

# PRE-K FOR ALL

## Babies

Interdisciplinary Unit of Study  
NYC DOE

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## I. Unit Snapshot: Goals and Standards

### Unit Topic: Babies

#### Essential Question:

What are babies?

#### Focus Questions:

What do human babies need?

What can we learn about animal babies?\*

*\*Note, children will explore this question for two weeks.*

How do babies change?

#### Student Outcomes:

What the student should understand by the end of the unit.

##### *Enduring Understandings:*

- Human babies need special food and care.
- Animal babies need special food and care.
- There are similarities and differences in the ways babies are cared for.
- All babies grow.

#### Connected Academic Vocabulary:

This list should be adapted to best fit the needs of individual programs and classrooms. In this unit, we are including words related to the animal babies that we provide examples around in **Section XI: Appendices**. As your children choose animal babies to investigate, please add the names for the animal adults and babies that are relevant. See **Section VIII** for teacher resources that will help identify accurate vocabulary.

- adopted •adult •appointment •babble •baby •bassinet •bib •big •bottle •born •calf •care •car seat •change •child •clothing •coo
- cradle •crawl •crib •cry •diaper •duck •duckling •egg •elephant •frog •gentle •grow •habitat •hatch •height •hospital •infant •lullaby
- newborn •nursery •nurture •parent •pediatrician •premature •rattle •roll •size •sleep •small •stroller •swaddle •tadpole •talk •tiny
- toddler •veterinarian •walk •weight •zoologist

## **Focus Standards from the Prekindergarten Foundation for the Common Core (PKFCC):**

### **Domain 1: Approaches to Learning**

ATL.2. Actively engages in problem solving.

### **Domain 2: Physical Development and Health**

PDH.4 Combines a sequence of large motor skills with and without equipment.

### **Domain 3: Social and Emotional Development**

SED.5 Demonstrates pro-social problem solving skills in social interactions.

### **Domain 4: Communication, Language and Literacy**

#### *Reading Standards for Literature*

CLL.6 With prompting and support, can describe the role of an author and illustrator.

#### *Reading Standards: Foundational Skills*

CLL.3 Demonstrate emergent phonics and word analysis skills.

#### *Writing Standards*

CLL.6 With guidance and support, explore a variety of digital tools to produce and publish writing; collaborate with peers.

CLL.7. With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

CLL.8 With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

#### *Speaking and Listening Standards*

CLL.2 With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

#### *Language Standards*

CLL.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### Domain 5: Cognition and Knowledge of the World

#### *Mathematics*

CKW.1 (Measurement and Data): Identify measurable attributes of objects such as length and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy and light).

#### *Science*

CKW.5 Observes and describes characteristics of living things.

#### *Social Studies*

CKW.4 Develops an understanding of how people and things change over time and how to relate past events to their present and future activities.

#### *The Arts*

CKW.5 Participates in a variety of dramatic play activities to represent fantasy and real life experiences.

#### *Technology*

CKW.3 Expresses an understanding of how technology affects them in daily life, and how it can be used to solve problems.

## II. Introduction

Welcome to **Unit 9: Babies**, Pre-K for All's ninth Interdisciplinary Unit of Study. In **Unit 9: Babies**, children continue to study living things by moving from observing and learning about different kinds of plants to the needs and characteristics of different kinds of animal babies. Since humans are members of the animal kingdom, this includes the opportunity to study human babies. This unit, like all Pre-K for All units, provides opportunities for children to observe objects and phenomena in their environment with increasing complexity, and apply knowledge and skills learned in previous units.

The study of babies has high interest and relevance for children in pre-K, as they may have younger family members or experiences with younger children or babies in their daily lives. Pre-K children themselves are developing increasing independence and awareness of who they are and what they can do.

In the first week, children establish their understanding of human babies by considering the question, "What do human babies need?" Activities in this week help children express what they already know and extend their learning through play, literature and discussion. Throughout this unit there are opportunities for children to discuss, write about and learn what babies need. These activities will be particularly relevant for children who will be experiencing a change due to a baby being born in their own family or in the family of someone close to them. You may choose to use some of these activities as needed at different times of the year to provide opportunities for children to prepare for these changes. See **Section VIII: Supporting Resources** for suggested ways to help children who may be dealing with the social and emotional issues that can arise with the addition of a new baby to a family. During this week, we encourage you to find ways to incorporate your community. Consider building partnerships with local hospitals or pediatricians in the study or asking children to think about how babies in or near your program typically travel (stroller, car seat, baby carrier, etc.).

In this unit the second question, "What can we learn about animal babies?" is designed to take about two weeks. In this time, we encourage you to investigate animal babies that are of interest to the children in your class. You may have classroom pets such as turtles or snails. Children in your class may have recently visited a zoo and have a specific animal or animals about which they are interested in learning. Children may want to investigate an animal represented as a character in one of their favorite books. Consider building partnerships with local zoos or pet clinics. Observe the children in your class carefully to note which animal babies they find most interesting and work with them to narrow the focus to a particular animal.

After you have determined which animal babies are most interesting to your children, encourage the children to work in small groups and investigate these animal babies further. There are opportunities throughout the unit, particularly in **Section IV: Ideas for Learning Centers**, for children to learn about what their animal babies are called, what they eat, where they live, their typical family structure and their early care.

Embedding activities related to the study throughout the Learning Centers encourages growth across all domains of the PKFCC. Not only is this an opportunity for children to learn about animal babies but also to express and demonstrate their learning in various ways, expand their vocabulary and develop curiosity and persistence. Children can investigate one animal baby for two weeks or multiple animals that spark their interest. Monitor student interest in their animal baby studies; if interest begins to decline consider helping children delve deeper into their investigation by providing questions about the animal babies for them to ponder or guide them in selecting a new animal to investigate. Studying multiple animal babies in the same class will lead to social problem solving as children determine what to study, how to work together and how to find information about each animal baby. They will also consider how to share what they learn and develop their ability to compare and contrast aspects of different animal babies. Note that we do provide foundational and supplemental texts for these weeks, but you may need to add books that are specific to the animal babies that your children are interested in investigating.

In the final week, children consider the question, “How do babies change?” Throughout the unit children consider the needs and characteristics of different kinds of animal babies. In the fourth week they will further this by addressing how babies change and grow. This section will lead to a reflection on their own growth as they move towards the end of the pre-K school year.

In studying babies, some children may ask questions about how babies are conceived and born. You should assume these questions will arise and prepare in advance about how you will respond so that children feel safe in expressing their curiosities. Note that some children will have more information than others. We encourage you to talk to your families and colleagues in advance of introducing this unit to inform how you will respond to pre-K children who are curious about babies. When planning to talk with pre-K children about babies, please take into account the values, religious beliefs and cultural traditions of the families in your community and keep in mind that there may be children in your class who are adopted or have diverse family structures.

Throughout this unit, there are opportunities to develop children’s literacy and language skills. Children will enjoy literature and engage in discussions around stories as well as retell and act out stories they have read. Children will build on what they know about animal babies through informational texts [*PK.CLL.8 (Writing Standards): With guidance and support, recall information from experiences or gather information from provided sources to answer a question*]. They will also express what they learn through a combination of drawing, dictating or writing [*PK.CLL.2 (Writing Standards)*]. Children will explore new vocabulary words such as “bassinet” and “veterinarian,” begin to use these words in meaningful ways and continue to develop their language skills as they engage in scientific explorations and thinking. As in **Unit 8: Plants**, there are opportunities throughout the unit for children to express themselves through authentic writing experiences and various modes of storytelling to express what they learn about animal babies. Continue to use your authentic assessment data as you determine how best to support each student in your class.

### III. Unit Framework

| Unit Topic  | Babies  |
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| <p><b>Essential Question</b><br/>           This is a child-friendly question that connects the knowledge and skills that children should develop throughout the unit.</p>        | <p>What are babies?</p>   |
| <p><b>Enduring Understandings</b><br/>           These are the big ideas that children should remember throughout their educational careers and extend beyond the unit topic.</p> | <ul style="list-style-type: none"> <li>○ Human babies need special food and care.</li> <li>○ Animal babies need special food and care.</li> <li>○ There are similarities and differences in the ways babies are cared for.</li> <li>○ All babies grow.</li> </ul> |

|  | Week One   | Week Two  | Week Three  | Week Four   |
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| <p><b>Focus Questions</b><br/>           These questions represent the major inquiries of the unit. They build over time and require children to make connections across all content areas. Each focus question is designed to take about one week to explore.</p> | <p>What do human babies need?</p>  | <p>What can we learn about animal babies?</p>   | <p>What can we learn about animal babies?</p>   | <p>How do babies change?</p>  |
| <p><b>Foundational Learning Experiences</b><br/>           These are experiences (e.g., whole group, small group lessons, field trips, observations, center activities) for each</p>   | <p>CENTERS: What Do You Know About Babies? Turn dramatic play into a place to care for babies based on</p> | <p>SMALL GROUP: Animal Baby Investigations. Invite children to investigate animal babies. Share books and pictures of animal babies for children to</p> | <p>Foundational Text Read Aloud. See page 45 for lesson plan and <b>Section IX</b> for Inquiry and Critical Thinking Questions.</p> | <p>SMALL GROUP: Then and Now. Invite children to reflect on the things they did when they were babies. Fold a piece of paper in half, title one side "Then"</p> |

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| <p>subtopic that provide ample opportunities to deepen children’s understanding of the Focus Questions.</p>   | <p>what children know about babies and their needs.</p> <p><i>PK.ATL.2. Actively engages in problem solving.</i></p> <p>See page 37 for lesson plan.</p> | <p>explore and discuss. Monitor children’s interests carefully and use this as a springboard for further animal investigations.</p> <p><i>PK.CLL.7. (Writing Standards): With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</i></p> <p>See page 41 for lesson plan.</p> | <p><i>PK.CLL.2 (Speaking and Listening Standards): With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</i></p> <p>See page 45 for lesson plan.</p> | <p>and the other “Now.” Talk with children about the things they did when they were babies and the things they can do now. Write children’s responses on the paper or invite them to do their own writing; help them pay special attention to the sounds they hear in the words.</p> <p><i>PK.CKW.4 (Social Studies): Develops an understanding of how people and things change over time and how to relate past events to their present and future activities.</i></p> <p>See page 48 for lesson plan.</p> |
| <p><b>Foundational Texts</b><br/>         These are a combination of literary and informational texts that can be read throughout the unit. See <b>Section IX</b> for text-based critical thinking questions to support the read aloud experience.</p> <p><i>PK.CLL.5 (Reading Standards for Literature): Students interact with a variety of common types of texts.</i></p>  | <p><u>Everywhere Babies</u> by Susan Meyers</p>  | <p><u>Stellaluna</u> by Janell Cannon</p>   | <p><u>Over in the Meadow</u> by Ezra Jack Keats</p>  | <p><u>When I Was Little: A Four-Year-Olds Memoir of her Youth</u> by Jamie Lee Curtis</p>   |
| <p>Engaging informative and literary texts provide opportunities for exploring content, expressing ideas using one’s imagination and critical thinking that are enhanced through multiple readings of the same book. Reading books multiple times helps all children build a deeper understanding of content, make meaningful connections between content and other concepts or experiences and builds their confidence as learners and as future readers. When you have a text that draws the interest of the children in your class, consider one or more of the following techniques for reading the book multiple times to extend children’s thinking:</p> <ul style="list-style-type: none"> <li>• Take a “picture walk” through the book the first time you read it by just showing the pictures and asking the children what they see and what they think the book is about.</li> <li>• Model skills readers use to gain greater understanding of content by thinking out loud about the meaning of a word in context or drawing a conclusion based on prior knowledge.</li> <li>• Write down and post children’s responses to questions with more than one possible answer.</li> <li>• Ask children to make predictions based on what they know so far and ask them to explain their thinking.</li> </ul> |  |   |  |   |

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| <p><i>*Books with an asterisk are also available in languages other than English.</i></p>   | <ul style="list-style-type: none"> <li>• Pause throughout the book and ask children to share a new word or idea they heard and explain it using familiar words or contexts.</li> <li>• Invite children to make connections between the book and their own life experiences.</li> <li>• Brainstorm potential solutions to a problem a character might be facing.</li> <li>• Ask children what the character could do differently or ask them what they might do if they were in the place of the main character.</li> <li>• As the book becomes familiar to the children, ask for volunteers to "read" it to you or small groups of children, letting them describe the pictures and the story in their own words.</li> <li>• Compare and contrast books with similar content, themes or structures.</li> <li>• Preview or review texts or parts of texts (particularly vocabulary) for children who need additional language or learning support.</li> <li>• As children become more familiar with the story or information, use this as the beginning of extension activities like acting out a story, painting or drawing something inspired by the text, or creating puppet shows.</li> </ul> |  |  |  |
| <p><b>Key Vocabulary</b><br/>       These are academic vocabulary words that help children understand the unit focus questions and access complex texts. These words can be supplemented by additional vocabulary in read alouds.</p> | <p>adopted, appointment, baby, bassinet, bib, bottle, born, care, car seat, clothing, cradle, crib, cry, diaper, gentle, hospital, infant, lullaby, newborn, nursery, nurture, parent, pediatrician, premature, rattle, sleep, stroller, swaddle</p>   | <p>calf*, duck*, duckling*, egg, elephant*, frog*, habitat, hatch, tadpole*, veterinarian, zoologist</p> <p><i>*These words relate to the animal babies outlined in <b>Section XI: Appendices</b>. Add vocabulary related to the specific animal babies that your class is studying.</i></p> | <p>Create a vocabulary list for this week related to the specific animal babies that your class is studying. For example if your children are studying birds you might include <i>bird, nestling, hatchling, fledgling, nest, brood</i> and <i>incubation</i>.</p> | <p>adult, babble, big, change, child, coo, crawl, grow, height, roll, size, small, talk, tiny, toddler, walk, weight</p> |

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| <p><b>Family and Community Engagement</b></p> <p>These are ideas for inviting families to share their experience and knowledge with the class, or for extending learning outside of the classroom. Each activity is aligned to the PQS.</p> | <p>Invite an adult with a baby (classroom parent, staff member, etc.) to visit the classroom. Ask the adult to share information about the baby. Children can observe the baby and ask the adult questions about the baby. In advance of the visit consider helping the children create questions to ask the adult. Children can also write questions with their families and bring the questions back to the classroom for the visit.</p> <p>*Note, be mindful of the safety of the baby who visits the classroom. Talk with your class in advance about how to keep a baby safe and the expectations for their behavior during the visit. Additionally, a visiting adult should never be left unsupervised with the children.</p> <p>If it is not possible to have a baby visit the classroom, consider inviting someone who works with babies (e.g., pediatrician, nurse, baby photographer, teacher in an infant classroom) and can talk</p> | <p>Encourage families to ask their children about what type of animal baby s/he is investigating in the classroom. They can ask questions about what the baby is called, what it looks like, what it eats, etc.</p> <p><i>Two-way Communication</i></p> | <p>Encourage families to help their child with his/her animal baby investigation. Families can do online research, read books or magazines about their child’s animal together at home, visit the library to look for more information about the animal baby, visit the zoo, pet store, etc. Families and children can write or draw pictures about the information they gather together and return this information to class. For families that may not have access to these resources, consider loaning them a classroom book or printing them an article about the animal baby.</p> <p><i>Primary Teacher</i></p> | <p>Ask families to talk about important milestones in the child’s life and create a timeline that reflects a few of these experiences. Ask families to think of two to four noteworthy events in the child’s past such as when a child was born or took his/her first steps or an important family event such as a new home or sibling, etc. If desired, families can also draw or include pictures on the timeline. For children who are with different families now than when they were babies, this activity can be focused on more recent events.</p> <p><i>Primary Teacher</i></p> |
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|  | <p>about his/her work as well as show pictures of babies. Follow all site-level safety protocols for adult visitors.</p> <p><i>Primary Teacher</i></p>  |  |  |  |
| <p><b>Culminating Experience</b><br/>         This is an opportunity to reflect on the unit with the children, as well as to note and celebrate the growth and learning that has occurred.</p> | <p>Animal Baby Museum: Invite children to select one or more animal babies to investigate. Based on their interest they can work in groups to learn about a variety of animal babies. Help children investigate the animal babies, focusing on information such as what the animal is called as a baby and as an adult, what it looks like, the habitat, what it eats, what type of care the baby requires, whether the animal baby hatches from an egg, etc. Provide books and pictures for children to reference and a variety of materials and media such as paper, writing utensils, recycled and collage materials, paint, a variety of brushes, clay, etc., so children can create their animal babies, their habitats, their food, etc., in the art area. Children can also opt to share the information they gather about their animal babies using words or pictures (see <b>Section VII</b> for sample work). Help the children decide what materials to use and how to create the museum. Children can display the animal babies along with their learning and invite families, school personnel or other classrooms in to observe.</p> <p>OR</p> <p>Create a book for someone in the community who will be having a baby, for example a teacher or one of the families in the class. Each child can create a page that includes a message and/or illustration about how to care for a baby, things babies like or something interesting s/he learned throughout the unit.</p> |  |  |  |

## IV. Ideas for Learning Centers

This time of year, play-based learning and Learning Centers continue to be the optimal modes for children’s learning in pre-K, and they build toward continued success in Kindergarten and beyond. Learning Centers should be used to advance the unit’s essential and focus questions, as well as the enduring understandings, and reflect the unit of study and the needs and interests of your children. As noted in the NYC Pre-K for All [Scope and Sequence](#), as a component of the NYC Pre-K for All Interdisciplinary Units of Study the Learning Center suggestions below are aligned with NYC DOE Kindergarten Science and Social Studies Scope and Sequences.

The interactions between adults and children offer an opportunity to model, encourage and facilitate the use of language to ask higher order thinking questions as well as to create meaningful entry points into new content. This time of year can be especially important for teaching teams to help children go deeper in their language development, inquiry, problem-solving skills and concept development during centers. Be persistent and supportive as you ask children questions and follow up on their responses to engage in deeper conversations. It is likely that children’s play will have increased in complexity; they may be ready to make more connections between previous learning and the current unit of study and be ready for additional challenges. Children better understand concepts when teachers provide opportunities to analyze and solve problems rather than when they are asked to simply memorize and recite facts. One way to build higher order thinking skills is to create connections to the real world and to the prior experiences of children and to ask open-ended questions that provide opportunities for them to share their thoughts and ideas further. Examples of questions that foster the development of children’s critical thinking skills are included below for each center. Consider posting these questions in each center that you or other adults can reference as you interact with the children.

The following suggestions supplement the standard materials you have in each center, such as blocks in the Blocks/Construction Area, assorted dress-up materials in Dramatic Play, paper and a variety of writing utensils in the Writing Center, etc. As you plan your learning centers, also consider how you will provide multiple entry points into the materials for all the children in your classroom. The suggested materials and activities are intended to be relatable and fun! This is not an exhaustive list of materials and can be supplemented by other materials relevant to the unit and your classroom.

In weeks two and three of this unit, consider supplying materials that reflect or help children delve deeper into their animal investigations. For example, add materials that relate directly to the animal babies the children are investigating or that will enhance their animal baby explorations. Materials such as nonfiction books, pictures, toy animals or figurines and stuffed animals could be interesting and relevant for children as they explore animal babies.

While the materials you select for centers are extremely important, learning is made richer through the interactions adults and children have during Center Time. **Program Quality Standard (PQS) Eight, Engaging Children in Meaningful Activity**, highlights the necessary balance between adult and child-initiated learning experiences as well as some ways teaching staff can enhance children’s learning in center play. When

teaching staff interact with children in centers they can model language through initiating, joining and extending conversations, using self and parallel talk, and asking open-ended questions that deepen engagement and **inquiry** while developing problem solving and **critical thinking skills**.

Play is an important vehicle for developing a variety of skills outlined in the PKFCC and is woven into many of the POSs. Rather than detracting from academic learning, purposeful play supports the abilities that underlie such learning. When children have a sufficient amount of time to play and can access learning centers and the materials in them, they have some of the essential supports necessary for their play to continue developing in complexity. The play-based learning that happens in centers addresses **PKFCC Standard PK.AL.1 (Actively and confidently engages in play as a means of exploration and learning)**. This same play helps children develop the background knowledge of **PKFCC Standard PK.CLL.4 (Demonstrates s/he is building background knowledge)** which is essential for making connections and deepening understandings. For these reasons, teachers should ensure that children have access to and can choose from a variety of learning center materials for one-third of the pre-K day, and support children’s engagement in play during Center Time, making adjustments to the daily schedule to weave in small and whole group activities without infringing on that time. PKFCC standards are included for all of the activity suggestions here and opportunities for assessment are embedded. Text suggestions that complement these materials and activities are also included.

**Blocks/Construction**

- Critical thinking questions/statements: Tell me about your work. You just \_\_\_; what would happen if you \_\_\_? Why? How do you know? How could you build \_\_\_? What is your conclusion?
- Build a Nursery: Invite children to use blocks to create a nursery or place to care for a baby.  
*PK.ATL.1 Actively and confidently engages in play as a means of exploration and learning.*
- Doll House: If available, add a doll house and toy people (including babies) for children to play with. Add blank books and writing utensils for children to write a story about their play.  
*PK.CKW.5 (The Arts): Participates in a variety of dramatic play activities to represent fantasy and real life experiences.*
- Build Animals: Invite children to use blocks to create the animal babies and habitats that they are investigating. Supply pictures of these animals and their habitats for the children to reference as they create.

**Dramatic Play**

- Critical thinking questions/statements: Who are you going to be today? I wonder what would happen if \_\_\_\_. What will you do next? What do you think about \_\_\_?
- FOUNDATIONAL LEARNING EXPERIENCE: Baby Nursey: Share with the children that you are going to create a place to care for babies. Sometimes a place to care for babies is called a nursery. Ask the children what they know about babies and what you will need to take care of babies. Chart children’s responses, then follow up on their ideas by adding supplies as possible and assisting children in creating other items as necessary. If possible, ask for donations from families, staff and the community to collect baby items for this activity. Inform families that a donation is not required and that their student will be able to participate in all classroom activities with access to the same materials even if no donation is made. See page 37 for lesson plan.  
*PK.ATL.2. Actively engages in problem solving.*

Use the animal baby and adult names frequently with the children as you interact with them.

*PK.CKW.5 (Science): Observes and describes characteristics of living things.*

- **Baby Furniture:** Invite children to consider some of the furniture people can use to care for babies (ex. cradle) and use blocks to build these items. Provide pictures of some of these items for children to reference as they work. Talk with the children about the names of these furniture pieces as they create. Additionally, provide paper and writing utensils for children to use to create labels for their furniture or to write directions for assembling the furniture they created.

*PK.CLL.2 (Language Standards): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*

**√ Opportunity for Assessment**

Does the child attempt to write a letter or letters to represent a word? What letters/words does s/he attempt to write?

- **Suggested Text:** Peter’s Chair by Ezra Jack Keats. Add furniture to the doll house or for children to use when building a home with blocks, and invite children to retell this story.

- **Zoo:** Turn the Dramatic Play area into a zoo. Invite children to pretend to be the animal babies they are investigating or to create the animal babies they are investigating to live in the zoo. Use the animal baby and adult animal names frequently with the children as you interact with them. Provide paper and writing utensils for children to use to create labels for the animals in the zoo and/or a map of the zoo.

*PK.ATL.1 Actively and confidently engages in play as a means of exploration and learning.*

- **Home:** Turn the Dramatic Play area into a home and invite children to play with baby dolls; help them consider how to care for them and what their day-to-day activities might entail.

*PK.CKW.5 (The Arts): Participates in a variety of dramatic play activities to represent fantasy and real life experiences.*

- **Veterinarian:** Turn the Dramatic Play area into a veterinarian’s office. Provide instruments for the children to use to care for the animals they are investigating. Also supply paper and writing utensils for the children to take notes about the care of the animals, schedule appointments, etc. Use the word *veterinarian* and related words such as *appointment* and animal baby names frequently as children play.

*PK.CKW.5 (The Arts): Participates in a variety of dramatic play activities to represent fantasy and real life experiences.*

- **Pediatrician:** Turn the Dramatic Play area into a pediatrician’s office. Supply baby dolls and instruments for the children to use to take care of babies and measure their growth such as scales and measuring tapes as well as writing utensils for children to take notes about the babies, schedule appointments, etc. Use the term *pediatrician* and other related words such as *appointment*, *infant*, *height* and *weight* throughout the experience to help children learn these vocabulary words.

*PK.CKW.5 (The Arts): Participates in a variety of dramatic play activities to represent fantasy and real life experiences.*

**√ Opportunity for Assessment**

What role(s) does the child take during this Dramatic Play experience?

- **Suggested Text:** ABC Zooborns by Andrew Bleiman. Invite children to use this book to help them decide which animals to include in their zoo.

### Art

- Critical thinking questions/statements: What did you notice about \_\_\_? I notice that you \_\_\_; how did you do that? What will you try next? Why? How does this picture, painting, drawing etc. make you feel?
- Baby Powder to Paint: Add baby powder to paint. Encourage children to notice the smell as they use the paint. Talk with children about why people might use baby powder with babies. Be mindful of allergies when implementing this activity.  
*PK.PDH.1 Uses senses to assist and guide learning.*
- Baby Rattles: Provide recycled materials and beans or seeds for children to use to create their own baby rattles. Use the word *rattle* frequently throughout this activity to help children learn this vocabulary word. Children can think critically about the structure of the rattle as well as how to decorate the rattle so it would be appealing to a baby; allow them to explore this task creatively.  
*PK.ATL.2. Actively engages in problem solving.*  
**√ Opportunity for Assessment**  
 How does the child attempt to create a rattle? How does s/he create each part? What does s/he do when his/her idea does not work?
- Animal Babies: Invite children to use recycled materials to create the animal babies they are studying. Supply pictures of these animals for the children to reference as they create. Use the names of the animal babies frequently throughout this activity. Children can also use recycled materials to create objects related to the animal babies such as food, homes, etc. Ask children to tell you about their animal and add this as dictation to their project or invite them to add their own writing.  
*PK.CKW.5 (Science): Observes and describes characteristics of living things.*
- Clay Animals: Supply clay for the children to use to create the animal babies are studying. Supply pictures of these animals for the children to reference as they create. Use the names of the animal babies frequently throughout this activity. Children can also use clay to create objects related to the animal babies such as food, homes, etc. Ask children to tell you about their animal and add this as dictation to their project or invite them to add their own writing.

### Science/Discovery

- Critical thinking questions/statements: What did you observe here/when \_\_\_? What did your sense of \_\_\_ tell you about \_\_\_? What will you try next? I wonder what would happen if \_\_\_\_. How do you know? How could we find out?
- How Much Water Can a Diaper Hold? Supply a diaper, water and tool for children to use to pour water onto the diaper such as a pipette or measuring spoon. Invite children to pour water onto the diaper, predict how much water the diaper can hold and keep track of how much water they can add before the diaper leaks. Graph the results or have children who are ready attempt to create their own graph. Use the word *diaper* frequently throughout this activity to help children learn this vocabulary word. Additionally, guide children in considering why babies need diapers and what other things babies need.  
*PK.CKW.2 (Science): Tests predictions through exploration and experimentation.*
- Hatch from an Egg: Supply small plastic eggs that open. Put various small plastic animal babies or pictures of animal babies (some that hatch from eggs and some that do not) inside and invite children to open the eggs and determine if the animal inside hatches from an egg or not and sort them into two piles accordingly. Use the names of the animal babies as well as the corresponding adult animals frequently throughout this activity.  
*PK.CKW.5 (Science): Observes and describes characteristics of living things.*
- Memory: Create a memory game from pictures of animal babies and adults. Children can match animal babies to the adult or simply match sets of animal babies. Children who are ready can also attempt to write or copy the names of the animals they find.  
*PK.CKW.5 (Science): Observes and describes characteristics of living things.*
- Habitats: Provide an assortment of natural items such as small twigs, leaves, pebbles, bark, etc. for children to use to replicate the habitat of the animal baby they are investigating. Share with the children that a habitat is a place where something lives. Use the word *habitat*

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| <p><i>PK.CKW.5 (Science): Observes and describes characteristics of living things.</i></p> <ul style="list-style-type: none"> <li>• Baby Portraits: If possible, have children bring in a picture from when they were babies. Invite children to look at the pictures and draw or paint a picture of themselves as a baby. As children observe and consider their pictures, engage them in discussion about the details they notice in the pictures. What has changed about the way they look now compared to when they were babies? Why? Ask children whose families do not provide pictures to consider what they think they looked like when they were babies and create a portrait accordingly. What do they think their hair looked like? Their eyes? Did they have chubby cheeks? Etc. Children who are ready can add words to their portraits.<br/> <i>PK.CKW.4 (Social Studies): Develops an understanding of how people and things change over time and how to relate past events to their present and future activities.</i></li> <li>• Baby Dolls: Provide an outline of a baby for children to trace, cut out and use as a paper doll. Supply materials such as yarn, cloth samples, markers, etc., for children to use to create a baby paper doll. Alternatively, use socks to create baby dolls. Stuff the sock with quilt batting (stuffing) and secure the end closed (using rubber bands, glue, tape, etc.). Invite children to draw a face on the baby and use squares of fabric to create blankets to swaddle the baby.<br/> <i>PK.PDH.5 Demonstrates eye-hand coordination and dexterity needed to manipulate objects.</i></li> <li>• Suggested Text: <u>National Geographic Kids Look and Learn: Baby Animals</u> by National Geographic Society. Invite children to refer to this book for images of animal babies as they create them from assorted materials.</li> </ul> | <p>frequently as you explore with the children to help them learn this vocabulary word. Be mindful of allergies when implementing this activity.<br/> <i>PK.CKW.5 (Science): Observes and describes characteristics of living things.</i></p> <ul style="list-style-type: none"> <li>• Life Cycle: Provide pictures that model an animal life cycle. Invite children to sequence the pictures. This can also be done with pictures of humans. For example, supply a picture of an infant, toddler, child, teen, adult and elderly adult.<br/> <i>PK.CKW.5 (Science): Observes and describes characteristics of living things.</i></li> </ul> <p><b>✓ Opportunity for Assessment</b><br/>   What can the child share about animal life cycles? Can s/he put the pictures in the correct order?</p> <ul style="list-style-type: none"> <li>• Would You Eat That? Provide small samples or pictures of the foods eaten by the animal babies the children are studying. Ask children if they would like to eat each of these foods. Graph the responses. Be mindful of allergies when implementing this activity with real food samples.<br/> <i>PK.CKW.5 (Science): Observes and describes characteristics of living things.</i></li> <li>• Suggested Text: <u>Are You My Mother?</u> by P.D. Eastman. Supply a toy animal baby as well as an assortment of toy animal adults. Invite children to determine which animal is the animal baby's mother (or other family member). Replace toy animals and their babies with pictures if desired.</li> </ul> |
| <p><b>Toys and Games/Math Manipulatives</b></p> <ul style="list-style-type: none"> <li>• Critical thinking questions/statements: I notice that you ____; what do you notice? What happened when you ____? Why do you think that happened? Tell me about _____. How do you know? If I want to _____, what should I do? Tell me why.</li> </ul>   | <p><b>Sand and Water/Sensory</b><br/> <i>There should always be materials available in a sensory table that allow children to dig, scoop, pour, fill containers, and experiment with the sand/water.</i></p> <ul style="list-style-type: none"> <li>• Critical thinking questions/statements: What happens when ____? How do you think that works? How could you change that? What does that remind you of? What would happen if ____? Tell me more.</li> </ul>   |

- Egg Hatch Match: Supply paper or felt egg cutouts. Cut each egg into two parts to resemble a cracked egg. Write a numeral on one part of the egg and draw the corresponding number of dots on the other part. Scramble the parts and invite children to reassemble the eggs by matching the numerals and dots.  
*PK.CKW.4 (Counting and Cardinality): Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects.*
- Animal Baby Play: Provide small toy animals for children to play with. Encourage children to use them as animal babies. Add blank books and writing utensils for children to write a story about their play.  
*PK.ATL.1 Actively and confidently engages in play as a means of exploration and learning.*
- Animal Models: Invite children to use Legos or other small connectors to create models of the animal babies they are investigating. Provide books or pictures of the animals for the children to reference as they work. Encourage children to consider the specific features of different animals as they work. For example, they might create long ears for a bunny or a long neck for a giraffe calf.  
*PK.CKW.5 (Science): Observes and describes characteristics of living things.*
- Baby Toys: Provide an assortment of baby toys such as rattles, stacking cups, etc. Invite children to investigate these toys and consider why a baby might enjoy playing with them and why the people who created these toys used certain shapes, colors, sounds, etc.  
*PK.ATL.4 Exhibits curiosity, interest and willingness in learning new things and having new experiences.*
- How Have I Grown? Ask families to share how long, or approximately how long, each child was at birth. Measure out a piece of string or ribbon of this length. Measure each child with a piece of string or ribbon of a contrasting color. Compare the two lengths and talk about how much bigger the child is now than when s/he was born. Use words such as *longer* and *shorter* throughout the activity. Supply a string that is the
- Feed the Baby Birds: Place bird nests in the sensory table or on a supplemental tray, as well as small pipe cleaners to represent worms for baby birds to eat. Supply small tongs for children to use to pick up the worms and place in the nests for baby birds to eat.  
*PK.PDH.5 Demonstrates eye-hand coordination and dexterity needed to manipulate objects.*  
**√ Opportunity for Assessment**  
 Is the child able to use the tongs to pick up the pretend worms?
- Baby Bath: Add child-safe soap, baby dolls and washcloths to water in the sensory table. Invite children to give the babies a bath and consider why babies need help to wash or take a bath. Model using vocabulary words such as *baby, infant, newborn, gentle* and *tiny* as you interact with the children in this activity.  
*PK.PDH.8. Demonstrates awareness and understanding of healthy habits.*
- Habitats: Add natural materials that reflect the habitats of the animal babies the children in your class are investigating to the sand in the sensory table. Invite the children to create the habitats of the animals they are studying. If possible, add toy animal babies or invite children to add the animal babies they created in the Art Center. Label (or have the children label) the habitats the children create. Be mindful of allergies when implementing this activity.  
*PK.CKW.5 (Science): Observes and describes characteristics of living things.*
- Suggested Text: Tale of a Tadpole by Karen Wallace. Invite children to refer to this book to create a habitat for tadpoles.

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| <p>length of an average baby at birth for use by children whose families cannot or do not wish to supply this information.</p> <p><i>PK.CKW.1 (Measurement and Data): Identify measurable attributes of objects such as length and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy and light).</i></p> <p>✓ <b>Opportunity for Assessment</b></p> <p>What measurable attributes of objects can the child identify? What related vocabulary does s/he use?</p> <ul style="list-style-type: none"> <li>• Suggested Text: <u>Over in the Meadow</u> by Ezra Jack Keats. Add small animal manipulatives and invite children to use them to retell this story.</li> </ul>   |  |
| <p><b>Library</b></p> <ul style="list-style-type: none"> <li>• Critical thinking questions/statements: Tell me about that book. What do you like about it? What is your favorite part of this book? Why? Would you recommend it to a friend? Why or why not?</li> <li>• Add a selection of both fiction and nonfiction books from the Supporting Text List in <b>Section V</b> for children to access and independently explore related to the study.</li> </ul> <p><i>PK.CLL.4 (Reading Standards: Foundational Skills): Displays emergent reading behaviors with purpose and understanding.</i></p> <ul style="list-style-type: none"> <li>• Animal Investigations: If possible, tailor the books in your classroom library to include books and magazines about the animal babies the children in the class are investigating. Nonfiction texts will be helpful for children as they gather information about their animals and fiction texts may add excitement and interest.</li> </ul> <p><i>PK.CKW.5 (Science): Observes and describes characteristics of living things.</i></p> <ul style="list-style-type: none"> <li>• Note: Supply post-it notes and invite children to write their names on them. Place post-it notes on pictures or pages in books about animal babies that they have questions about or find especially interesting and might like to learn more about. Later, gather these post-its and discuss them with the children.</li> </ul> <p><i>PK.CLL.3 (Speaking and Listening): With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.</i></p> <p>✓ <b>Opportunity for Assessment</b></p> | <p><b>Cooking and Mixing (as needed)</b></p> <ul style="list-style-type: none"> <li>• Critical thinking questions/statements: Why do you think we are adding ___? What would happen if ___? What do you notice as we do this? How do you think it will taste? How does it smell? How does it feel? What does it look like? What does this remind you of?</li> <li>• Baby Food Taste Test: Supply an assortment of baby food. Invite children to taste each and graph which one they like best.</li> </ul> <p><i>PK.PDH.2 Uses senses to assist and guide learning.</i></p> <ul style="list-style-type: none"> <li>• Baby Oil Ployough: See <b>Section XI: Appendices</b> for recipe. As always, when following a recipe with your children, have the recipe available for them as you work and point out each step in the directions.</li> </ul> <p><i>PK.CLL, 1 (Reading Standards: Foundational Skills): Demonstrate understanding of the organization and basic features of print.</i></p> <ul style="list-style-type: none"> <li>• Make Baby Food: Talk with children about what types of food they think babies eat and why. Invite children to create baby food in the classroom. This could be done by pureeing steamed fruits or vegetables in a blender. Consider inviting children to help you follow an existing recipe to create the baby food or to write their own baby food recipes.</li> </ul> <p><i>PK.ATL.4 Exhibits curiosity, interest and willingness in learning new things and having new experiences.</i></p> <p>Notes:</p> <ul style="list-style-type: none"> <li>• Be mindful of children's food intolerances and allergies by connecting with families before you do cooking activities and explicitly teaching children how being aware of allergies keeps us safe.</li> </ul> |

What questions did the child have about animal babies?

- Author Study: Place several of Christina Leaf’s animal baby books in a basket in the library. Share that the same person wrote the words for all of these books so they all have the same author. Encourage children to look at the books and compare and contrast the animals included in them. What type of information does Christina Leaf include? Why? What is the same about the animals? What is different?

*PK.CLL.6 (Speaking and Listening Standards): Demonstrates an emergent ability to express thoughts, feelings and ideas.*

- Animal Baby Shadow Puppets: Create animal (adults and babies) puppets for children to use with the shadow box theater you used in **Unit 6: Light**. Model using the puppet theater to retell familiar stories or to create and share new stories. Invite them to write a script for their show as well.

*PK.CLL.2 (Reading Standards for Literature): With prompting and support, retell familiar stories.*

- Baby Name Book: Revisit or reintroduce the class book you created with families’ information about how their children were named in **Unit 3: All About Us** to the class library. Reflect with children about their names and how they were selected and celebrate the variety of names in the class. Ask children to share names they like for babies. Write down their favorite names and add this list as an additional page in the book.

*PK.CLL.1 (Approaches to Communication): Demonstrate that they are motivated to communicate.*

- Baby Books: Show children examples of baby books then invite them to create baby books for the animal babies they are studying. They can draw pictures of their animal baby or cut out pictures from magazines then dictate or write a line or two about each picture. Accept all attempts children make at hearing the sounds in words and writing the corresponding letters.

*PK.CLL.2 (Language Standards): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*

- Children must always wash hands before and after cooking experiences.
- Snacks and meals must be of adequate nutritional value. When providing snacks and meals, supplement with other components of a healthy meal/snack according to appropriate meal guidelines in order to make sure children’s nutritional needs are met.

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| <p><b>Computer/Technology</b></p> <p><i>Content should be free of product placement/advertising. Children are not to use computers or other devices with screens more than 15 minutes per day, with a maximum of 30 minutes per week. Exceptions to this limit may be made for children with disabilities who require assistive computer technology as outlined in their Individualized Education Program.</i></p> <ul style="list-style-type: none"> <li>• <b>Human Baby Pictures:</b> Use a search engine to find pictures of babies (about 10-15). Invite children to look at the pictures and discuss. Images must not be frightening or explicit. Prescreen the images to make sure they are appropriate.<br/> <i>PK.CKW.5 (Technology): Uses the knowledge of technology to increase learning.</i></li> <li>• <b>Animal Baby Pictures:</b> Use a search engine to find pictures of animal babies. Invite children to look at the pictures and discuss. Images must not be frightening or explicit. Prescreen the images to make sure they are appropriate. If possible, allow children to print images of the animal babies and incorporate them in the books they write about their animals.<br/> <i>CLL.6 (Writing Standards): With guidance and support, explore a variety of digital tools to produce and publish writing; collaborate with peers.</i></li> <li>• <b>Research:</b> Invite children to use the computer as a tool to assist in their animal baby investigations. Assist them in using a search engine to gather information about their animal babies or to answer specific questions they may have about the babies.<br/> <i>PK.CLL.8 (Writing Standards): With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</i></li> <li>• <b>Type:</b> Invite children to use a word processing system to type a few short words about or the names of the animal babies they are investigating. If possible, allow children to print their work. Allow children to listen for the sounds they hear in the words they would like to type and use their own spellings for these words.</li> </ul> | <p><b>Outdoors/Playground</b></p> <ul style="list-style-type: none"> <li>• Critical thinking questions/statements: I saw you do ____; what will you do next? If you try ____, what do you notice? How did you do ____?</li> <li>• <b>Crawling Obstacle Course:</b> Create an obstacle course for the children and encourage them to crawl through the course as a baby might. After crawling through the course invite them to walk or run through the course then compare the experiences. Which was harder? Why? Which did they like better? Why? Ensure that the ground is safe and clear of objects.<br/> <i>PK.PDH.4 Combines a sequence of large motor skills with and without equipment.</i></li> </ul> <p><b>√ Opportunity for Assessment</b><br/>   Which large motor movements was the child able to complete successfully? Which large motor movements were challenging for the child?</p> <ul style="list-style-type: none"> <li>• <b>Find the Animal Baby:</b> Place cards with pictures of animal babies on them on the ground. Suggest an animal and a way for children to move as they find the animal. For example, “crawl to the calf” or “run to the lamb.”<br/> <i>PK.PDH.4 Combines a sequence of large motor skills with and without equipment.</i></li> <li>• <b>Animal Baby Play:</b> Invite children to pretend they are the animal babies they are investigating. They can determine where they would live, what they would eat, and do the things their animal babies would do.<br/> <i>PK.CKW.5 (The Arts): Participates in a variety of dramatic play activities to represent fantasy and real life experiences.</i></li> <li>• <b>Move Like Your Animal:</b> Invite children to move like the animal babies they are studying.<br/> <i>PK.PDH.4 Combines a sequence of large motor skills with and without equipment.</i></li> </ul> |
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| <p><i>CLL.6 (Writing Standards): With guidance and support, explore a variety of digital tools to produce and publish writing; collaborate with peers.</i></p> <ul style="list-style-type: none"> <li>• Toddler: Share videos of babies just learning to walk. Ask the children to reflect on what the baby might be thinking as s/he is just starting to walk.<br/> <i>PK.ATL.4 Exhibits curiosity, interest and willingness in learning new things and having new experiences.</i></li> <li>• Lullabies: Use the internet to search for lullabies from around the world. Invite children to relax as they listen to the lullabies.<br/> <i>PK.CKW.3 (Technology): Expresses an understanding of how technology affects them in daily life, and how it can be used to solve problems.</i></li> </ul>   | <ul style="list-style-type: none"> <li>• Suggested Text: <u>Maple</u> by Lori Nichols. Invite children to consider who might have planted the trees and how they grew. Make connections to learning from <b>Unit 8: Plants</b>.</li> </ul>   |
| <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Critical thinking questions/statements: I notice that you ___; that reminds me of ___. What if you try ___?</li> <li>• Letter Blocks: Supply small letter blocks. Assist children in exploring the sounds of the letters and invite children to use the blocks to create words or names such as their own names, the names of their classmates or the names of people in their families.<br/> <i>PK.CLL.3 (Reading Standards: Foundational Skills): Demonstrate emergent phonics and word analysis skills.</i></li> <li>• Lullabies: After sharing some lullabies with the children, encourage them to write their own. Allow children to draw, dictate their lyrics to you or try to write them themselves if they are ready. Accept all attempts children make at hearing the sounds in words and writing the corresponding letters.<br/> <i>PK.CLL.3 (Reading Standards: Foundational Skills): Demonstrate emergent phonics and word analysis skills.</i></li> <li>• Animal Baby Names: Supply cards with pictures of animal babies as well as their names. Place them in a basket for children to reference as they write and draw in this center. Encourage children to make the sound of the first letter of the names as they are ready.<br/> <i>PK.CLL.1 (Reading Standards: Foundation Skills): Demonstrate understanding of the organization and basic features of print.</i></li> </ul> <p>√ Opportunity for Assessment</p> | <p><b>Music and Movement</b></p> <ul style="list-style-type: none"> <li>• Critical thinking questions/statements: I see you moving like this. I heard you ___ / saw you ___; tell me about that. Let's try playing the music loud (or soft, fast, slow). Can you try this? How does this music make you feel? Have you heard music like this before? Where?</li> <li>• Move Like a Baby: Provide pictures of babies that show their physical development from laying on their backs with their feet in the air to rolling over, to crawling, to toddling and finally to walking. Lead children in imitating each stage of development, then post the pictures in the classroom for them to use independently during Center Time. Highlight the sequence of the movements and encourage children to explore sequencing with the pictures and their movements.<br/> <i>PK.PDH.4 Combines a sequence of large motor skills with and without equipment.</i></li> <li>• Guess My Animal: Print or have children help you draw pictures of different animal babies on cardstock. After looking at the cards and practicing the way the animal babies move (fly, walk on all fours, swim, etc.), have children work with a partner. Each pair takes turns drawing a card, moving the way the animal baby in the picture moves and has their partner try to guess which animal baby they are imitating. Partners may choose to imitate the movements their partner makes.<br/> <i>PK.CKW.5 (Science) Observes and describes characteristics of living things.</i></li> </ul> |

What evidence is there to confirm the child understands that the letters on the cards represent the animal baby names?

- **Animal Book:** Invite children to make a book about the animal babies they are investigating. Create blank books from sheets of paper and invite children to create a book with information about their animal baby. Children can reference the Animal Baby name cards and pages in other books to find words that they may want to include. For example, if a child is writing about bears, you can ask them what sound they hear at the beginning of the word, make connections to the written letter B and encourage the child to look for the letter.

*PK.CLL.6 (Speaking and Listening Standards): Demonstrate an emergent ability to express thoughts, feelings and ideas.*

- **Write a Story:** Invite children to work in pairs to write and illustrate fictional stories about the animal babies they are studying. One child can be the author and one can be the illustrator (or children can work independently and take on both roles). Talk with them about each role.

*PK.CLL.6 (Reading Standards for Literature): With prompting and support, can describe the role of an author and illustrator.*

- **Suggested Text:** [Bah! Said the Baby](#) by Jennifer Plecas. Invite children to think of other words that start with the /B/ sound. Additionally, suggest other things babies might say such as “Da” and invite children to consider what the baby might be saying.

- **Quiet Music:** Invite children to play instruments quietly in a manner that might calm a baby or encourage a baby to go to sleep.

*PK.CKW.3 (The Arts): Expresses oneself by engaging in musical activities.*

- **Lullabies:** Listen to and sing a variety of lullabies such as *Lavender’s Blue, Little Boy Blue* and *All the Pretty Horses* or lullabies gathered from children’s families. Lullabies can also be played at nap or rest time.

*PK.CKW.4 (The Arts): Responds and reacts during musical activities.*

- **Suggested Text:** [Arroró, Mi Niño: Latino Lullabies and Gentle Games](#) by Lulu Delacre. Include some of these lullabies when you implement the Music and Movement lullaby activity.

## V. Supporting Texts

Books are essential to a well-planned unit and ground the learning experiences for children. Engage children with books throughout the day. Read alouds can occur in large group and small group as well as in centers. Books can be incorporated throughout the room and enhance children’s learning through play. Some books are read repeatedly throughout the unit; these are foundational texts. Some books will be read only once or twice throughout the unit; these are supporting texts. Supporting texts complement focus questions and areas of interest or may be related to the essential question or enduring understandings of the unit. Select the books that seem most relevant to your classroom community. Choose a balance between informational texts and literature to help children understand the scientific content of this unit and help them connect to this increasingly abstract concept. The following list is not exhaustive and can be supplemented by similar books. Not only can these books be read aloud both formally and informally, but children should also be able to access and read these books on their own. Allowing children access to classroom books encourages children to display emergent reading behaviors and address *PK.CLL.4 (Reading Standards: Foundational Skills): Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading).*

*\*Books with an asterisk are also available in languages other than English.*

ABC Zooborns by Andrew Bleiman: Scamper through the alphabet with a collection of babies from the zoo.

\*And Tango Makes Three by Justin Richardson: Two penguins, Roy and Silo, create a nontraditional family.

An Egg is Quiet by Dianna Aston: Countless interesting facts about eggs.

\*Are You My Mother? by P.D. Eastman: A baby bird goes in search of his mother.

Arrorró, Mi Niño: Latino Lullabies and Gentle Games by Lulu Delacre: A bilingual collection of traditional Latino baby games and lullabies.

Babies: All You Need to Know by Deborah Heiligman: Follow a newborn home from the hospital under the watchful gaze of his older sister.

Baby Animals by Marfe Ferguson Delano: A day in the life of a busy animal, from mom’s care to the world beyond.

A Baby Elephant in the Wild by Caitlin O’Connell: A close look at a baby elephant.

Baby Love by Angela DiTerlizzi: There are so many things that make babies wonderful.

‡Baby Tigers by Christina Leaf: An introduction to baby tigers.

Bah! Said the Baby by Jennifer Plecas: When baby says “bah!” the rest of the family scrambles to figure out what he means.

Beastly Babies by Ellen Jackson: A rhyming showcase of a variety of animals.

A Book of Babies by Il Sung Na: Travel with the curious duck and visit babies around the world.

Egg: Nature’s Perfect Package by Steve Jenkins: Hatching a plan for survival isn’t always easy in the wild.

\*Follow Me! Animal Parents and Babies by Shira Evans: Join animal moms, dads and babies as these animal parents teach their young ones about the world.

\*Global Babies by the Global Fund: Diverse settings highlight differences as well as similarities of babies from around the world.

Good Dog, Carl by Alexandra Day: Carl leads his infant friend on an adventure.

Growing Frogs by Vivian French: A little girl monitors frog growth.

\*Guess What Is Growing Inside This Egg by Mia Posada: Facts about the many ways animals care for their eggs and young.

Hello Baby by Mem Fox: After meeting a bevy of baby animals, the baby discovers the most precious creature of all... itself!

Hey Little Baby by Heather Leigh: A little baby found his hands, toes, voice and nose. What will he find next?

How to be a Baby... by Me the Big Sister by Sally Lloyd-Jones: When you're a baby you can't read books, wear real clothes or pretend to be a princess...

Hush! A Thai Lullaby by Minfong Ho: Please do not disturb the sleeping baby.

If You Were My Baby: A Wildlife Lullaby by Fran Hodgkins: A love poem that explores how animals care for their babies.

I Hatched by Jill Esbaum: A baby chick bursts from his egg and into the world.

\*I'm a Big Brother by Joanna Cole: An older brother shares the joys of his new role.

\*I'm a Big Sister by Joanna Cole: An older sister shares the joys of her new role.

\*Is Your Mama a Llama? by Deborah Guarino: The animals help Lloyd discover what kind of animal his mama is.

I Used to be the Baby by Robin Ballard: Sometimes even the biggest of us likes to be the baby.

\*Julius, the Baby of the World by Kevin Henkes: Lily thinks her new little brother is disgusting until she claims him for her own.

Little You by Richard Van Camp: A mother and father profess their love for their little one.

Mama Loves by Molly Goode: A rhapsody of mother-love as dogs, cats, bears, ducklings, whales – and many more—shower unconditional love on their babies.

Maple by Lori Nichols: When Maple is tiny her parents plant a tree in her honor.

My First Day by Steve Jenkins and Robin Page: The first day of life is different for every animal.

My New Baby by Rachel Fuller: There is so much to find out when a new baby is born.

National Geographic Kids Look and Learn: Baby Animals by National Geographic Society: An introduction to baby animals.

Owl Babies by Martin Waddell: Three owl babies wake one night to find their mother gone, then celebrate her return.

Peter's Chair by Ezra Jack Keats: Peter is upset when his parents paint his old baby furniture pink for his new little sister.

A Ride on Mother's Back by Emery Bernhard: Discover how babies worldwide are carried and what they see from their unique vantage points.

Sisters and Brothers: Sibling Relationships in the Animal World by Robin Page: Investigate sibling relationships from around the world.

\*So Much by Trish Cooke: A baby boy is showered with love from his relatives.

She Come Bringing Me That Little Baby Girl by Eloise Greenfield: Kevin asks his mama to bring him home a little brother from the hospital.

Tale of a Tadpole by Karen Wallace: Follow the life of a newborn tadpole as he hides from the dangers of the pond and grows into a frog.

\*There's Going to be a Baby by John Burningham: When is the new baby coming? What will we call it? What will he do?

Welcoming Babies by Margy Burns Knight: A look at the way babies are celebrated in a variety of cultures.

What Will Hatch? by Jennifer Ward: Text and illustrations show how eight animals begin life.

Will it be a Baby Brother? by Eve Bunting: Edward hopes the new baby will be a baby brother.

‡This book is one of many baby animal books by Christina Leaf. Other titles include Baby Cheetahs, Baby Owls, Baby Pigs, Baby Elephants, Baby Ducks, Baby Gorillas, Baby Orangutans, Baby Sheep, Baby Sea Otters, Baby Seals. Select these or other books that are most relevant to your children's interests.

\*Books with an asterisk are also available in languages other than English.

## VI. Sample Weekly Plan

| <b>UNIT TITLE: Babies</b>   |  |  |   |   |  |
|---|--|--|---|---|--|
| <b>WEEK ONE</b>   |  |  |   |   |  |
| <b>Essential Question:</b> What are babies?   |  |  |   |   |  |
| <b>Focus Question:</b> What do human babies need?   |  |  |   |   |  |
| <b>Focus Vocabulary:</b> baby, bassinet, bib, bottle, born, care, car seat, cradle, crib, cry, diaper, gentle, hospital, infant, newborn, nursery, parent, pediatrician, rattle, sleep, stroller, swaddle   |  |  |   |   |  |
|   | <b>Monday</b>  | <b>Tuesday</b>   | <b>Wednesday</b>  | <b>Thursday</b>   | <b>Friday</b>  |
| Greeting Routine  | <p>Continue to supply a table with child-sized pencils, crayons or other writing tools, half sheets of paper or large chart paper, and a basket of name/picture cards for each child (laminated cards with each child’s picture and first name, with the first letter in red). Remind children to sign in if necessary and continue to <b>encourage any mark</b> children make according to each child’s needs, but be prepared to help children who are ready for additional challenges. For children who are ready for additional challenges, consider adding the first letter of their last name, their entire last name, encouraging them to look closely at the model letters on their name card to improve accuracy, or allowing them to sign in without using their name/picture card. Observe children’s writing and refer to the stages of prewriting (in Unit Three, “All About Us”) to determine what to expect next and how to best support the continued development of the child. This activity can be done as children arrive or later in the day. If children seem uninterested in signing in this way, consider encouraging them to write their names throughout their Center Time play. For example, children can add their own names to their artwork or create their own name cards to save their structures in the Block/Construction Area.</p> <p><i>PK.CLL.1 (Language Standards): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> |  |   |   |  |
| <p>Large Group Meeting</p> <p>(In order to reduce the amount of time children spend in large group and ensure that children have enough time to engage in meaningful play, teachers should think strategically about other whole group activities and whether they are essential to the day.)</p> | <p>What Do You Notice About These Babies?<br/>           Show children pictures of several babies. Ask children what they notice about the babies. Chart their responses. Use their observations as an opportunity to start introductory</p>   | <p>What Do Babies Do?<br/>           Ask children to share some things that babies do. Invite the children to act out some of the suggestions. For example, if a child says babies cry the class can pretend to cry like a baby. If a child says babies crawl, the</p> | <p>Helpful or Not? Provide an assortment of objects or pictures (one for each child) of items that are typically useful in taking care of babies or safe for babies (i.e. baby toys, bottles, baby clothes) and things that are generally not (e.g., fishing pole, potato</p> | <p>Lullabies:<br/>           Share with children that there are songs that can help some babies sleep. These songs are called lullabies. Play some lullabies for the class and ask the children to share why they think these songs may help babies sleep. If</p> | <p>How to Take Care of a Baby: Instructional Manual. Share directions or a basic instruction manual of any type with the children. Point out that one of the purposes of writing is to help people complete tasks. Invite children to help write directions, or an</p> |

|  |  |  |  |   |   |
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|  | <p>conversations about babies.</p> <p><i>PK.CLL.1 (Speaking and Listening Standards): With guidance and support, participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and large groups.</i></p> | <p>children can crawl like a baby. Also ask children to consider why they think babies do these things and what this means about what babies need (e.g., "If babies cry what might that mean?").</p> <p><i>PK.CLL.1 (Approaches to Communication): Demonstrate that they are motivated to communicate.</i></p> | <p>peeler, snow shovel). Tell children you would like to know which things would help you take care of a baby. Help children sort the objects into two categories: things that help take care of babies and things that do not help take care of babies. Allow children to share with each other why they think the objects are helpful or not.</p> <p><i>PK.CLL.5 (Language Standards): With guidance and support, explore word relationships and nuances in word meanings.</i></p> | <p>possible, invite children to share lullabies that their families especially enjoy.</p> <p><i>PK.CKW.4 (The Arts): Responds and reacts during musical activities.</i></p> | <p>instructional manual, about how to take care of a baby. Give them some time to think about what is important to know about caring for babies and then ask them to share. Create a chart titled "How to Care for a Baby" and add their recommendations.</p> <p><i>PK.CLL.2 (Approaches to Communication): Demonstrates s/he is building background knowledge.</i></p> |
| Foundational Text  | <u>Everywhere Babies</u> by Susan Meyers   |  |  |   |   |
| Supporting Text  | <u>Babies: All You Need to Know</u> by Deborah Heiligman   | <u>Bah! Said the Baby</u> Jennifer Plecas  | <u>Julius, the Baby of the World</u> by Kevin Henkes   | <u>Hush! A Thai Lullaby</u> by Minfong Ho   | <u>My New Baby</u> by Rachel Fuller   |
| Small Groups   | LITERACY SMALL GROUP: Baby Feelings. Provide pictures of babies making a variety of expressions. Ask children to look at the baby faces, make these expressions  | MATH SMALL GROUP: Measuring Babies. Share with children that babies are measured right after they are born. Babies are also measured frequently to keep  | SMALL GROUP #3: What Do Babies Need? Provide playdough or clay for the children to use to create things that babies need (e.g. rattle, crib, bottle).  | Between Monday and Thursday, implement at least two of the three suggested small group activities.<br><br>Group 1:  | Catch-up Day: Use this as an opportunity to complete small groups with children you may have missed throughout the week.  |
| Implement at least two of the three small group activities per week. |  |  |  |   |   |

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| <p>*Small groups can be implemented during Center Time or at another time during the day. Invite 2-4 children to participate at a time. Although children are typically excited about the opportunity to work closely with a teacher, children may decline the opportunity to participate. Each small group should not exceed 10 minutes in length. Work with a couple of groups per day and spend the remainder of the time engaging with children in the interest areas.</p> | <p>themselves and think about how each baby might be feeling and why. Ask them to share their responses. Record their answers, or let children write their own answers if they are ready. Encourage these children to pay specific attention to the sounds they hear in each word. Display the children's words with the pictures of the baby faces.<br/> <i>PK.SED.2 Regulates his/her responses to needs, feelings and events.</i><br/>     Group 1:<br/><br/>     Group 2:<br/><br/>     Group 3:<br/><br/>     Group 4:<br/><br/>     Group 5:</p> | <p>track of how much they grow. Provide a few baby dolls and tools for measuring and invite children to measure and record the length of each baby.<br/> <i>PK.CKW.1 (Measurement and Data): Identify measureable attributes of objects such as length and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy and light.)</i><br/>     Group 1:<br/><br/>     Group 2:<br/><br/>     Group 3:<br/><br/>     Group 4:<br/><br/>     Group 5:</p> | <p><i>PK.ATL.3 Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities.</i><br/>     Group 1:<br/><br/>     Group 2:<br/><br/>     Group 3:<br/><br/>     Group 4:<br/><br/>     Group 5:</p> | <p>Group 2:<br/><br/>     Group 3:<br/><br/>     Group 4:<br/><br/>     Group 5:</p> | <p>Children to work with today (initials):</p> |
|--|--|--|--|--|--|

|   |   |
|---|---|
| Small Group Tips  | <p>4 <i>Quick Tips for Small Group:</i></p> <ul style="list-style-type: none"> <li>• <i>Use exciting language and affect to describe the small group activity.</i></li> <li>• <i>Use hands-on materials that children are encouraged to explore.</i></li> <li>• <i>Preview small group activities in whole group.</i></li> <li>• <i>Link the activity to children's previous experiences.</i></li> </ul> <p><i>If children still decline...</i></p> <ul style="list-style-type: none"> <li>• <i>Have a private conversation with the child as s/he plays to understand why s/he did not want to join. Take that into consideration and adjust the small group materials to reflect the needs of the child.</i></li> <li>• <i>Modify the small group activity so that you can do it with the materials that the child is using in the center of his/her choice.</i></li> <li>• <i>Facilitate a conversation between the child and a friend who enjoyed the small group activity so that the hesitant child will be more likely to join.</i></li> </ul> |
| Outdoors  | See <b>Section IV</b> , Ideas for Learning Centers.   |
| Lunch   | Invite children to consider what they are eating. Could babies eat this food? Why or why not?   |
| Centers   | See <b>Section IV</b> , Ideas for Learning Centers.   |
| Opportunities for differentiation and integration of goals for children with IEPs | (To be completed as needed by teachers.)  |
| Differentiation for children whose home language is a language other than English | (To be completed as needed by teachers.)  |

## VII. Sample Student Work

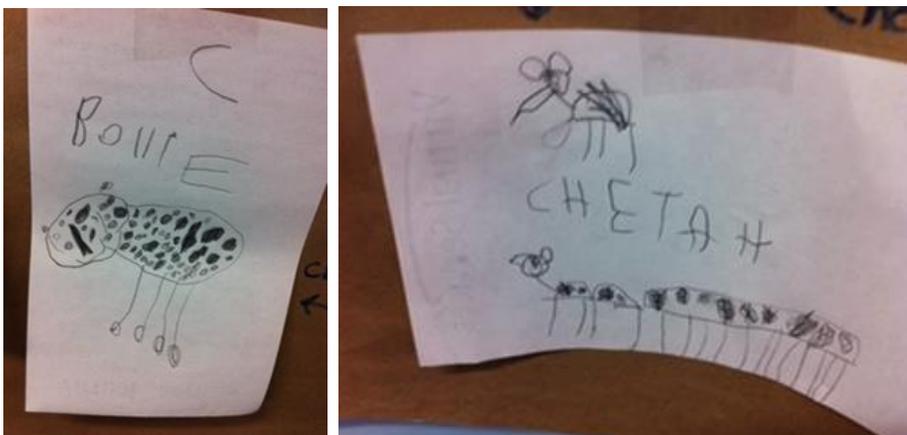
Below are examples of student work from activities in this unit. Note the alignment to standards and the relationship to the focus question and PKFCC standard. Some examples may fit under more than one standard and/or focus question.

### Example 1: Animal Baby Investigations

**Activity Type:** Small group, Centers and Culminating Experiences

**Focus Question:** What can we learn about animal babies?

**PKFCC Standard:** *CLL.7. (Writing) With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).*



“We’re studying cheetah cubs. We drew pictures of them with pencils first. The pencil pictures we drew are five-month-old cubs. When they are four months, cheetah cubs get their black spots. We’re going to cut out a cub from this paper when we finish the spots.”



Our group is studying baby birds. Lots of kinds. We made wings so we can pretend we're baby birds. We can't fly yet. We're just born. We're hatchlings.



I'm making some eggs out of clay. Next I'll make some hatchlings for when I want the eggs to hatch.



Fledglings have to leave the nest. I'm drawing some fledglings trying to fly.



"Did you know sometimes mama birds lay their eggs in different nests? We're making all different eggs to put in one nest!"

## VIII. Supporting Resources

### Teacher Texts

Babies Grow a Long Time: A Preschool Project about Babies by Andromahi Harrison

Literacy and the Youngest Learner: Best Practices for Educators from Birth to Age 5 by V. Susan Bennett-Armistead, Nell K. Duke and Annie M. Moses

### Teacher Websites

American Museum of Natural History

<http://www.amnh.org>

Bronx Zoo

<http://bronxzoo.com/>

Central Park Zoo

<http://centralparkzoo.com/>

Prospect Park Zoo

<http://prospectparkzoo.com/>

Queens Zoo

<http://queenszoo.com/>

Staten Island Zoo

<http://www.statenislandzoo.org/>

ZooBorns- baby animals from the world's zoos and aquariums

<http://www.zooborns.com/zooborns/>

Tips for families on talking about a new baby

<https://www.healthychildren.org/English/ages-stages/prenatal/Pages/Preparing-Your-Family-for-a-New-Baby.aspx>

### Music

These are common preschool songs sung by teachers throughout New York City and the world. Where possible, tunes and lyrics are included. If you don't know the tune, you can make one up that works for you or chant the words to a beat. Disclaimer: the lyrics provided are only for use by classroom teachers and are provided for the specific, non-profit educational purpose of supporting interdisciplinary learning in your classroom.

**Song Titles**

Pat-a-Cake, Pat-a-Cake Baker's Man  
 Baby Bumble Bee  
 Baby Beluga  
 This Little Piggy  
 Brahm's Lullaby  
 Over in the Meadow  
 Bushel and a Peck  
 Skidamarink

**Songs with Lyrics**

*Rock-a-Bye Baby*

Rock-a-bye baby, on the treetop,  
 When the wind blows, the cradle will rock,  
 When the bough breaks, the cradle will fall,  
 And down will come baby, cradle and all.

*Hush Little Baby*

Hush, little baby, don't say a word,  
 Mama's going to buy you a mockingbird.  
 And if that mockingbird don't sing,  
 Mama's going to buy you a diamond ring.  
 And if that diamond ring turns brass,  
 Mama's going to buy you a looking glass.  
 And if that looking glass gets broke,  
 Mama's going to buy you a billy goat.  
 And if that billy goat won't pull,  
 Mama's going to buy you a cart and bull.  
 And if that cart and bull turn over,  
 Mama's going to buy you a dog named Rover.  
 And if that dog named Rover won't bark,  
 Mama's going to buy you a horse and cart.  
 And if that horse and cart fall down,  
 You'll still be the sweetest little baby in town.

## IX: Inquiry and Critical Thinking Questions for Foundational Texts

**Critical thinking skills** are foundational to learning and educational success. These questions are based around Webb’s Depth of Knowledge Wheel (<http://schools.nyc.gov/NR/ronlyres/522E69CC-02E3-4871-BC48-BB575AA49E27/o/WebbsDOK.pdf>) which provides a vocabulary and critical thinking frame of reference when thinking about our children and how they engage with unit content. A **PKFCC** standard is also listed for each text. This standard addresses several of the questions provided for each book. Reread foundational texts throughout the unit, starting with Level 1 questions and adding more complex questions each time you read them.

### **Everywhere Babies by Susan Meyers**

*PK.CKW.4 (Social Studies): Develops an understanding of how people and things change over time and how to relate past events to their present and future activities.*

#### **Level 1: Recall**

When and where are babies born?

What are some ways babies are carried?

What are some noises that babies make?

#### **Level 2: Skill/Concept**

Every day, everywhere babies are rocked. Why do you think people rock babies?

Every day, everywhere babies are kissed. Why do you think people like to kiss babies?

Every day, everywhere babies make friends. How do babies make friends?

#### **Level 3: Strategic Thinking**

Why do you think babies usually crawl before they walk?

What do you think babies think about when they are learning to walk?

When babies first start to walk they fall a lot. How do you think that makes them feel?

#### **Level 4: Extended Thinking**

Babies are growing. How are you growing?

In this book, babies make friends with puppies, kittens, young people and old people. How do you make friends?

### **Stellaluna by Janell Cannon**

*PK.SED.2 Regulates his/her responses to needs, feelings and events.*

#### **Level 1: Recall**

Why did Stellaluna live with the bird family?

What are some of the things Stellaluna learned to do when she lived with the bird family?

What do bats do during the day? What do they do at night?

**Level 2: Skill/Concept**

Why did Stellaluna feel embarrassed when she tried to fly with the baby birds?

Why did Stellaluna think she was clumsy?

**Level 3: Strategic Thinking**

How do you think Stellaluna felt about being separated from her mother?

How do you think Stellaluna felt when mama bird told her she had to do the same things as the other birds?

How do you think Stellaluna felt when she found her mother again?

**Level 4: Extended Thinking**

At the end of the story, Flitter wondered how the baby birds and Stellaluna can **be** so different but **feel** so much alike. What do you think? How is that possible?

Pip wondered how the birds and Stellaluna can feel so different and **be** so alike. What do you think? How is that possible?

How are you different/similar to someone else?

**Over in the Meadow by Ezra Jack Keats**

*PK.CLL.2 (Speaking and Listening Standards): With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.*

**Level 1: Recall**

What are some of the animal babies that lived in the meadow?

What are some of the animal homes, or *habitats*, in the meadow?

How many little turtles did the mother turtle have?

**Level 2: Skill/Concept**

What is a meadow?

What do you notice about the numbers in this book?

If there were another page in this book, how many animal babies would there be on this page? Why?

**Level 3: Strategic Thinking**

Why did the mother animals tell the little animals what to do?

There are two kinds of birds in this book: bluebirds and crows. What is the same about them? What is different?

The bees live in a beehive. Who do you think made the beehive?

**Level 4: Extended Thinking**

In this book, the mother animals told the little animals what to do. What are some of the things the adults who take care of you tell you to do? Why?

If you were in the meadow, what would you do?

**When I Was Little: A Four-Year-Olds Memoir of her Youth by Jamie Lee Curtis**

*PK.CKW.4 (Social Studies): Develops an understanding of how people and things change over time and how to relate past events to their present and future activities.*

**Level 1: Recall**

What are some of the things the girl in the book did when she was little?

When the girl was little she cried a lot. What does she do now?

**Level 2: Skill/Concept**

The girl said she slept in a zoo when she was little. Do you think she really slept in a zoo? Why or why not?

What is a *memoir*?

The girl in this book shares many things about her from when she was little. What are some things you did when you were little?

**Level 3: Strategic Thinking**

The little girl in this book says she is more helpful now than when she was a baby. Can babies be helpful? Why or why not?

What are some things babies need help with?

**Level 4: Extended Thinking**

What are some ways you are different now than when you were little?

What are some ways you are the same now as when you were little?

## X: Lesson Plans: Foundational Learning Experiences

Please note the PKFCC standards and assessment items listed in each lesson plan. Keep in mind that you may be addressing additional assessment items and standards.

Lesson Title: Baby Nursery

Lesson Type: Learning Centers

|   |  |   |  |
|---|--|---|--|
| Unit of Study: Babies   |  | Unit Focus Question: What do human babies need?   |  |
| <b>Objective:</b> Children will work together and problem solve to create a place to care for babies in the classroom.  |  |   |  |
| <p><b>PKFCC Focus Standard:</b><br/> <i>PK.ATL.2. Actively engages in problem solving.</i></p> <p><b>Additional PKFCC Standards:</b><br/> <i>PK.ATL.3 Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities.</i><br/> <i>PK.SED.5 Demonstrates pro-social problem solving skills in social interactions.</i></p>   |  | <p><b>Link to Authentic Assessment Systems</b><br/>         WSS: I.C.2: Attends to tasks and seeks help when encountering a problem<br/>         TSG: 11.C. Solves problems<br/>         COR: B. Problem solving with materials</p> |  |
| <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Classroom space large enough for several children to engage in dramatic play at one time (children who want to participate may have to take turns throughout Center Time).</li> <li>Various supplies for taking care of babies (e.g., crib, bottles, blankets, toys, etc.) but not enough supplies to set up a complete nursery. Be sure items are missing that children might consider necessary in caring for a baby.</li> <li>Materials for children to use to create supplies for taking care of babies (e.g., large blocks, recycled materials such as boxes, fabric scraps, etc.).</li> <li>Large paper and markers.</li> <li>Baby dolls or stuffed animals.</li> </ul> |  | <p><b>Connected Academic Vocabulary:</b><br/>         baby, bassinet, bib, bottle, care, car seat, clothing, cradle, crib, cry, diaper, gentle, infant, lullaby, newborn, nursery, nurture, rattle, sleep, stroller, swaddle</p>    |  |

**Procedure:**

*Note: Children may want to flow in and out of this activity throughout Center Time. As new children join, walk them through the beginning section of the activity and summarize what the other children are doing or what children have already created. New children who join the activity may want to work with others on existing projects or begin some of their own.*

**Hook:** Share with children that you will be in the Dramatic Play Center at the beginning of Center Time today. Invite them to come help you build a place to care for babies in part of the space.

**Beginning:**

As children choose to join you in this area ask them to share what they know about babies and the things babies need. Write down children’s responses.

**Middle:**

After children have shared some information about babies and the things babies need invite them to help you set up a space to care for babies. Share that a nursery is a place to care for babies.

Refer to the list the children generated. Start by comparing the list to the baby materials you have supplied. Ask the children to help you arrange these items in a manner that would allow babies to be comfortable and adults to care for them easily.

**End:**

If there are suggestions for materials that babies need that you have not provided ask children to help you figure out how to get these materials.

Allow children time to think about this problem and potential solutions. If children seem to be struggling to problem solve refer them to the open ended materials you have supplied. Invite the children to share their solutions.

Encourage children to implement their solutions as possible. Children should be free to work independently, with their peers or with the help of an adult as needed. If disagreements arise between children about materials or how to create items for the nursery, encourage the children to problem solve independently and provide support as needed.

After the nursery is created, invite children to play with and care for baby dolls/stuffed animals in this area.

**Assessment:** What solutions did the child generate in response to the lack of necessary baby supplies for the nursery? Was the child able to implement his/her solutions? What processes did s/he use?

**Differentiation:** Consider multiple entry points for all children to be successful. How do I/we plan to meet individual student needs? For example, repeat directions, extend time, adapt materials, preview questions, and provide 1:1 support.

*For children who need additional support:* Ask guiding questions such as “Where will the baby sleep?” if children have a difficult time sharing information about babies or realizing that the materials provided may be insufficient.

*For children who are ready for a challenge:* Be open-minded about children’s solutions to creating materials for the nursery. Allow them to try as many of their solutions as possible. Ask children to tell you more about their ideas and how they play to implement them.

**Children with IEPs:** How will I incorporate IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?

**Children whose home language is a language other than English:** What language is needed to understand the lesson and activity instructions and to participate in the activity and discussion?

Support and extend children’s thinking by stating what you notice them doing and restating their ideas.

**Teacher Tip:**

- Children may want to flow in and out of this activity throughout Center Time. As new children join, walk them through the beginning section of the activity and summarize what the other children are doing or what children have already created. New children who join the activity may want to work with others on existing projects or begin some of their own.
- Teaching staff could rotate through this activity as well to allow for opportunities to work with children in other areas.

**Teacher Reflection:**

What went well? Why? What will I do differently, given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?

**Foundational Learning  
 Experience Assessment  
 Opportunity  
 Centers Experience: Baby Nursery**

**PKFCC Focus Standard:** *PK.ATL.2. Actively engages in problem solving.*  
**Authentic Assessment Alignment:**  
 WSS: I.C.2: Attends to tasks and seeks help when encountering a problem.  
 TSG: 11.C. Solves problems.  
 COR: B. Problem solving with materials

| Child’s name | What solutions did the child generate in response to the lack of necessary baby supplies for the nursery? | Was the child able to implement his/her solutions? What processes did s/he use? | Notes |
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**Lesson Title: Animal Investigations**

**Lesson Type: Small Group**

|  |  |   |  |
|--|--|---|--|
| <b>Unit of Study:</b> Babies   |  | <b>Unit Focus Question:</b> What can we learn about animal babies?  |  |
| <b>Objective:</b> Children will begin exploring animal babies with peers.  |  |   |  |
| <p><b>PKFCC Focus Standard:</b><br/> <i>PK.CLL.7. (Writing Standards): With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</i></p> <p><b>Additional PKFCC Standards:</b><br/> <i>PK.CLL.3 (Approaches to Communication): Demonstrates that s/he understands what they observe.</i><br/> <i>PK.SED.5 Demonstrates pro-social problem solving skills in social interactions.</i></p>  |  | <p><b>Link to Authentic Assessment Systems</b><br/>         WSS: II.D.1 Represents ideas and stories through pictures, dictation and play.<br/>         TSG: 11. D. Shows curiosity and motivation.<br/>         COR: A. Initiative and Planning.</p>   |  |
| <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Books and pictures about a variety of animal babies. Supply books with information about many animals as well as books that focus on a specific animal babies.</li> </ul>  |  | <p><b>Connected Academic Vocabulary:</b><br/>         egg, habitat, hatch, veterinarian<br/> <i>As your children choose animal babies to investigate, please add the names for the animal adults and babies that are relevant. See <b>Section VIII</b> for teacher resources that will help identify accurate vocabulary.</i></p> |  |
| <p><b>Procedure:</b><br/> <b>Hook:</b> Show children one of the books about animal babies. Point out a couple of pictures in the book, highlighting those you find especially interesting. Share a bit of information about the pictures.<br/> <b>Beginning:</b><br/>         Invite children to look at the books and pictures you have supplied. Allow them to self-select the books and pictures they explore. They should be free to look at several resources.<br/> <b>Middle:</b><br/>         As children look through the materials, note which ones seem most interesting to them. Pay attention to what they notice and say. For the pictures that seem interesting to them, ask children questions such as “What do you notice in this picture?” or “What do you think that ____ is doing? Why?”<br/>         Encourage children to talk with the others in their group about the animal babies they find interesting, what they notice and what they like about animal babies. Observe how children discuss their ideas. If disagreements arise, encourage the children to problem solve independently and provide support as needed.<br/> <b>End:</b></p> |  |   |  |

Share with children that the class is going to start learning about animal babies.  
 Share that they can work with a small group of children to investigate an animal baby.  
 Ask children if they saw an animal in the books and pictures they explored today that seemed especially interesting to them. Ask them to share their interests with you.  
 Share with children that they will work with other children to learn more about their favorite animal babies over the next couple of weeks.  
 We encourage you to have children work together in small groups to investigate animal babies. However, you may have certain children who would benefit from working independently.

**Assessment:**

How did the child interact with the other children in the group as they began to explore animal babies?

**Differentiation:** Consider multiple entry points for all children to be successful. How do I/we plan to meet individual student needs? For example, repeat directions, extend time, adapt materials, preview questions, and provide 1:1 support.

*For children who need additional support:* Find out in advance which animals are most interesting to children so that you can provide materials on those animals, to increase engagement and tap into their interests.

*For children who are ready for a challenge:* Encourage these children to think about what they might want to learn about an animal baby and attempt to write their questions.

**Children with IEPs:** How will I incorporate IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?

**Children whose home language is a language other than English:** What language is needed to understand the lesson and activity instructions, and to participate in the activity and discussion?

Allow small groups to show what they are interested in with drawings of their animal babies. Ask them to draw details that are interesting to them about their animal babies and use these drawings to discuss details, body parts, or characteristics.

**Teacher Tip:**

- This activity will serve as the starting point for children’s animal baby investigations. Pay careful attention to the animal babies the children are interested in and allow them to make their own choices about what to study. Many children may be interested in the same animal. These children can work together as a group.
- We encourage you to have children work together in small groups to investigate animal babies. However, you may have certain children who would benefit from working independently.

**Teacher Reflection:**

What went well? Why? What will I do differently, given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?

**Foundational Learning  
 Experience Assessment  
 Opportunity  
 Small Group Experience: Animal  
 Investigations**

PKFCC Focus Standard:  
**Authentic Assessment Alignment:**  
 WSS: II.D.1 Represents ideas and stories through pictures, dictation and play.  
 TSG: 11. D. Shows curiosity and motivation.  
 COR: A. Initiative and Planning

| Child's name | How did the child interact with the other children in the group as they began to explore animal babies? | Notes |
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**Lesson Title: Over in the Meadow by Ezra Jack Keats**

**Lesson Type: Read Aloud**

|   |  |  |
|---|--|--|
| <b>Unit of Study:</b> Babies  |  | <b>Unit Focus Question:</b> What can we learn about animal babies?   |
| <b>Objective:</b> Children will ask and answer questions about the text.  |  |  |
| <p><b>PKFCC Focus Standard:</b><br/> <i>CLL.2 (Speaking and Listening Standards): With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</i></p> <p><b>Additional PKFCC Standards:</b><br/> <i>PK.CKW.1 (Mathematics): Count to 20.</i></p>  |  | <p><b>Link to Authentic Assessment Systems</b><br/>         WSS: II.B.2 Follows rules for conversation.<br/>         TSG: 18. Comprehends and responds to books and other texts.<br/>         COR: M. Listening and comprehension.</p> |
| <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li><u>Over in the Meadow</u> by Ezra Jack Keats</li> </ul>   |  | <p><b>Connected Academic Vocabulary:</b><br/>         baby<br/>         Select vocabulary words for this week and activity based on the animal babies the children in your class are studying and animals in this book.</p>            |
| <p><b>Procedure:</b><br/> <b>Hook:</b> Show children the cover of the book.<br/> <b>Beginning:</b><br/>         Share the title of the book.<br/>         Share the author’s name as well as the illustrator’s name.<br/>         Ask the children what they think this book is about.<br/> <b>Middle:</b><br/>         Read the book to the children.<br/>         Pause throughout the book to ask the questions suggested in <b>Section IX</b> and to answer questions children may have about the book.<br/> <b>End:</b><br/>         Briefly summarize the story for the children.<br/>         Ask any additional questions from <b>Section IX</b> as applicable.</p> |  |  |
| <b>Assessment:</b> What questions does the child ask and answer about the book?   |  |  |
| <b>Differentiation:</b> Consider multiple entry points for all children to be successful. How do I/we plan to meet individual student needs? For example, repeat directions, extend time, adapt materials, preview questions, and provide 1:1 support.  |  |  |

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| <p><i>For children who need additional support:</i> Read a few pages in the story rather than reading the entire book. Also consider inviting these children to sit next to a teacher.</p> <p><i>For children who are ready for a challenge:</i> Invite these children to extend the book to include higher numbers and additional animals. Children can share these ideas verbally, dictate them to a teacher or write or draw pictures to share their thoughts independently.</p>   |
| <p><b>Children with IEPs:</b> How will I incorporate IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?</p>  |
| <p><b>Children whose home language is a language other than English:</b> What language is needed to understand the lesson and activity instructions, and to participate in the activity and discussion?<br/>       Preview new vocabulary words with pictures. Use both English and children’s home language(s) if possible.<br/>       Point to the pictures as you read this book with the children and allow the children to repeat certain vocabulary words after you or ask the children to point to each item as you name it.</p> |
| <p><b>Teacher Tip:</b></p> <ul style="list-style-type: none"> <li>• Supplement the names of the animals in the book with those the children in your class are investigating.</li> <li>• The text in this book can also be sung. Sing the song “Over in the Meadow” with the children after reading the book with them.</li> </ul>   |
| <p><b>Teacher Reflection:</b><br/>       What went well? Why? What will I do differently, given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?</p>  |

**Foundational Learning  
 Experience Assessment  
 Opportunity**  
 Read Aloud Experience: Over in the Meadow by Ezra Jack Keats

**PKFCC Focus Standard:**  
**Authentic Assessment Alignment:**  
 WSS: II.B.2 Follows rules for conversation.  
 TSG: 18. Comprehends and responds to books and other texts.  
 COR: M. Listening and comprehension

| Child’s name | What questions does the child ask and answer about the book? | Notes |
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**Lesson Title: Now and Then**

**Lesson Type: Small Group**

|  |   |   |
|--|---|---|
| <b>Unit of Study:</b> Babies   |   | <b>Unit Focus Question:</b> How do babies change? |
| <b>Objective:</b> Children will begin to understand how they have changed over time.   |   |   |
| <p><b>PKFCC Focus Standard:</b><br/> <i>PK.CKW.4 (Social Studies): Develops an understanding of how people and things change over time and how to relate past events to their present and future activities.</i></p> <p><b>Additional PKFCC Standards:</b><br/> <i>PK.SED.1 Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.</i></p>   | <p><b>Link to Authentic Assessment Systems</b></p> <p>WSS: N/A<br/>         TSG: 31. Explores change related to familiar people or places<br/>         COR: HH. History</p> |   |
| <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Writing utensils</li> </ul>   | <p><b>Connected Academic Vocabulary:</b><br/>         big, change, child, grow, height, size, small, talk, tiny, walk, weight</p>   |   |
| <p><b>Procedure:</b></p> <p><b>Hook:</b> Show a picture of yourself as a baby and talk about how you have changed since you were a baby.<br/>         OR<br/>         Show children pictures of a person—perhaps a child in the class—when this person was an infant, a toddler and a preschool student. Share with the children that these are pictures of the same person. They show how the person has grown.</p> <p><b>Beginning:</b><br/>         Remind children that they were once babies but have grown bigger.<br/>         Ask children if they remember when they were babies. Allow them to share their responses.</p> <p><b>Middle:</b><br/>         Ask children to think about things that they can do now. Could they do these same things when they were babies? Why or why not? What has changed?<br/>         Fold a piece of paper in half. Title one side “Now” and the other “Then.”<br/>         Prompt students to express their ideas with sentence starters: I used to_____, but now I _____. Model with an example: “I used to crawl, but now I can walk and run.”<br/>         Record students’ thoughts on the chart or allow them to write their thoughts on the chart themselves if they would like. If children choose to do their own writing, encourage them to pay attention to the sounds they hear in the words.</p> <p><b>End:</b><br/>         Summarize the children’s responses and celebrate how they have grown and changed.</p> |   |   |
| <b>Assessment:</b> Was the child able describe how s/he has grown by explaining what s/he used to do? What did s/he describe?  |   |   |

**Differentiation:** Consider multiple entry points for all children to be successful. How do I/we plan to meet individual student needs? For example, repeat directions, extend time, adapt materials, preview questions, and provide 1:1 support.

*For children who need additional support:* Provide multiple entry points to the activity through supports such as playing an audio of an infant crying, a video of an adult feeding an infant with a bottle or a video of an infant crawling.

*For children who are ready for a challenge:* Invite these children to create their own “Now and Then” charts and encourage them to add illustrations to their writing.

**Children with IEPs:** How will I incorporate IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?

**Children whose home language is a language other than English:** What language is needed to understand the lesson and activity instructions and to participate in the activity and discussion?

Act out the actions that children suggest and/or use pictures to support their ideas about what they can do now and when they were a baby.

**Teacher Tip:**

- This activity could be completed with one class chart or a chart for each child depending on the interests and needs of your children.
- Be mindful of the difference in development between children in the class and the sensitivities some children may have about their abilities.

**Teacher Reflection:**

What went well? Why? What will I do differently, given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?

**Foundational Learning  
 Experience Assessment  
 Opportunity  
 Small Group Experience: Now and  
 Then**

**PKFCC Focus Standard:**

**Authentic Assessment Alignment:**

WSS: N/A

TSG: 31. Explores change related to familiar people or places

COR: HH. History

| Child's name | Was the child able describe how s/he has grown by explaining what s/he used to do? | What did s/he describe? | Notes |
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## XI. Appendices

### Appendix A: Sample Animal Baby Information

| <b>Elephant</b>   |   |
|-------------------|---|
| Name of baby      | Calf  |
| Habitat           | Elephants can live in many different places such as grasslands, deserts, forests or swamps. Elephants like to roam and play in water.   |
| Food              | Calves drink milk from their mothers.   |
| Born              | Calves are born live from mother.<br>Calves weigh about 220 lbs at birth.<br>Calves are about three feet tall at birth.   |
| Family care       | Mother elephants watch their calves very carefully and protect them from predators. Mother elephants are very loving.   |
| Interesting facts | At first a calf may not know what to do with its trunk. It might suck on it like a baby human sucks on its thumb.<br>Most calves are born at night.<br>Calves are born with curly black or red hair on their foreheads. |
| Text suggestions  | <u>Baby Elephants</u> by Christina Leaf<br><u>A Baby Elephant in the Wild</u> by Caitlin O'Connell  |

| <b>Duck</b>  |  |
|--------------|--|
| Name of baby | Duckling   |
| Habitat      | Ducks are found in wetlands, marshes, ponds, rivers, lakes and oceans.   |
| Food         | For the first three days after they are born, ducklings eat leftover egg yolk from the egg in which they grew. |
| Born         | Ducklings hatch from hard shelled eggs.  |

|                   |  |
|-------------------|--|
| Family care       | Mother ducks sit on their eggs to keep them warm.<br>After ducklings are born the mother duck protects them from predators.  |
| Interesting facts | Ducklings are able to fly when they are about 5-8 weeks old.<br>Ducklings are covered in down.<br>Ducklings are able to walk and leave the nest just a few hours after hatching. |
| Text suggestion   | <u>Baby Duck</u> by Christina Leaf   |

|                   |   |
|-------------------|---|
| <b>Frog</b>       |   |
| Name of baby      | Tadpole   |
| Habitat           | Tadpoles are very fragile when they are born so they stick themselves to weeds right after birth.<br>After about a week tadpoles start to swim and explore.<br>Adult frogs can live out of the water. |
| Food              | Right after it is born, the tadpole eats the yolk in the egg it hatched from.   |
| Born              | Tadpoles are born in the water and hatch from eggs. Frogs can lay up to 4,000 eggs at once.   |
| Family care       | Some tadpoles may stay near other tadpoles or swim together in schools like fish.   |
| Interesting facts | Tadpoles look more like fish than frogs.  |
| Text suggestion   | <u>Growing Frogs</u> by Vivian French<br><u>Tale of a Tadpole</u> by Karen Wallace  |

## Appendix B: Baby Oil Playdough

### Ingredients:

- 1 cup baby oil
- 8 cups flour

### Directions:

- Place the flour in a large bowl.
- Add the baby oil.
- Mix well.