

Reflections in Water

NAMING WORDS		ACTION WORDS		DESCRIBING WORDS
light	raccoon	reflect	document	shiny
reflection	swamp	view	shine	reflective
surface	mylar	explore	illuminate	bright
Illustration	pond	observe	notice	dull
				clear

Comments / Questions / Expanded Conversation

RIGHT HERE:

- **Use Self talk + Force Choice Questions – for example:**

I can see my reflection in the mylar. My face looks a little blurry. When you look at your reflection in the mylar does it look clear like in a mirror or blurry?

- **Expand Children’s Comments:**

Child: This reflection is bright.

Teacher: That reflection is bright and very clear and detailed.

Teacher: You see a reflection of your face!

CONNECT TO TEXT:

In the book, *Raccoon On His Own*, the raccoon saw his reflection in the water of the stream. What else did he see in the stream on his journey in the boat?

NON-IMMEDIATE EVENTS:

I saw my face and the sky reflected in a puddle outside today. When you go outside, look in the big puddle and see what is reflected. Then, try to remember to tell me about it. !

Sorting Reflective/ Non-Reflective Materials

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS	
mirror surface characteristic category	sort classify describe decide organize	shiny crumpled aluminum dull	dull flat reflective non-reflective

Comments / Questions / Expanded Conversation

RIGHT HERE:

- **Use Self talk + Open ended Questions – for example:**

I put these materials together in the reflective category. What kinds of materials have you gathered?.

- **Expand Children’s Comments:**

Child: Mine is shiny.

Teacher: Yes. The foil on my paper is shiny and reflective.

CONNECT TO TEXT:

The little girl in the book, *Play With Me*, looked in the pond and saw reflections. What animals did she see reflected there?

NON-IMMEDIATE EVENTS:

I am looking forward to using all of these materials to make a collage. I wonder what sort of design I should create. I will spend some time over the next few days thinking about what kind of collage I might like to make.

Painting a Woodland

NAMING WORDS		ACTION WORDS		DESCRIBING WORDS	
meadow	fawn	paint	create	color names	colorful
pond	frog	design	include	light	bright
stream	box turtle	choose	combine	creative	unique
reflection	chipmunk				
blue jay	turtle				
alligator	raccoon				
snake	reptile				
amphibian					

Comments / Questions / Expanded Conversation

RIGHT HERE:

- **Use Parallel talk + Open ended Questions – for example:**

You included animals from the books in your design. I see a blue jay in the sky and here is the box turtle...what other animals did you include in your painting?

- **Use Self talk – for example:**

I like the light blue color of this paint that I made by mixing some white paint with the blue paint. I think I'll call it 'pond blue!' And I made a light green alligator the same way, by combining green and white paint.

- **Expand Children's Comments**

Child: I made a painting!

Teacher: You painted with several colors. No one else has painted a purple raccoon. That makes your colorful painting unique.

CONNECT TO TEXT:

In the book, *Raccoon on His Own*, there was a big reptile, an alligator. I see it in your painting. There were three reptiles in *Play With Me*: the frog, the turtle, and the snake. If you were looking for a frog, a turtle or a snake, where would you look?

NON-IMMEDIATE EVENTS:

If you could have some animals as friends like the girl in the book, *Play With Me*, what animals would you choose?

Unit 5 Week 1 Puzzles and Manipulatives

Woodland Animal Puzzles

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
jigsaw puzzle deer piece rabbits animals meadows frogs ponds chipmunks rivers raccoons wood forest stream	fit find attach connect match complete emerge predict	color names shape words size words

Comments / Questions / Expanded Conversation

RIGHT HERE:

- **Use Parallel talk + Prediction – for example:**

You found the piece that fits and attached it. I see the picture starting to emerge. What animal do you predict this will be?

- **Use Parallel Talk with a Focus on Morphology – (plurals):**

I see puzzles with rabbits, and chipmunks, and frogs, and _____ (point to other animals and encourage the child to say the names...frogs, snakes, raccoons etc.)

CONNECT TO TEXT (Categorization and language comprehension):

Both of the stories that we read this week told about animals that live in forests, streams and ponds. Let's point to the animals that you see in your puzzle that live in the forest. Which ones live in the forest? (If the child is only pointing, name the animals for the child.)

NON-IMMEDIATE EVENTS:

I have a puzzle table at my house. We always have a puzzle on the table to work on. What do you do for fun when you are not at school?

Mylar and Block Structures

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
reflection light surface swamp illustration raccoon structure mylar	(present progressive and irregular past tense) building / built making / made falling / fell breaking / broken growing / grew create plan sketch	(comparatives and superlatives) big / bigger / biggest tall / taller / tallest high / higher / highest long / longer / longest strong / stronger / strongest wide / wider / widest thin / thinner / thinnest thick / thicker / thickest flat / flatter / flattest

Comments / Questions / Expanded Conversation

RIGHT HERE:

- **Use Parallel talk with a Focus on Morphology – for example:**

You are building a tower. It is tall, now it is taller, now it is the tallest tower of all. You built the tallest tower in the block town.

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

I am making a house. It is going to have thick high walls and a wide flat roof. See, this house has the thickest, highest walls and the widest roof of all the houses in this block town. Tell me about what you are building.

- **Use Morphological Expansions – for example:**

Child: make a tower Teacher: You made a tower.

Child: My tower is big. Teacher: Your tower is bigger and taller than the one you built before.

NON-IMMEDIATE EVENTS:

Child: I falled down on the ice at my house.

Teacher: You fell? You fell on the ice? I hope you didn't get hurt. Tell me more about what happened.

Unit 5 Week 1 Dramatic Play

Woodland/ Swamp

NAMING WORDS		ACTION WORDS		DESCRIBING WORDS
woodland	moss	notice	design	tall
forest	ferns	overlap	view	short
habitat	canopy	grow	appear	sunny
tree	branches	plan		green
sunlight	cave	create		

Comments / Questions / Expanded Conversation

RIGHT HERE:

- **Use Parallel talk + Forced Choice Questions – for example:**

I see that you are looking in *Play With Me* to get ideas about creating a woodland. There are lots of different animals in that book. Would you like to make a bird or a turtle?

- **Use Self talk + Open Ended Question + Forced Choice Question**

I am going to sketch a plan for creating some trees with construction paper. Do you think I should make tall trees or short trees?

CONNECT TO TEXT:

In the book, *Play With Me*, the little girl sat at a pond in a woodland, and many animals came to sit near her. I wonder what other animals she might have seen if she had walked further into the woods.

NON-IMMEDIATE EVENTS (use immediate examples first):

I enjoy walking in the woods sometimes. It is very peaceful and quiet, and if I listen carefully I can hear animals making all sorts of different sounds.

Unit 5 Week 1 Library and Listening

Woodland/ Swamp Research

NAMING WORDS		ACTION WORDS		DESCRIBING WORDS
researcher	graph	investigate	analyze	non-fiction
data	fact	explore		
information		revise		
zoologist		report		
results		summarize		

Comments /Questions / Expanded Conversation

RIGHT HERE:

- **Use Parallel Talk + Open Ended Question – foreexample:**

I see that you are reading a book about squirrels. What are you learning?

- **Ask an Open Ended Question + Use Self Talk – for example:**

What is something interesting about deer? I read in this book that deer sometimes have antlers.

- **Use Self Talk + Open Ended Question – foreexample:**

When I read this book about lizards I had a lot of questions. I wonder what else I could do to find out more information about lizards?

Text Connections:

This book about raccoons reminds me of *Raccoon on His Own* and the raccoon's adventure in the boat.