

Molding Sand

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
mold shape bottom	crumble dump fill jiggle overturn tap remove	wet dry moist pack

Comments / Questions / Expanded Conversation

RIGHT HERE:

• **Use Parallel Talk+ Open Ended Question-forexample:**

You're working very hard filling up that mold. I see that you are packing down the moist sand. It looks like it will hold its shape. What kind of mold will you use next?

• **Use Self Talk+ Open Ended+ Forced Choice Questions-forexample:**

I am filling my mold with sand. I am turning over my mold, tapping the bottom and removing the mold. Oh no, the shape is crumbling. How did that happen? (wait for response, if no response then ask a forced choice question) Was the sand too wet or too dry? Maybe we need to add some more water to the sand to moisten it.

CONNECT TO TEXT

Let's pretend we are making a cake like the one in the book *A Letter to Amy*. We will need to make sure the sand is very moist and packed down into the mold, so it will hold its shape when we turn over the mold.

NON-IMMEDIATE EVENTS:

We could pretend that we are making mountains or castles at the beach. What would you like to pretend?

Grocery Store and Markets

NAMING WORDS		ACTION WORDS	DESCRIBING WORDS
bill	bread	shopping	busy
cereal	cheese	write	crowded
dinner	fruit	jot (down)	full
grocery store	list	drive	fresh
lunch	money	ride	canned
paper	ingredients	push	
supermarket		carry	
shopping basket		buy	
shopping cart		bake	

Comments / Questions / Expanded Conversation

RIGHT HERE:

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

I would like to go with you to the grocery store, if you don't mind. I need a pencil and a piece of paper to jot down a few things on a list first. I need some fresh fruit , bread and cereal. What are you planning to buy at the grocery store?

• **Use Parallel Talk + Open Ended Question + Forced Choice Question:**

Look at all the ingredients you bought at the supermarket! What are you going to make? (wait for a response, if child doesn't respond, ask a forced choice question) Are you going to make pizza or bake cookies?

• **Model Problem Solving - forexample:**

My, this is a busy store. It's very crowded today and there are no more shopping carts. What should we do? (as children offer ideas) That's an idea! What else could we do? (offer a forced choice between two ideas) Should we _____ or _____ ?

CONNECT TO TEXT:

Remember in the book, *The Little Red Hen (Makes a Pizza)*, when the hen went shopping, she did not make a list and then she forgot to buy mozzarella cheese.

NON-IMMEDIATE EVENTS:

I remember riding in shopping carts when I was little. What do you remember about going to the grocery store?

Writing and Drawing: Documenting a Process

Naming Words	Action Words	Describing Words	
process instructions materials	order document illustrate	first next last helpful	numbers

Comments/ Questions/Expanded Conversations

- **Use parallel talk + open ended questions.**
For example: You drew very detailed illustrations of how to get dressed to outside. What would you like me to write about these pictures?
- **Use self talk + open ended questions.**
For example: I drew a picture of you and Samantha getting ready for recess. What do you think is happening in this first illustration? What might I add?
- **Model talking about feelings.**
For example: In this drawing, I can see the person getting dressed with a hat and jacket. Yesterday, I noticed Julia helping Thomas with his zipper on his jacket. Thomas was smiling, so I think Julia made him happy.

Connect to Text

In *The Little Red Hen Makes a Pizza*, the Little Red Hen went through a long process before she was able to make her pizza. What were some of the steps?

Non-Immediate Events

This weekend, my vacuum cleaner stopped working so I read the instructions and followed a process to fix it. First I took out the filter, next I cleaned it out, and last I put the filter back inside the vacuum.

Chalk Drawings

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
chalk line sidewalk texture	blend turn side rub	blurred dark hard light sharp wide thin pale bright

Comments / Questions / Expanded Conversation

RIGHT HERE:

• **Use ParallelTalk+ Open Ended Questions-forexample:**

You've used so many different colors in your drawing. What happened here where the two colors blended together?

Some of your lines are thin and others are wide. How did you make this very wide line?

• **Use Self Talk+ Forced Choice Questions-forexample:**

I want to make a drawing like yours. This chalk has a different texture from crayons . Should I make the lines thin and sharp or wide and blurred by turning my chalk on its side?

CONNECT TO TEXT:

In the book *Mathew and Tilly*, remember how Tilly used chalk to draw numbers and squares on the sidewalk . You are using chalk to draw a design on brightly colored construction paper.

NON-IMMEDIATE EVENTS:

If you could use chalk on the sidewalk, like Tilly did in the book, *Mathew and Tilly*, what would you draw?

Constructing a Playground

NAMING WORDS		ACTION WORDS	DESCRIBING WORDS	
ladder	playhouse	build	inside	outside
pool	slide	design	tall	high
swing	toys	live	low	wide
playground	gate	climb	noisy	
figure		jump		
climbing structure				
family member names				

Comments / Questions / Expanded Conversation

RIGHT HERE:

• **Use Parallel Talk + Indirect Question - for example:**

You have used many different size blocks. This section is very high, and this part over here is low and wide. Tell me about what you have built here. (if the child's response is limited, say, I see...and then use specific vocabulary to label the props the child is using for the playground)

• **Use Encouragement to Support Cooperative Play - for example:**

It looks like Lisa is holding some family figures. I think they would like to visit your building (playground or whatever the child has labeled the structure). Where is the door (or gate) to come in? (observe the play and then comment on any cooperative play that occurs)

CONNECT TO TEXT:

Lisa didn't mean to knock over your slide. It was an accident. Remember in the book *Matthew and Tilly* how Matthew and Tilly both got so mad at each other because of an accident. Matthew broke Tilly's crayon by accident. He didn't mean to break Tilly's crayon.

NON-IMMEDIATE EVENTS:

What do you like to do when you go to the playground?

Unit 2 Week 2 Art Studio: Table

Texture Rubbing

NAMING WORDS		ACTION WORDS	DESCRIBING WORDS
clipboard	design	insert	bumpy
pattern	rubbings	removed	over
texture	wraoinqs	rubbed	under

Comments / Questions / Expanded Conversation

RIGHT HERE:

- **Use Parallel Talk + Open Ended Question + Parallel Talk – for example:**
You have created an interesting rubbing. Can you tell me how you made it? (child demonstrates , but doesn't say anything) Oh, you put the leaf under the paper and rubbed the crayon over the paper and leaf. You made a bumpyrubbing.

- **Promote Social Interaction - forexample:**

Lisa and Marissa are interested in your rubbing. I think they would like you to show them how you put the leaf under the paper to make your bumpy rubbing. They can make their own or maybe they will choose something different.

CONNECT TO TEXT:

I wonder what kind of rubbing you could make with a piece of corduroy, like the corduroy material of the overalls in the book *Corduroy*.

NON-IMMEDIATE EVENTS:

When we go outside, what could we look for to use to make other rubbings?