number of members in children’s families (include non-relatives, i.e., a friend who is called ‘auntie’, etc.)

Invite families to send in photographs and/or videos of them caring for and enjoying each other.