

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 – forexample:**

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. !

Unit 5 Week 2 Puzzles and Manipulatives

Reflection Puzzles

NAMING WORDS	ACTION WORDS		DESCRIBING WORDS
jigsaw puzzle piece reflection image	fit attach match emerge rotate solve	find connect complete predict	color names shape words size words similar different

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 reflection do you predict this will be?

You are matching similar colors- red to red, grey to grey. That looks like a helpful technique for completing the puzzle.

CONNECT TO TEXT (Categorization and language comprehension):

In *Raccoon on His Own* and *Play With Me* there were reflections in water. What other sorts of reflections can we see in these puzzles?

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?

Unit 5 Week 2 Blocks

Mirror and Block Structures

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
reflection light surface swamp illustration raccoon structure mirror	(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 – foreexample:**

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 blocktown.

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

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 – foreexample:**

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 myhouse.

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

Unit 5 Week 2 Library and Listening

Researching Nocturnal Animals

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

Comments /Questions /ExpandedConversation

RIGHT HERE:

- **Use Parallel Talk + Open Ended Question –forexample:**
I see that you are reading a book about bats. What are you learning?
- **Ask an Open Ended Question + Use Self Talk – for example:**
What is something interesting about raccoons? I read in this book that raccoons sometimes wash their food before eating it.
- **Use Self Talk + Open Ended Question –forexample:**
When I read this book about bats I had a lot of questions. I wonder what else I could do to find out more information about bats?

Text Connections:

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

Black, White, and Gray Illustrations

NAMING WORDS		ACTION WORDS	DESCRIBING WORDS
surface	media	describe	light
image	painting	adhere	bright
light	sculpture	collaborate	dark
illustration	tint	sketch	dull
shade			

Comments / Questions / Expanded Conversation

RIGHT HERE:

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

First, you sketched a design and then you gathered materials from Beautiful Stuff. Should I sketch a plan first to start my illustration?

- **Use Self talk with a Focus on Morphological Word Endings** (regular past tense) :

I sketched my illustration and then I painted it on a piece of paper. Then, I decorated it with beautiful stuff. What did you do?

CONNECT TO TEXT: (focus on syntax and social skills)

In the book, *Play With Me*, the little girl asked the animals, “Will you play with me?” Let’s invite a new friend to come play at the Art Studio. Let’s go ask Takia, “Will you play with us? Will you create illustrations with us?”

NON-IMMEDIATE EVENTS:

I like to create illustrations at home. Sometimes I paint, and sometimes I draw or sketch with pencils. I might use black and white, but sometimes I use a variety of different colors. Do you ever draw or sketch or paint at home?

Reflective Collages

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
collage foil masking tape type of paper (reflective, non-reflective, tissue, construction)	attach secure paste tape crush smooth-out create glue design decorate	shiny dull crumpled flat aluminum reflective dull non-reflective creative innovative

Comments / Questions / Expanded Conversation

RIGHT HERE:

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

I created a reflective design in the center of my collage with the foil. Look at my reflection. What kind of design did you make in your collage? Let's look at your reflection in your collage.

- **Expand Children's Comments:**

Child: Mine is shiny.

Teacher: Yes. The paper in your collage 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 going to hang my collage on my refrigerator at home. I am going to have my friends look for their reflections in my collage. Where are you going to hang your collage? Who would you like to have look for their reflections in your collage?

Unit 5 Week 2 Writing Center

Reflection Search

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
cartographer map piece location part reflection whole distance location detail	locate clarify depict describe illustrate discover represent explain	color words

Comments / Questions / Expanded Conversations

RIGHT HERE:

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

What a (colorful, creative, interesting) map! Tell me about this part here that you drew with the brown pencil. Describe why you made it. What reflection did you find that is this color brown?

- **Use Self Talk + Open Ended Questions – forexample:**

I like using colored pencils. There are so many different shades. This lime green pencil is just the right color for what I found. It's the same color. What colors do you like using?

CONNECT TO TEXT:

We could make a map showing the swamp and the pond from *Raccoon on His Own* and *Play With Me*.

NON-IMMEDIATE EVENTS:

After we complete our maps, we can share them with our friends and see if they are able to use the maps to find the different reflections around our classroom.