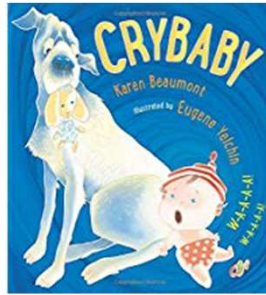# Bath Time and Dressing

Standards:
SED.SD.BRC.PS.1
SED.SD.BRC.PS.4
CA.DE.PS.1
CA.DE.PS.2
CA.DE.PS.3

Materials:
- *Crybaby*
- baby dolls
- empty plastic bins to use as pretend bath tubs
- washcloths
- empty soap/ shampoo bottles
- diapers
- baby doll clothes
- towels
- sponges

Vocabulary:
- delicate: breaks or becomes damaged easily
- soothe: make calm
- bathtub
- soap
- shampoo
- towel
- washcloth
- diaper

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

Intro to Centers:

"In *Crybaby,* Baby's family took care of her by **soothing** her--making her calm, when she was upset. Another way families care for babies is to give them a bath."

"Do you think Baby could give herself a bath? Why or why not?"

"Today in Dramatization, there are babies who need baths."

"First, sit the baby carefully in the **bathtub**."

"Next, put a little bit of **soap** and **shampoo** on a **washcloth.**"

Show illustrations.

Children respond.

Show baby doll.

"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 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."	
"Finally, dress the baby so he won't be cold."	*Continue to model, referring to visual steps.*

During Centers: Encourage children to refer to and use the *"How to Give a Baby a Bath"* visual. Incorporate ordinal numbers, i.e., *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" to soothe the baby.

Support children in using positional words such *above, below, next to,* etc., i.e., "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 & 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: Encourage children to make connections to animal babies, i.e. ,"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.