**Unit 1: Family**

**Week 2**

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

| **Naming Words** | | **Action Words** | | **Describing Words** | |
| --- | --- | --- | --- | --- | --- |
| bubbles  soap  water  Illustrator  illustration  technique  print | container  mixture  straw  design | blow  dip  surrounding  experiment  aim |  | color names  opposite  interesting |  |

| **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** | |
| --- | --- | --- | --- | --- | --- |
| easel  Illustrator  illustrations  author  inspiration  material  paint brush | brush stroke  idea  painting | depict  create  mix  paint |  | quiet  thick  thin  color names  shape |  |

| **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** | |
| --- | --- | --- | --- | --- | --- |
| container  funnel  bottle  tool  cap  tube |  | dip  submerge  fill  transfer  flow  refill  aim | squirt  target  squeeze  pour  spill  unscrew | prime  narrow  pump (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 chip  tone  hue  sample hardware store | clothespin  shade  group | sort  match  compare contrast experiment | organize | light  dark  bright  dull  vibrant | similar  Different  more  less  least |

| **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. |