

Unit Nine: Babies

Interdisciplinary Unit of Study
NYC DOE

Unit Nine: Babies Table of Contents

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I. Unit Snapshot

Unit Topic:

Babies

Essential Question

What are babies?

Focus Questions

- What do human babies need?
 - What can we learn about animal babies?*
 - How do babies change?
- *Note that children will explore this question for two weeks.

Student Outcomes

Enduring understandings that the student should have by the end of the unit:

- 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 provided as examples 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 IX for teacher resources that will help identify accurate vocabulary.

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

Focus Standards

From the New York State Prekindergarten Learning Standards (NYSPLS)

Domain 1: Approaches to Learning

PK.AL.2 Actively engages in problem solving

Domain 2: Physical Development and Health

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

Domain 3: Social and Emotional Development

PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions

Domain 4: Communication, Language and Literacy

Reading Foundations

PK.ELAL.3. [PKRF.3.] Demonstrates emergent phonics and word analysis skills

Reading

PK.ELAL.10 [PKR.6] Describes the role of an author and illustrator

Writing

PK.ELAL.17. [PKW.6] Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge (e.g., record and discuss an experiment of items that float and sink)

PK.ELAL. 18. [PKW.7] Engages in a discussion using gathered information from experiences or provided resources (e.g., collect materials from a nature walk; record and discuss what they are)

Speaking and Listening

PK.ELAL.20. [PKSL.2] Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling)

Language

PK.ELAL.26. [PKL.2] Demonstrates command of the conventions of academic English capitalization, punctuation, and spelling when writing.

Domain 5: Cognition and Knowledge of the World

Mathematics

PK.MATH.3a. [NY-PK.CC.3a] When counting objects, says the number names in standard order, pairing each object with one and only one number name and each number name with one and only one object (1:1 correspondence)

PK. MATH.3b. [NY-PK.CC.3b.] *Explores* and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.

PK.MATH.10. [NY-PK.MD.1.] Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light)

Science

PK.SCI.2 [P-PS2-1] Uses tools and materials to design and build a device that causes an object to move faster with a push or a pull.

PK.SCI.6. [P-LS3-1.] Describes how some young plants and animals are similar to, but not exactly like, their parents.

PK.SCI.11 [K-2-ETS1-2] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

PK.SCI.12. [K-2-ETS1-3.] Analyzes data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs

Social Studies

PK.SOC.6. 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

PK.ARTS.10. [MU:Re7-9.PK] Responds to Music

PK.ARTS.13. [TH:Pr4-6.PK] Performs Theatrical Arts

PK.ARTS.15 [TH:Cn10-11.PK] Connects to Theatrical Arts

PK.ARTS.17. [VA:Pr4-6.PK] Presents Visual Arts

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 IX: 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 into the unit. Consider building partnerships with local hospitals or pediatricians or asking children to think about how babies in or near your program typically travel (stroller, car seat, baby carrier, etc.).

This... will lead (children) to a reflection on their own growth as they move towards the end of the pre-K school year.

In this unit the second question, "What can we learn about animal babies?" is designed to take about two weeks to implement. 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 them 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 your Learning Centers encourages growth across all domains of the NYSPLS. 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 gather 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 foundational and supplemental texts for these weeks are provided, 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 of this unit, 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 understanding 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 prior to implementing this unit to inform how you will respond to the 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. They will also express what they learn through a combination of drawing, dictating or writing. Children will explore vocabulary words that may be new 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 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.

Enjoy the activities in this unit on babies! Please email deceinstruction@schools.nyc.gov with any questions or feedback.

III. Unit Framework

Essential Question

This is a child-friendly question that connects the knowledge and skills that children should develop throughout the unit.

Focus Questions

These 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.

These are key components of each Pre-K for All Unit of Study.

Foundational Learning Experiences

These are experiences (e.g., whole group, small group lessons, field trips, observations, center activities) for each subtopic that provide ample opportunities to deepen children’s understanding of the Focus Questions.

Foundational Texts

PK.ELAL.9 [PKR.5] Interacts with a variety of genres (e.g., storybooks, poems, songs)

These are a combination of literary and informational texts that can be read throughout the unit. See Section XI for text-based critical thinking questions to support the read aloud experience.

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.

Key Vocabulary

These are academic vocabulary words that help children understand the unit focus questions and access complex texts. These words can be supplemented by vocabulary in read alouds.

Family and Community Engagement

These are ideas for inviting families to share their experience and knowledge with the class, or for extending learning outside of the classroom. They are aligned to the [NYC DOE Division of Early Childhood Education Early Childhood Framework for Quality \(EFQ\)](#).

See Section IX: Supporting Resources for more information about Family Engagement Practices

Culminating Celebration

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.

Unit Nine: Babies

Essential Question: What are babies?

	Week One	Week Two	Week Three	Week Four
Focus Questions	What do human babies need?	What can we learn about animal babies?	What can we learn about animal babies?	How do babies change?
Foundational Learning Experiences	<p>Centers</p> <p>What Do You Know About Babies? Turn dramatic play into a place to care for babies based on what children know about babies and their needs.</p> <p><i>PK.AL.2 Actively engages in problem solving</i></p> <p>See page 44 for lesson plan</p>	<p>Small Group</p> <p>Animal Baby Investigations: Invite children to investigate animal babies. Share books and pictures of animal babies for children to explore and discuss. Monitor children’s interests carefully and use this as a springboard for further animal investigations.</p> <p><i>PK.ELAL.17. [PKW.6] Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge (e.g., record and discuss an experiment of items that float and sink)</i></p> <p>See page 49 for lesson plan.</p>	<p>Large Group</p> <p>Read the foundational text, <i>Lizard from the Park</i> by Mark Pett aloud to the class, pausing to ask the inquiry and critical thinking questions from Section IX.</p> <p><i>PK.ELAL.5. [PKR.1.] Participates in discussions about a text (e.g., during whole or small group interactive read-aloud discussions, during peer sharing, within play scenarios)</i></p> <p>See page 54 for lesson plan.</p>	<p>Small Group</p> <p>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” 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.</p> <p><i>PK.SOC.6. 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 58 for lesson plan.</p>
Foundational Texts	<i>Babies Don’t Walk, They Ride!</i> by Kathy Henderson	<i>Follow Me! Animal Parents and Babies</i> by Shira Evans	<i>Lizard From the Park</i> by Mark Pett	<i>The Little Red Stroller</i> by Joshua Furst
Key Vocabulary	adopted, appointment, baby, bassinet, bib, bottle, born,	calf*, duck*, duckling*, egg, elephant*, frog*, habitat,	disguise, lizard, outgrow,	adult, babble, big, change, child, coo, crawl, grow, height,

	Week One	Week Two	Week Three	Week Four
Focus Questions	What do human babies need?	What can we learn about animal babies?	What can we learn about animal babies?	How do babies change?
	<p>buggy, care, car seat, clothing, cradle, crib, cry, cuddle, diaper, gentle, glide, hospital, infant, lullaby, newborn, nursery, nurture, parent, pediatrician, premature, rattle, sleep, sling, snuggle, stroller, swaddle</p>	<p>hatch, tadpole*, veterinarian, zoologist</p> <p>*These words relate to the animal babies outlined in Section XI: Appendices. Add vocabulary related to the specific animal babies that your class is studying.</p>	<p>parade</p> <p>Add words to the vocabulary list for this week that are related to the specific animal babies your class is studying. For example if your children are studying birds you might include bird, nestling, hatchling, fledgling, nest, brood and incubation.</p>	<p>roll, size, small, talk, tiny, toddler, walk, weight</p>
<p>Family and Community Engagement</p> <p><i>EFQ 4: High quality programs promote families' role as primary caregivers, teachers, and advocates</i></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. *Note, be mindful of the safety of the baby who visits the classroom. Talk with your class in advance about how to keep a</p>	<p>Encourage families to ask their child about what type of animal baby they are investigating in the classroom. They might want to ask about what the baby is called, what it looks like, what it eats, etc.</p>	<p>Encourage families to help their child with their 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 and return this information to class. For families that may not have access to these resources, consider loaning a classroom book or printing an article about the animal baby.</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 their birth, 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, focus on events that are more recent.</p>

	Week One	Week Two	Week Three	Week Four
Focus Questions	What do human babies need?	What can we learn about animal babies?	What can we learn about animal babies?	How do babies change?
	<p>baby safe and the expectations for their behavior during the visit. Additionally, a visiting adult should never be left unsupervised with the children. 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 about their work as well as show pictures of babies. Follow all site-level safety protocols for adult visitors.</p>			
Culminating Celebration	<p>Animal Baby Museum: Invite children to select one or more animal babies to investigate. Based on their interests they can work independently or in groups. 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 Section VIII for sample work). Help the children decide what materials to use and how to create a museum. Children can display the animal babies along with their learning and invite families, school personnel or other classrooms in to observe.</p> <p><i>PK.ARTS.16. [VA:Cr1-3.PK] Creates Visual Arts</i></p> <p>OR</p> <p>Baby Book: 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</p>			

	Week One	Week Two	Week Three	Week Four
Focus Questions	What do human babies need?	What can we learn about animal babies?	What can we learn about animal babies?	How do babies change?
	something interesting they learned throughout the unit. <i>PK.ELAL.23. [PKSL.5] Creates a visual display (e.g., drawing, art work, building, writing)</i>			

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, as 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.

The following suggestions supplement standard center materials 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. Center time provides an opportunity for staff to engage children in conversation and rich discussion around their interests, strengthening the children’s positive self-concept and self-confidence. During center time, teaching staff should intentionally model language, use questioning techniques to promote higher-order thinking skills, actively encourage children’s perspectives, increase children’s focus on the task at hand, read informally to children, and assess children’s learning. 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 NYSPLS and is woven into the EFQ. 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 NYSPLS 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 NYSPLS Standard PK.AC.2 (*Demonstrates they are 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. NYSPLS 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.
 I notice that you ____.
 What are some other things you could add?
 I wonder what would happen if ____.
 How do you know?
 How could you build ____?
 What is your conclusion?

Suggested Text:

Peter's Chair by Ezra Jack Keats.

Add furniture to the dollhouse or for children to use when building a home with blocks, and invite children to retell this story.

PK.ELAL.6. [PKR.2] Retells stories or share information from a text

Build a Nursery:

Invite children to use blocks to create a nursery or place to care for a baby.

PK.AL.1 Actively engages in play as a means of exploration and learning

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

PK.SCI.6. [P-LS3-1.] Describes how some young plants and animals are similar to, but not exactly like, their parents

Dollhouse:

If available, add a dollhouse 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.ELAL.26. [PKL.2] Demonstrates command of the conventions of academic English capitalization, punctuation, and spelling when writing

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.ELAL.25. [PKL.1] Demonstrates command of the conventions of academic 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?

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 ____?
 What does that remind you of?

Suggested Text:

Follow Me! Animal Parents and Babies by Shira Evans

Invite the children to use this book to help them think about and plan for their zoo.

PK.ELAL.20. [PKSL.2] Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling)

FOUNDATIONAL LEARNING

EXPERIENCE - Baby Nursery:

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 44 for lesson plan.

PK.AL.2 Actively engages in problem solving

Zoo:

Turn the Dramatic Play area into a zoo. Invite children to pretend to be the animal babies they are investigating or to create them. Use accurate animal baby and adult 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.AL.1 Actively 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 the babies and what their day-to-day activities might entail.

PK.ARTS.13. [TH:Pr4-6.PK] Performs Theatrical Arts

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 accurate animal baby names frequently as children play.

PK.ARTS.13. [TH:Pr4-6.PK] Performs Theatrical Arts

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 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.ARTS.13. [TH:Pr4-6.PK] Performs Theatrical Arts

✓ **Opportunity for Assessment:** What role(s) does the child take during this Dramatic Play experience?

When I Was Little

Invite families to share a short, simple story from when their child was younger. Ask them to write the story on a piece of paper. If they would like, they can add pictures. Hang the pages in the dramatic play area. Read the stories to the children and invite them to act out the stories together.

PK.ARTS.15 [TH:Cn10-11.PK] Connects to Theatrical Arts

Art

Critical thinking questions/statements:

Tell me about your art.

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? Why?

Suggested Text:

Assorted National Geographic Readers about various animals (e.g., **Penguins** by Anne Schreiber).

Invite children to refer to these books for images of animal babies as they create them from assorted materials.

PK.ELAL.20. [PKSL.2] Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling)

Baby Powder 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.AL.2 Actively engages in problem solving

✓ **Opportunity for Assessment:** How does the child attempt to create a rattle? How do they create each part? What do they do if/when their ideas do not work as expected?

Animal Babies:

Invite children to use recycled materials to create the animal babies they are studying. Supply pictures of these animals for them 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 their 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.SCI.6. [P-LS3-1.] Describes how some young plants and animals are similar to, but not exactly like, their parents

Clay Animals:

Supply clay for the children to use to create the animal babies they are studying. Provide 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.

PK.SCI.5. [P-LS1-2.] Participates in investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment

Baby Portraits:

If possible, have children bring in a picture from when they were babies. Invite them 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.

PK.SOC.6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities

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 clothing and supplies to care for their dolls. 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.

PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills

Give the Baby a Ride

Provide open-ended materials and invite children to create something to carry a baby. If they would like, let them reference the book, *Babies Don't Walk, They Ride!* by Kathy Henderson before they begin creating. They may also want to pre-plan by making a drawing or sketch of their carrier before they construct it. If possible, provide small dolls for the children to use to test their carriers.

PK.SCI.11 [K-2-ETS1-2] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

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?

Suggested Text:

Frogs by Elizabeth Carney

Invite children to read about frog babies and their different stages of development. Invite them to draw, use natural or open-ended materials to create a tadpole. Invite them to think about good places to display work in the classroom and then place their tadpole accordingly.

PK.ARTS.17. [VA:Pr4-6.PK] Presents Visual Arts

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* frequently as you explore with the children to help them learn this vocabulary word. Be mindful of allergies when implementing this activity.

PK.SCI.5. [P-LS1-2.] Participates in investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment

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.SCI.6. [P-LS3-1.] Describes how some young plants and animals are similar to, but not exactly like, their parents

Would You Eat That?

Provide small samples or pictures of the foods the animal babies the children are studying eat. 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.

PK.SCI.4. [P-LS1-1.] Observes familiar plants and animals (including humans) and describes what they need to survive

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 predict how much water the diaper can hold, pour water onto the diaper, 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 consider other things babies need.

PK.SCI.12. [K-2-ETS1-3.] Analyzes data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs

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. After children open their eggs, they can sort the babies into two piles- those that hatch from eggs and those that do not. Use the names of the animal babies as well as the corresponding adult animals frequently throughout this activity.

PK.SCI.4. [P-LS1-1.] Observes familiar plants and animals (including humans) and describes what they need to survive

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.

PK.SCI.6. [P-LS3-1.] Describes how some young plants and animals are similar to, but not exactly like, their parents

✓ **Opportunity for Assessment:** What can the child share about animal life cycles? Can they put the pictures in the correct order?

Toys and Games / Math Manipulatives

Critical thinking questions/statements:

I notice that you _____. What do you notice?
 What happened when you _____?
 Why do you think that happened?
 If I want to _____, what should I do? Why?
 Tell me about _____.
 How do you know?
 Tell me why _____.

Explore:

See your Building Blocks Teacher's Edition for Hands on Math Center activities. Have these activities available for children during Center Time.

Suggested Text:

The New Small Person by Lauren Child.

Elmore enjoyed lining up his precious things on the floor. Supply items the children in the class may find interesting and invite them to line them up and count each one.

PK.MATH.3a.[NY-PK.cc.3a] When counting objects, says the number names in standard order, pairing each object with one and only one number name and each number name with one and only one object (1:1 correspondence)

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.AL.1 Actively engages in play as a means of exploration and learning

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.MATH.2. [NY-PK.CC.2.] Represents a number of objects (0-5), with a written numeral 0-5 (with 0 representing a count of no objects)

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.

PK.AL.4: Exhibits curiosity, interest and willingness in learning new things and having new experiences.

Animal Count

Supply an assortment of baby animals. Invite children to count them and tell you how many there are. As children are successful, rearrange the animals in different arrays and try with various numbers.

PK. MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.

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. For example, they might create long ears for a bunny or a long neck for a giraffe calf.

PK.SCI.5. [P-LS1-2.] Participates in investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment

How Have I Grown?

Ask families to share how long, or approximately how long, their child was at birth. Cut 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 they were born. Use words such as *longer* and *shorter* throughout the activity. Supply a string that is the length of an average baby for children whose families who do not supply this information.

PK.MATH.10. [NY-PK.MD.1.] Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light)

√ **Opportunity for Assessment:** What measurable attributes of objects can the child identify? What related vocabulary do they use?

Sand and Water / Sensory

Critical thinking questions/statements:

What happens when ___? Why?
 How do you think that works? Why?
 How could you change that?
 What does that remind you of? Why?
 What would happen if ___? Tell me more.

Suggested Text:

Sea Turtles by Laura Marsh

Invite children to refer to this book to create a habitat for sea turtles.

PK.SCI.5. [P-LS1-2.] Participates in investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment

Notes:

Children have varying levels of sensitivity to sensory experiences. Do not force children to touch materials. Invite children to participate and observe their behavior carefully. Respond to the cues they give you about their readiness to participate.

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. Children should wash their hands before and after using the Sand and Water/Sensory table.

Feed the Baby Birds:

Place bird nests and small pipe cleaners in the sensory table (or on a supplemental tray). Invite the children to pretend the pipe cleaners are worms. 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 fine motor skills

✓ **Opportunity for Assessment:** How does the child manipulate the tongs to pick up the 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 sensory table. Invite the children to create animal habitats. 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.SCI.5. [P-LS1-2.] Participates in investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment

Library

Critical thinking questions/statements:

Tell me about this book.
 What do you like about this book?
 What is your favorite part of this book? Why?
 What do you notice?
 What do you think is happening?
 What will happen next?
 Does that remind you of anything? What?
 Would you recommend this book to a friend? Why or why not?

Add a selection of both fiction and nonfiction books from the Supporting Text List in Section V for children to access and independently explore.

PK.ELAL.4. [PKRF.4.] Displays emergent reading behaviors with purpose and understanding

Notes:

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.

PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences

✓ **Opportunity for Assessment:** What questions did the child have about animal babies? What did they find interesting?

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 generate excitement and interest.

PK.SCI.4. [P-LS1-1.] Observes familiar plants and animals (including humans) and describes what they need to survive

Animal Baby Shadow Puppets:

Create animal (adult and baby) puppets for children to use with the shadow box theater from Unit 6: Light. Model using the puppet theater to retell familiar stories or to create and share new stories. Invite children to draw/write a script as they are ready.

PK.ELAL.6. [PKR.2] Retells stories or share information from a text

Author Study:

Place several of the National Geographic Reader books that have the same author 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 the author include? Why? What is the same about the animals? What is different?

PK.ELAL.10 [PKR.6] Describes the role of an author and illustrator

Baby Name Book:

Revisit the class book you created in Unit 3: All About Us about children's names. Reflect with children about their names 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.AC.1. Demonstrates motivation 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.

PK.ELAL.25. [PKL.1] Demonstrates command of the conventions of academic English grammar and usage when writing or speaking.

Cooking and Mixing

(as needed)

Critical thinking questions/statements:

Why do you think we are adding ____?
 What would happen if ____?
 What do you notice as we do this?
 How does it smell/feel/look/sound/taste?
 What does this remind you of?

Note:

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.

Children must always wash hands before and after cooking experiences.

PK.PDH.7. Demonstrates personal care and hygiene skills

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.

Make Baby Food:

Talk with children about what types of food they think babies eat and why. Invite them to create baby food in the classroom. This can 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.

PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences

Baby Food Taste Test:

Supply an assortment of baby food. Invite children to taste each and graph which one they like best.

PK.PDH.2. Uses sensory information to plan and carry out movements

Baby Oil Playdough:

See Section XI: Appendices 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.

PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print

Computer/Technology

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. Prescreen images and videos to make sure they are appropriate for children and not frightening or explicit. Do not use personal devices and ensure that you have signed permission before taking photographs of children.

Critical thinking questions/statements:

I notice that you ____.

How did you figure that out?

What will you do next? What if you try ____?

How could you ____

Human Baby Pictures:

Use a search engine to find pictures of babies (about 10-15 pictures). 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.

PK.SCI.6. [P-LS3-1.] Describes how some young plants and animals are similar to, but not exactly like, their parents

Animal Baby Pictures:

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.

PK.ELAL.18. [PKW.7] Engages in a discussion using gathered information from experiences or provided resources (e.g., collect materials from a nature walk; record and discuss what they are)

Research:

Invite children to use the computer as a tool to assist in their animal baby investigations. Support them in using a search engine to gather information about their animal babies or to answer specific questions they may have about the babies.

PK.ELAL.17. [PKW.6] Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge (e.g., record and discuss an experiment of items that float and sink)

Type:

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. Encourage children to listen for the sounds they hear in the words they would like to type and allow them to use their own spellings, if they are ready.

PK.ELAL.14. [PKW.2] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning

Toddle:

Share videos of babies just learning to walk. Ask the children to reflect on what the baby might be thinking as they are just starting to walk.

PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences

Lullabies:

Use the internet to search for lullabies from around the world. Invite children to relax as they listen to the lullabies.

PK.ARTS.11. [MU:Cn10-11.PK] Connects to Music

Outdoors / Playground

Critical thinking questions/statements:

I saw you ____.

What will you do next?

If you try ____, what do you notice?

How did you do ____?

How does it feel outside today?

What do you see?

Suggested Text:

Babies Don't Walk, They Ride! by Kathy Henderson

Provide toy strollers, buggies, carts, or other things with wheels that can carry babies as well as materials to create a small ramp. Invite the children to create a ramp and explore how the strollers move down the ramp.

PK.SCI.2 [P-PS2-1] Uses tools and materials to design and build a device that causes an object to move faster with a push or a pull.

Move Like Your Animal:

Invite children to move like the animal babies they are studying.

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

Crawling Obstacle Course:

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 under the obstacle course is safe and clear of objects.

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

✓ **Opportunity for Assessment:** Which large motor movements was the child able to complete successfully? Which large motor movements were challenging for the child?

Animal Baby Play:

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.

PK.ARTS.13. [TH:Pr4-6.PK] Performs Theatrical Arts

Find the Animal Baby:

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."

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

Writing

Critical thinking questions/statements:

I notice that you ____.
 That reminds me of ____.
 What if you try ____?
 How could we find out ____?

Suggested Text:

B is for Baby by Atinuke.

Highlight the letter *B* in this book. Invite the children to listen for the /B/ sound and then think of other words that start with the /B/ sound.

PK.ELAL.2. [PKRF.2.] Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes)

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 write and draw about their animal baby. Children can reference the animal baby name cards (see following activity) 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.ELAL.14. [PKW.2] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning

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 notice and make the sound of the first letter of the animal names, as they are ready.

PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print

✓ **Opportunity for Assessment:** What evidence is there to confirm the child understands that the letters on the cards represent the animal baby names?

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.

PK.ELAL.3. [PKRF.3.] Demonstrates emergent phonics and word analysis skills

Lullabies:

After sharing some lullabies with the children, encourage them to write their own. Allow children to draw, dictate their lyrics to an adult, 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.

PK.ELAL.3. [PKRF.3.] Demonstrates emergent phonics and word analysis skills

Write a Story:

Invite children to work in pairs to write and illustrate fictional stories about the animal babies they are studying. One child may want to be the author and the other the illustrator (or children can work independently and take on both roles). Talk with them about each role.

PK.ELAL.10 [PKR.6] Describes the role of an author and illustrator

Music and Movement

Critical thinking questions/statements:

I see you moving like this.
 I heard you ____.
 I 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?

Suggested Text:

Arrorró, Mi Niño: Latino Lullabies and Gentle Games by Lulu Delacre.

Include some of the lullabies in this book when you implement the Music and Movement lullaby activity.

PK.ARTS.11. [MU:Cn10-11.PK] Connects to Music

Move Like a Baby:

Provide pictures of babies that show the progression in physical development from laying on their backs with their feet in the air, to rolling over, crawling, 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.

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

Guess My Animal:

Print or have children help you draw pictures of different animal babies on cardstock. Invite children to look at the cards and practice moving the way the animal babies move (fly, walk on all fours, swim, etc.). Children may want to pair and take turns selecting a card, moving the way the baby in the picture moves, and have their partner try to guess which animal they are imitating.

PK.ARTS.1. [DA:Cr1-3.PK] Creates Dance

Quiet Music:

Invite children to play instruments in a manner that might calm a baby or encourage a baby to go to sleep.

PK.ARTS.8. [MU:Cr1-3.PK] Creates Music

Lullabies:

Listen to and sing a variety of lullabies such as Lavender's Blue, Little Boy Blue, and All the Pretty Horses or lullabies that are gathered from children's families, or responsive to the classroom community. Invite the children to share which lullaby they like best and why. Lullabies can also be played at nap or rest time.

PK.ARTS.10. [MU:Re7-9.PK] Responds to Music

V. Foundational and 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. Some books will be read only once or twice throughout the unit; these are supporting texts. Supporting texts compliment 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. Additionally, 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*

Foundational Texts

Babies Don't Walk, They Ride! by Kathy Henderson: Babies don't walk; they ride! Babies don't run; they glide!

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.

Lizard From the Park by Mark Pett: A lonely boy's new pet grows into a rather large dilemma.

The Little Red Stroller by Joshua Furst: One handy little stroller is passed from family to family in this uplifting picture book celebration of community, diversity, and sharing

How to Use Foundational Texts

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:

- 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.
- Consider reading the book once without pausing so that children hear the cadence of the words and hear the story in its entirety.
- Model skills readers use to gain greater understanding of content by thinking aloud about the meaning of a word in context or drawing a conclusion based on prior knowledge.
- Write down and post children's responses to questions with more than one possible answer.
- Ask children to make predictions based on what they know so far and ask them to explain their thinking.
- Pause throughout the book and ask children to share a new word or idea they heard and explain it using familiar words or contexts.
- Invite children to make connections between the book and their own life experiences.
- Brainstorm potential solutions to a problem a character might be facing.
- 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.
- 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.
- Compare and contrast books with similar content, themes or structures.
- Preview or review texts or parts of texts (particularly vocabulary) for children who need additional language or learning support.
- 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.

Supporting Texts

A Most Unusual Day by Sydra Mallery: Something rather extraordinary is happening in Caroline’s life today . . . her family is adopting a new baby sister!

All About Bears (National Geographic Readers Series Pre-reader) by National Geographic Kids: All kinds of bears and facts about how and where they live.

Arrorró, Mi Niño: Latino Lullabies and Gentle Games by Lulu Delacre: It is time to go to bed and what better way to lull your child to sleep than with a tender song or gentle game?

B is for Baby by Atinuke: Baby’s big brother is getting ready to take the basket of bananas all the way to Baba’s bungalow in the next village and doesn’t realize that his baby sibling has stowed away on his bicycle.

Babies Don’t Walk, They Ride! by Kathy Henderson: Babies don’t walk; they ride! Babies don’t run; they glide!

Babymoon by Hayley Barrett: The wonder and emotion of a family’s first quiet days with a newborn.

****Bats (National Geographic Readers Series Level 2)*** by Elizabeth Carney: Discover the bat’s unique place in the wild and in the world.

****Cheetahs (National Geographic Readers Series Level 2)*** by Laura Marsh

****Dolphins (National Geographic Readers Series Level 2)*** by Melissa Stewart

Elephants (National Geographic Readers Series Level 1) by Avery Hunt

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

Farm Animals (National Geographic Readers Series Level 1) by Joanne Mattern

****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.

****Frogs (National Geographic Readers Series Level 1)*** by Elizabeth Carney: Dive deep into the swampy world of our amphibian friends.

Giraffes (National Geographic Readers Series Level 1) by Laura Marsh: Explore the African savanna and learn all about the giraffes that live here.

Hop, Bunny! (National Geographic Readers Series Pre-reader) by Susan B. Neuman: Hop along with a young bunny past ponds, streams and waterfalls in this vivid depiction of life in the forest.

I Used to be Famous by Tara Luebbe and Becky Cattie: Kiely’s been famous her entire life, but when a baby sister appears on the scene, she feels like a has-been.

****Jump, Pup! (National Geographic Readers Series Pre-reader)*** by Susan B. Neuman: Come along as little puppy goes out exploring in the world.

****Koalas (National Geographic Readers Series Level 1)*** by Laura Marsh: An introduction to these furry creatures, from cub to adult, exploring where they live, what they eat, and even the way they say "hello"—by touching noses!

Lions (National Geographic Readers Series Level 1) by Laura Marsh: Roar with lions in this exciting reader.

Lizard From the Park by Mark Pett: A lonely boy’s new pet grows into a rather large dilemma.

****Pandas (National Geographic Readers Series Level 2)*** by Anne Schreiber: Pandas play, climb, cuddle, and chew. But careful, they can scratch too—just look at that tree!

****Penguins! (National Geographic Readers Series Level 2)*** by Anne Schreiber If you are five years old, you are probably as tall as an Emperor Penguin!

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

Phoebe and Digger by Tricia Springstubb: With a new baby taking up Mama’s time and attention, what will happen when Phoebe needs her?

Play, Kitty! (National Geographic Readers Series Pre-reader) by Shira Evans: Pounce! Follow a little kitten through its day to learn all about these young cats.

Polar Bears (National Geographic Readers Series Level 1) by Laura Marsh: With their beautiful white fur and powerful presence, polar bears rule the Arctic.

Puffins (National Geographic Readers Series Pre-reader) by Maya Myers: Follow Atlantic puffins as they build their nests, fish for yummy snacks, and go about their day.

***Sea Turtles (National Geographic Readers Series Level 2)** by Laura Marsh: Learn all about these tranquil and mysterious animals.

***Slither, Snake! (National Geographic Readers Series Pre-reader)** by Shelby Alinsky: Meet different kinds of snakes! Find out where they live and what they do.

Spiders (National Geographic Readers Series Level 1) by Laura Marsh: You don't have to look far to see a spider's web—in the corner of the window, on a fence, or in a bush—spiders make their homes everywhere.

***Spork** by Kyo Maclear: When you're a little bit spoon and little bit fork, where do you go when the table is set?

***Sweetest Kulu** by Celina Kalluk: "Dream a little, Kulu, this world now sings a most beautiful song of you."

***Swing, Sloth! (National Geographic Readers Series Pre-reader)** by Susan B. Neuman: Come along on an adventure through the rain forest. Along the way, you'll meet new friends big and small, see amazing sights, and learn all about the creatures that make their home in the rain forest.

***The Little Red Stroller** by Joshua Furst: One handy little stroller is passed from family to family in this uplifting picture book celebration of community, diversity, and sharing

The New Small Person by Lauren Child: Elmore Green starts life as an only child, as many children do. He has a room to himself, where he can line up

his precious things and nobody will move them one inch. But one day everything changes.

The Twins' Little Sister by Hyewon Yum: Being twins means having two of almost everything but these two little girls have only one mom. This is a big problem. Soon there will be an even bigger problem: Mom is having a baby,

***Tigers (National Geographic Readers Series Level 2)** by Laura Marsh: Learn all you ever wanted to know about tigers and so much more

***Trot, Pony! (National Geographic Readers Series Pre-reader)** by Shira Evans: Trot, prance, and jump with ponies!

Turtles (National Geographic Readers Series Level 1) by Laura Marsh: Take a dip with turtles in this exciting reader.

When Aidan Became a Brother by Kyle Lukoff: When Aidan was born, everyone thought he was a girl. After he realized he was a trans boy, Aidan and his parents fixed the parts of life that didn't fit anymore. When Mom and Dad announce that they're going to have another baby, Aidan wants to do everything he can to make things right for his new sibling from the beginning.

VI. 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 Wheel¹, which provides a vocabulary and critical thinking frame of reference when thinking about our children and how they engage with unit content.

Re-read foundational texts throughout the unit, starting with Level 1 questions, and adding more complex questions each time you read them.

***Babies Don’t Walk, They Ride!* by Kathy Henderson**

PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests

When you feel like scowling and howling, what are some things you can do to help you feel better?

Level 1: Recall

What are some of the ways babies ride?

Where did the babies in this book go?

Level 2: Skill/Concept

What does *glide* mean?

How can babies glide?

Level 3: Strategic Thinking

Why don’t babies walk or run?

How do buggies, strollers, backpacks, slings, car seats, help grown-ups care for babies?

Level 4: Extended Thinking

The book says that sometimes babies smile. What might make babies smile? What makes you smile?

The book says that sometimes babies scowl and howl. What do scowls and howls look like? What do they sound like? What are some things that make you scowl and howl?

¹ <http://schools.nyc.gov/NR/rdonlyres/522E69CC-02E3-4871-BC48-BB575AA49E27/o/WebbsDOK.pdf>

Follow Me! Animal Parents and Babies by Shira Evans

PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests

***Note: This book will likely resonate best with the children if read in shorter sections rather than in one sitting.**

Level 1: Recall

What are some of the animals in this book?

What are some of the things the animal parents in this book teach their babies?

Level 2: Skill/Concept

Animal babies learn from their parents. Who do you learn from?

What are some of the ways the animal parents in this book carry their babies? Why do animal babies need to be carried?

Level 3: Strategic Thinking

What are some of the ways the animal parents in this book keep them safe? What are some ways grown-ups keep you safe?

What are some of the ways the animals in this book change as they grow up? What are some of the ways you are changing?

Level 4: Extended Thinking

How do people learn about animals?

What are some ways the animals in this book are similar to you? What are some ways they are different?

Lizard From the Park by Mark Pett

PK.ELAL.5. [PKR.1.] Participates in discussions about a text (e.g., during whole or small group interactive read-aloud discussions, during peer sharing, within play scenarios)

Level 1: Recall

What did Leonard find in the park?

Where was Buster's family?

Level 2: Skill/Concept

What kind of animal is Buster? How do you know?

How did Leonard feel about Buster? How do you know?

As Buster got bigger and bigger, he seemed to enjoy himself less and less. Why do you think that happened?

Level 3: Strategic Thinking

How do you think Leonard felt when he found the egg? Tell me more about that.

How do you think Leonard felt when Buster hatched from the egg? Tell me more about that.

How do you think Leonard felt when Buster was too big to live with him anymore? Tell me more about that.

Level 4: Extended Thinking

What were some of the ways Leonard took care of Buster? How would you take care of a dinosaur if you found a dinosaur egg in the park?

Leonard took Buster everywhere with him. Where would you take him, if he lived with you? Why?

Leonard had to say goodbye to Buster. Have you ever had to say goodbye to someone you cared about? How did you feel?

The Little Red Stroller by Joshua Furst

PK.SOC.6. 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

Where did some of the families take the little red stroller?

What did the children do with the stroller when they were too big for it?

Level 2: Skill/Concept

Why do people use strollers for babies?

When the children were too big for the stroller, they shared it with someone who was younger. How does it feel when someone shares with you?

Level 3: Strategic Thinking

How do you think the children knew when they were too big for the stroller? How do you know when you are too big for something?

Why did all the families in this book wish they had a stroller? How do you think they felt when they got the little red stroller?

Level 4: Extended Thinking

The little red stroller traveled so many places with so many children that it became very tattered and tired and it could not go on any further. What do you think happened to it when everyone was done with it? Why?

The children in this book grew too big for the stroller and the stroller grew too old and tattered for anyone to use. What are some ways you have grown and changed?

VII. Sample Weekly Plan

On the following pages you will find a sample weekly lesson plan. Use the additional information included in the unit to create detailed weekly plans for each focus question in the unit. Plans will reflect individual schedules, students’ and families’ needs, school context, etc. Please note, for this unit we are introducing the daily schedule and rules development in Week Two. You may want to address one or both of these activities in Week One, depending on your children’s needs.

Quick Tips for Small Group:

1. Use exciting language and affect to describe the small group activity.
2. Use hands-on materials that children are encouraged to explore.
3. Preview small group activities in whole group.
4. Link the activity to children’s previous experiences

If children decline...

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.

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.

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.

WEEK FOUR

Essential Question: What are babies?

Focus Question: What do human babies need?

Focus Vocabulary: adopted, appointment, baby, bassinet, bib, bottle, born, buggy, care, car seat, clothing, cradle, crib, cry, cuddle, diaper, gentle, glide, hospital, infant, lullaby, newborn, nursery, nurture, parent, pediatrician, premature, rattle, sleep, sling, snuggle, stroller, swaddle

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Routine	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 encourage any mark children make according to each child’s needs, but be ready to help children who are ready for an additional challenge by adding their last name or encouraging them to look closely at the model letters on their name card to improve accuracy. Observe children’s writing and refer to the stages of prewriting (in Unit 3: 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				

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
<p>arrive, or later in the day. If children seem uninterested in signing in in this manner, consider encouraging them to write their names throughout their play in Learning Centers. 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 Center</p> <p><i>PK.ELAL.26. [PKL.2] Demonstrates command of the conventions of academic English capitalization, punctuation, and spelling when writing</i></p>					
<p>Large Group Meeting</p>	<p>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 conversations about babies.</p> <p><i>PK.ELAL.19. [PKSL.1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play</i></p>	<p>Ask children to share some things that babies do. Invite them 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 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.AC.1. Demonstrates motivation to communicate</i></p>	<p>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 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.ELAL.28. [PKL.5] Explores and discusses word relationships and</i></p>	<p>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 possible, invite children to share lullabies that their families especially enjoy.</p> <p><i>PK.ARTS.10. [MU:Re7-9.PK] Responds to Music</i></p>	<p>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 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.AC.2. Demonstrates they are building background knowledge</i></p>

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
			word meanings		
BB Whole Group	See your Building Blocks Teacher's Edition for Whole Group Activities				
Foundational Text	<i>Babies Don't Walk, They Ride!</i> by Kathy Henderson:				
Supporting Text	<i>Everywhere Babies</i> by Susan Meyers	<i>Peter's Chair</i> by Ezra Jack Keats	<i>Sweetest Kulu</i> by Celina Kalluk	<i>Arrorró, Mi Niño: Latino Lullabies and Gentle Games</i> by Lulu Delacre	<i>Spork</i> by Kyo Maclear
<p>Small Groups</p> <p>Implement at least one of the two weekly Building Blocks small group activities and at least one of the other activities listed here.</p> <p><i>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</i></p>	<p>LITERACY SMALL GROUP</p> <p>Provide pictures of babies making a variety of expressions. Ask children to look at the baby faces, make these expressions 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 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.</p>	<p>MATH SMALL GROUP</p> <p>See your Building Blocks Teacher's Edition for the weekly Small Group Activity.</p> <p>Write children's initials below:</p> <p>Group 1:</p> <p>Group 2:</p> <p>Group 3:</p>	<p>SMALL GROUP #3</p> <p>Provide playdough or clay for the children to use to create things that babies need (e.g. rattle, crib, bottle).</p> <p><i>PK.AL.3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences</i></p> <p>Write children's initials below:</p> <p>Group 1:</p> <p>Group 2:</p>	<p>Between Monday and Thursday, implement two to three small group activities.</p> <p>Write children's initials below:</p> <p>Group 1:</p> <p>Group 2:</p> <p>Group 3:</p> <p>Group 4:</p>	<p>CATCH-UP DAY</p> <p>Use this as an opportunity to complete small groups with children you may have missed throughout the week.</p> <p>Children to work with today (initials):</p>

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
groups per day and spend the remainder of the time engaging with children in the interest areas.	<p>PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests</p> <p>Write children's initials below:</p> <p>Group 1:</p> <p>Group 2:</p> <p>Group 3:</p> <p>Group 4:</p> <p>Group 5:</p>	<p>Group 4:</p> <p>Group 5:</p>	<p>Group 3:</p> <p>Group 4:</p> <p>Group 5:</p>	<p>Group 5:</p>	
Outdoors	See Section IV, Ideas for Learning Centers.				
Lunch	Invite children to consider what they are eating. Could babies eat this food? Why or why not?				

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
Centers	See Section IV, Ideas for Learning Centers.				
Opportunities for differentiation and integration of goals for children with IEPs	To be completed as needed by teachers.				

VIII. Student Work Samples

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

Examples 1, 2 and 3: Animal Baby Investigations

Activity Type: Small group, Centers and Culminating Experiences

NYSPLS Standard: *PK.ELAL.17. [PKW.6] Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge (e.g., record and discuss an experiment of items that float and sink)*



"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. 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 hatchings 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!"

IX. 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

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: Songs with Lyrics

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.

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.

Additional 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

X. Foundational Learning Experiences: Lesson Plan

Documentation: Based on the Focus Question, Objective, and Focus Standard as well as the Authentic Assessment items, teachers will determine what they hope to see children do in an activity. They should take notes as children are working to record the skills and growth children demonstrate. For the lesson plans included in this unit, a note-taking form is included. Please note the NYSPLS standards and assessment items listed in each lesson plan. Keep in mind that you may be addressing additional assessment items and standards

Lesson: Baby Nursery

Type: Learning Centers

Unit of Study: Babies	Focus Question: What do human babies need?
Objective: Children will work together and problem solve to create a place to care for babies in the classroom.	
<p>NYSPLS Focus Standard: <i>PK.AL.2 Actively engages in problem solving</i></p> <p>Additional NYSPLS Standards: <i>PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions</i></p>	<p>Link to Authentic Assessment Systems</p> <p>WWS: I.C.2: Attends to tasks and seeks help when encountering a problem</p> <p>TSG: 11.C. Solves problems</p> <p>COR: B: Problem solving with materials</p>
<p>Materials:</p> <ul style="list-style-type: none"> 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). 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. 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.). Large paper and markers. Baby dolls or stuffed animals. 	<p>Vocabulary: adopted, appointment, baby, bassinet, bib, bottle, born, buggy, care, car seat, clothing, cradle, crib, cry, cuddle, diaper, gentle, glide, hospital, infant, lullaby, newborn, nursery, nurture, parent, pediatrician, premature, rattle, sleep, sling, snuggle, 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. Compare 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 them 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 when they were looking for baby supplies for the nursery that were not provided? Was the child able to implement their solutions? What processes did they 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 plan to implement them.

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

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 can also rotate through this activity to allow 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?

Assessment Opportunity

Centers Experience: Baby Nursery

NYSPLS Focus Standard:
PK.AL.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 when they were looking for baby supplies for the nursery that were not provided?	Was the child able to implement their solutions? What strategies did they use?	Notes

Child's name	What solutions did the child generate when they were looking for baby supplies for the nursery that were not provided?	Was the child able to implement their solutions? What strategies did they use?	Notes

Lesson: Animal Investigations

Type: Small Group Activity

<p>Unit of Study: Babies</p>	<p>Focus Question: What can we learn about animal babies?</p>
<p>Objective: Children will begin exploring animal babies.</p>	
<p>NYSPLS Focus Standard: <i>PK.ELAL.17. [PKW.6] Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge (e.g., record and discuss an experiment of items that float and sink)</i></p> <p>Additional NYSPLS Standards: <i>PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions</i></p>	<p>Link to Authentic Assessment Systems:</p> <p>WSS: II.C.4: Recounts some key ideas and details from a text.</p> <p>TSG: 18. A: Interacts during reading experiences, book conversations, and text reflections.</p> <p>COR: M: Listening and Comprehension</p>
<p>Materials: Books and pictures about a variety of animal babies. Include books with information about many animals as well as books that focus on a specific type of animal baby.</p>	<p>Vocabulary: egg, habitat, hatch, veterinarian</p> <p><i>As your children choose animal babies to investigate, add the names for the animal adults and babies that are relevant. See Section IX for teacher resources that will help identify accurate vocabulary.</i></p>
<p>Procedure:</p> <p>Hook: 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.</p> <p>Beginning:</p> <p>Invite children to look at the books and pictures you have supplied.</p> <p>Allow them to self-select the books and pictures they explore. They should be free to look at several resources.</p> <p>Middle:</p> <p>As children look through the materials, note which ones seem most interesting to them. Pay attention to what they notice and say.</p> <p>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?”</p>	

Why?”

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.

End:

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, there may be children who would benefit from working independently.

Assessment: What did the child seem interested in as they began to research 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 individual children’s IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?

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.

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?

Assessment Opportunity

Small Group Experience: Animal Investigations

NYSPLS Focus Standard

PK.ELAL.17. [PKW.6] Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge (e.g., record and discuss an experiment of items that float and sink)

Authentic Assessment Alignment

WSS: II.C.4: Recounts some key ideas and details from a text.

TSG: 18. A: Interacts during reading experiences, book conversations, and text reflections.

COR: M: Listening and Comprehension

Child's name	What did the child seem interested in as they began to research animal babies?	Notes

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Lesson: *Lizard from the Park* by Mark Pett

Type: Read Aloud

<p>Unit of Study: Babies</p>	<p>Focus Question: What can we learn about animal babies?</p>
<p>Objective: Children will ask and answer questions about the text.</p>	
<p>NYSPLS Focus Standard: <i>PK.ELAL.5. [PKR.1.] Participates in discussions about a text (e.g., during whole or small group interactive read-aloud discussions, during peer sharing, within play scenarios)</i></p> <p>Additional NYSPLS Standard: <i>PK.MATH.1. [NY-PK.CC.1.] Counts to 20</i></p>	<p>Link to Authentic Assessment Systems:</p> <p>WSS: II.B.2: Follows rules for conversation. TSG: 18: Comprehends and responds to books and other texts. COR: M: Listening and comprehension.</p>
<p>Materials: <i>Over in the Meadow</i> by Ezra Jack Keats</p>	<p>Vocabulary: egg, disguise, grow, lizard, outgrow, parade</p>
<p>Procedure:</p> <p>Hook: Show children the cover of the book.</p> <p>Beginning: Share the title of the book. Share the author’s name as well as the illustrator’s name. Ask the children what they think this book is about.</p> <p>Middle: Read the book to the children. Pause throughout the book to ask the questions suggested in Section IX and to answer questions children may have about the book.</p> <p>End: Briefly summarize the story for the children. Ask any additional questions from Section VI as applicable.</p>	

<p>Assessment: What questions does the child ask and answer about the book?</p>
<p>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</p> <p>For children who need additional support: 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>For children who are ready for a challenge: 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>Children with IEPs: How will I incorporate individual children’s 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>Teacher Tip:</p> <ul style="list-style-type: none"> • Supplement the names of the animals in the book with those the children in your class are investigating. • 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.
<p>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?</p>

Assessment Opportunity

Read Aloud Experience: *Lizard from the Park* by Mark Pett

NYSPLS Focus Standard
PK.ELAL.5. [PKR.1.] Participates in discussions about a text (e.g., during whole or small group interactive read-aloud discussions, during peer sharing, within play scenarios)

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: Now and Then

Type: Small Group Activity

Unit of Study: Babies	Focus Question: How do babies change?
Objective: Children will begin to understand how they have changed over time.	
<p>NYSPLS Focus Standard: <i>PK.SOC.6. 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>Additional NYSPLS Standard: <i>PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests</i></p>	<p>Link to Authentic Assessment Systems:</p> <p>WSS: N/A</p> <p>TSG: 31: Explores change related to familiar people or places.</p> <p>COR: HH: History.</p>
Materials: Paper, writing utensils (crayons, markers, colored pencils)	Vocabulary: big, change, child, grow, height, size, small, talk, tiny, walk, weight
<p>Procedure:</p> <p>Hook: Show a picture of yourself as a baby and talk about how you have changed since you were a baby.</p> <p>OR</p> <p>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>Beginning:</p> <p>Remind children that they were once babies but have grown bigger.</p> <p>Ask children if they remember when they were babies. Allow them to share their responses.</p> <p>Middle:</p> <p>Ask children to think about things that they can do. Could they do these same things when they were babies? Why or why not? What has changed?</p> <p>Fold a piece of paper in half. Title one side “Now” and the other “Then.”</p> <p>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</p>	

walk and run.”

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.

End:

Summarize the children’s responses and celebrate how they have grown and changed.

Assessment: Was the child able describe how they have grown by explaining what they used to do? What did they 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 individual children’s IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?

Teacher Tip:

- This activity can be completed with one chart for the class 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?

Assessment Opportunity

Small Group Experience: Then and Now

NYSPLS Focus Standard:
PK.SOC.6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities

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 they have grown by explaining what they used to do? What did they describe?	Notes

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XI. Appendices

Appendix A: Sample Animal Baby Information

Elephant	
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. Calves weigh about 220 lbs at birth. 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. Most calves are born at night. Calves are born with curly black or red hair on their foreheads.
Text suggestion	<i>Elephants (National Geographic Readers Series Level 1)</i> by Avery Hunt

Frog	
Name of baby	Tadpole
Habitat	Tadpoles are very fragile when they are born so they stick themselves to weeds right after birth. After about a week tadpoles start to swim and explore. 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	Frogs (National Geographic Readers Series Level 1) by Elizabeth Carney

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.