**Unit 1: Family**

**Week 2**

**Art Studio: Blowing and Painting with Bubbles**

| **Naming Words** | **Action Words** | **Describing Words** |
| --- | --- | --- |
| bubblessoapwaterIllustratorillustrationtechniqueprint | containermixturestrawdesign | blowdipsurroundingexperimentaim |  | color namesoppositeinteresting |  |

| **Comments/ Questions/Expanded Conversations** |
| --- |
| * **Use self talk (describe what you are doing) + use of vocabulary.**

**For example:** I am going to choose this **straw** to use. I will **dip** the straw into the bubble solution, **aim** my **straw** at my paper, and then **blow.** I can see that the **bubbles** pop when they touch the paper and create a **design** on my paper. I think that’s **interesting**! * **Model Social Skills.For example:** Remember, we have plenty of materials for everybody. If you want to try a different straw, Jonathan, you can use your words and ask her nicely: “Suzie, can you please pass me a new straw?”
 |

| **Connect to Text** |
| --- |
| In *Crybaby*, Father blows many different sized bubbles, just like how you are blowing tiny and large bubbles.  |

| **Non-Immediate Events** |
| --- |
| My daughter enjoys blowing bubbles like you do. She likes to experiment with putting different tools in the bubble mixture to see if she can blow bubbles out.  |

**Unit 1: Family**

**Week 2**

**Easel: Paintings Inspired by *Crybaby***

| **Naming Words** | **Action Words** | **Describing Words** |
| --- | --- | --- |
| easelIllustratorillustrationsauthorinspirationmaterialpaint brush | brush strokeideapainting | depictcreate mixpaint |  | quietthick thin color namesshape |  |

| **Comments/ Questions/Expanded Conversations** |
| --- |
| * **Use parallel talk (describe what the child is doing) + indirect question.**

**For example:** I see that you used pink and brown to paint the baby. What can you tell me about her?* **Use Encouragement by Supporting Effort and Effect.**

**For example:** You worked very hard on this picture. You said to Andre, “I like your family in your picture.” Now look how happy he is. I think you made him feel proud of his work.  |

| **Connect to Text** |
| --- |
| In *Crybaby*, the illustrator, Karen Beaumont, sometimes uses white outline in her paintings, similar to the lines in your painting.  |

| **Non-Immediate Events** |
| --- |
| The painting you are creating reminds me of a painting of my family that I have at my home. My family painting shows me, my mother, my father, and my grandparents.  |

**Unit 1: Family**

**Week 2**

**Discovery Table: Water Transfer** (continued from Week 1)

| **Naming Words** | **Action Words** | **Describing Words** |
| --- | --- | --- |
| containerfunnelbottletoolcaptube |  | dipsubmergefilltransferflowrefillaim | squirttargetsqueezepourspillunscrew | primenarrowpump (bottle) |  |

| **Comments/ Questions/Expanded Conversations** |
| --- |
| * **Use parallel talk (describe what the child is doing) + open ended questions.**

**For example:** I notice you are pouring water back and forth from one container to another. How does the water move when you **transfer** it from one bottle to another?* **Use self talk (describe what you are doing) + repeated use of vocabulary words.**

**For example:** I am really interested in this **funnel** because I have one at my house just like it. I am going to place the **funnel** on top of this **bottle** and **pour** water into it. The  **funnel** helps me **fill** this **bottle** with water. I have to be careful not to **spill** water out of the water table! |

| **Non-Immediate Events** |
| --- |
| Putting my hands in this water reminds me of when I take a bath at home. I like to bring cups into the bath. I enjoy filling the different cups with water and moving the water around. Sometimes I bring one toy into the bath with me and see if it can float.  |

**Unit 1: Family**

**Week 2**

**Manipulatives: Paint Chip Matching**

| **Naming Words** | **Action Words** | **Describing Words** |
| --- | --- | --- |
| paint chiptonehuesample hardware store | clothespin shadegroup | sort matchcompare contrast experiment  | organize  | light dark bright dull vibrant  | similarDifferentmorelessleast |

| **Comments/ Questions/Expanded Conversations** |
| --- |
| * **Build Up and Break Down Vocabulary.For example:** I see several different shades of red here. These colors don’t look exactly the same- they are all red, but some are lighter, some are darker. They are different shades.
* **Model Social Skills.For example:** It looks as if Alberto is making a collection of different shades of orange. I see that you have a few orange pieces in front of you. Perhaps you could offer some of your pieces. You could say, “Here, Alberto, would you like these orange pieces?”
 |

| **Connect to Text** |
| --- |
| In the book, *Peter’s Chair,* Peter’s father was busy painting furniture pink for Peter’s baby sister, Susie. Peter wasn’t happy about that. Different people like different colors- Peter didn’t like pink, but he probably liked another color- maybe green, or red, or yellow. |

| **Non-Immediate Events** |
| --- |
| I had to paint the walls in my house. I went to a hardware store and looked at all the paint samples so that I could decide the best color to use. I brought some samples home with me to decide what colors would go best together.  |