

**Sorting Beans**

NAMING WORDS		ACTION WORDS		DESCRIBING WORDS	
seed	shapes	sort	examine	tiny	beige
skin	shell	compare	slide	skinny	mottled
scoops	packet	measure	cascade	round	dark
bowls	bean	pour		flat	hard
spoons		scoop		oblong	smooth

**Comments / Questions / Expanded Conversations**

**RIGHT HERE:**

- **Use Parallel Talk + Open Ended Questions – for example:**

I see that you are examining all of the different types of beans. You are looking at them carefully. What shapes do you see? What colors do you see? You are scooping up handfuls of seeds and letting them slide through your fingers. They are cascading out of your hands like a waterfall. How do they feel?

- **Use Self Talk + Forced Choice Questions – for example:**

I have two bowls that I can use to sort the beans. Should I put the long, skinny beans or the round beans in this bowl?

- **Expand Children’s Comments – for example:**

Child: I’m pouring beans.

Teacher: The beans are pouring down from the scoop and into the bowl.

- **Encourage Problem Solving – for example:**

Mia wants to join us at the table, and there is room for her here, but all the bowls and scoops are being used. What could we do so Mia can play with us too?

**CONNECT TO TEXT:**

How are these beans similar or different to the seeds Zinnia planted in *Zinnia’s Flower Garden*?

**NON-IMMEDIATE EVENTS:**

Remember the vegetable soup in the book *The Ugly Vegetables*? What kind of soup do you like? What kinds of vegetables do you like to eat?

**Above and Below Garden Soil**

NAMING WORDS		ACTION WORDS	DESCRIBING WORDS
garden	weed	plant	similar
flower	bud	sprout	different
vegetable	bloom	weed	alike
soil	blossom	bloom	
dirt	seed	blossom	
insect	row		
stem			
roots			
seedling			

**Comments / Questions / Expanded Conversations**

**RIGHT HERE:**

- **Use Parallel Talk to Build Up and Break Down Vocabulary – for example:**

You are using Beautiful Stuff to create a model of a garden. First you created a plan, then you chose materials, and now you are arranging the materials to create your design.

- **Use Self Talk + Forced Choice Questions – for example:**

I used two different colors to illustrate the flowers in my garden. I wonder if I should draw some more or if I should add some Beautiful Stuff?

- **Expand Children’s Comments – for example:**

Child: I made a flower.

Teacher: You made an orange flower with three petals and a green stem.

**CONNECT TO TEXT:**

In *Zinnia’s Flower Garden*, Zinnia planted seeds and they sprouted and grew roots. Let’s look at the illustrations to find things that are above and below the soil in Zinnia’s garden.

Unit 6    Week 1    Library & Listening

Researching City Gardens

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
city town neighborhood community garden flower vegetable	plant            collaborate design weed nurture care design	urban similar different suburban rural

Comments / Questions / Expanded Conversations

**RIGHT HERE:**

- **Use Self Talk with a Focus on Morphology -- for example:**

I am researching city gardens and learning about how they are designed. I am reading about city gardens so when I am playing I can have fun building a city garden in Blocks.

- **Expand Children's Comments – for example:**

Child: Interesting.

Teacher: Do you think it's interesting how the gardens you are looking at in those photographs are designed?

**NON-IMMEDIATE EVENTS:**

Near our school there is a community garden, and when I drive home I can often see people working together to grow their flowers and vegetables.

**Building a Garden**

NAMING WORDS		ACTION WORDS		DESCRIBING WORDS
garden	stem	compare	plan	similar
flower	seedling	contrast	create	different
vegetable	bud	construct	collaborate	
soil	seed	build		
sprout	bloom	design		

**Comments / Questions / Expanded Conversations**

**RIGHT HERE:**

- **Use Parallel Talk + Open Ended Questions -- for example:**

You created a garden with these blocks. What plants will grow in your garden? How will you help the plants grow?

- **Expand Children’s Comments -- for example:**

Child: I put the sign on.

Teacher: You mounted the sign next to your seeds and you secured it with tape.

Child: Mine says “carrots”.

Teacher: You posted a sign and displayed it in next to your seeds so everyone will know that you planted carrot seeds.

**CONNECT TO TEXT:**

In my garden at home I display signs that tell the names of the flowers and the vegetables. I mount them on stakes when I plant the seeds so I know what will be growing there. What kind of signs were displayed in the gardens in the book, *The Ugly Vegetables*?

**NON-IMMEDIATE EVENTS:**

I think I will design a sign for my bedroom at home. I will make it say ‘Do not disturb’ so that no one will come in and interrupt me if I am working or sleeping. I will only display it if I don’t want to be disturbed. I will take it down when it is okay for people to come in. If you designed a sign, what would it say?

**Unit 6    Week 1    Puzzles and Manipulatives**

**Beans**

<b>NAMING WORDS</b>	<b>ACTION WORDS</b>	<b>DESCRIBING WORDS</b>
seed bean kind characteristics garden attribute	attributes type variety	category inspect examine compare describe observe plant measure predict
		numerous different unlike distinct same alike identical tiny

**Comments / Questions / Expanded Conversations**

**RIGHT HERE:**

- **Use Self Talk to Build Up and Break Down Language – for example:**

I am using these beans to measure this line. I will put the beans next to each other, and then I will count and see how many beans fit on the line.

- **Expand Children’s Comments -- for example:**

Child: I put beans.

Teacher: You measured the line with the beans. On, two, three, four- four beans. The line is four beans long.

**CONNECT TO TEXT:**

How is putting beans on a line or making seed groups similar to or different from how Zinnia or the girl and her mother planted seeds in *Zinnia’s Flower Garden* or in *The Ugly Vegetables*?

**NON-IMMEDIATE EVENTS:**

On the sidewalk near my house, there are weeds growing in the cracks in the sidewalk. What grows near where you live?

**Unit 6    Week 1    Dramatization**

**Garden Center**

<b>NAMING WORDS</b>	<b>ACTION WORDS</b>	<b>DESCRIBING WORDS</b>
garden            fertilizer nursery            cashier seedling    watering can bulb                spade tool                 customer	purchase    buy sell grow assist enrich	similar        fragrant different      scented busy variety colorful

**Comments / Questions / Expanded Conversations**

**RIGHT HERE:**

- **Use Self Talk + Repetition to focus on Vocabulary – for example:**

I need to purchase fertilizer and some lettuce seeds. I'm going to use the fertilizer to help enrich the soil to make my seeds grow faster. The fertilizer is very helpful because it makes my seeds grow.

- **Expand Children's Comments – for example:**

Child: I'm selling things.

Teacher: You just sold a spade and some fertilizer to the customer. He paid you five dollars for his purchase.

**CONNECT TO TEXT:**

I wonder where the girl and her mother purchased the seeds for the vegetables that they grew in their garden in *The Ugly Vegetables*?

**NON-IMMEDIATE EVENTS:**

How is a garden center the same as/ different from a hardware/ grocery/ department store?

**Garden Signs**

NAMING WORDS:		ACTION WORDS		DESCRIBING WORDS	
crop	sprout	identify	describe	mature	clear
label	seedling	label	clarify	immature	understandable
sign	soil	assist		small	
seed	flower	remember		grown	

**Comments / Questions / Expanded Conversations**

**RIGHT HERE:**

- **Use Parallel Talk + Forced Choices – for example:**

What an interesting sign. You are using letters and pictures to create your sign. Will you use crayons or markers to finish your work?

- **Use Self Talk and Focus on Morphology – for example: regular past tense**

I planned my sign, and then I created a design for the picture I wanted to include. I gathered materials to help me make my sign,

- **Teach Social Language:**

Say to Alyssa, “May I please borrow that pencil?” If you ask her politely and she does not share, I will help you, but you have to ask politely first.

**CONNECT TO TEXT:**

Let’s look in the back of the book, *The Ugly Vegetables*, and copy the Chinese words that are written next to the vegetable names in Chinese characters and in English letters.

**NON-IMMEDIATE EVENTS:**

When I help my mother plant vegetables in her garden we also use signs to remember where we planted the seeds.