

Winter Stories

NAMING WORDS		ACTION WORDS	DESCRIBING WORDS
snowman	snowplow	exploring	heavy
snowball	slope	shivering	fluffy
scarecrow	pile	tucking	steep
sled		sledding	slippery
boots		slide	
(other words on the cards)		trudge	

Comments / Questions / Expanded Conversation

Right Here:

- **Ask Open Ended Question + Parallel Talk + Open Ended Question – for example:**

What is happening in your story? (if no response, describe what you see) I see that you have drawn a snowman and a boy with big, heavy boots standing in some fluffy looking snow. What is the boy doing? (if the child responds, ask if you can write it on another piece of paper or below the picture).

- **Use Self Talk – for example:**

I am going to write a story about a boy who went sledding down a steep, slippery, slope. My first sentence will be “One day, a boy named (use a child’s name from the group) decided to go sledding on the giant pile of snow that the snowplow had made at the end of his street.”

CONNECT TO TEXT:

In the book, *A Hat for Minerva Louise*, the hens in the hen house were tucking their heads under their wings to keep warm. If your hands were cold where could you tuck your hands?

NON-IMMEDIATE EVENTS:

When I was a little girl, I liked to go sledding. We would climb up the hill slowly and then slide down fast on our sleds and then trudge back up the hill again. What do you like to do in the snow?

Showcase of Learning

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
showcase exhibit performance reflection	review select reflect display perform	colorful decorative careful complete

Comments / Questions / Expanded Conversation

RIGHT HERE:

• **Use Self Talk + Open Ended Question – for example:**

I think I will select these drawings because they show that John was trying very hard to understand how to depict different kinds of clouds. What pieces of work do you think we should select?

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

I see that you chose several photographs of the same sculpture. What is it about that sculpture that you find so interesting? I think we should choose only two images so we'll have room for other work as well. What two photographs would you like to select?

• **Expand Children's Comments – for example:**

Child: That's pretty.

Teacher: Yes. Tanya made a very colorful and decorative pattern!

NON-IMMEDIATE EVENTS:

This looks like real teamwork. Everyone is helping one another. Everyone is working together, but doing something different to select work for our showcase. Remember when we were building roads together, we talked about friends helping each other and about teamwork that is needed to build roads.

Blocks: Sledding

Naming Words		Action Words	Describing Words
sled	bottom	slide	steep
speed	slope	experiment	faster
ramp			slower
incline			
mountain			
top			

Comments/ Questions/Expanded Conversations

- Use parallel talk + modeling + open ended questions + forced choices.**
For example: It looks like you want to knock down your tall mountain. Let’s make sure everyone is safe and then you can collapse it. What could you say to keep everyone safe (pause for response, if no response, then continue)? Do you want to say “move back” or “watch out?”
 Crash! The building toppled over. What are you planning to do now (pause for a response, if no response, continue)? Do you want to stack the blocks again or put away the blocks?
- Expand children’s comments**
For example: Child: “My mountain taller.” Adult: Your mountain is tall; it looks like it would be very steep to climb and sled down.

Connect to Text

Your incline reminds me of the big, tall, heaping mountain of snow from *The Snowy Day*. Peter slid down the mountain. That must’ve been so fun!

Non-Immediate Events

I remember that you built a different incline yesterday and used different materials for a sled. Why did you make different choices today?

Clouds

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
precipitation cloud rain snow weather texture	adhere create depict experiment design plan imagine	cold wet three-dimensional

Comments / Questions / Expanded Conversation

RIGHT HERE:

- **Use Parallel Talk + Open Ended Question – for example:**

Your cloud is very white and puffy. It looks like it is full of precipitation. What kind of cloud did you make?

- **Use Self Talk + Model Prepositions – for example:**

I am going to attach cotton balls to the top of my cloud, then I will attach yellow yarn to the bottom of my cloud to make lightning. Behind my cloud I'm going to hide some black pieces of paper, they will be the thunder.

- **Expand Children's Comments:**

Child: I made a cloud.

Teacher: You used white tissue paper and you glued some cotton balls together to create a cloud.

CONNECT TO TEXT:

In the book, *The Snowy Day*, there were clouds in the sky when Peter went out to play in the snow. I wonder what materials we could use to create clouds like the ones depicted in the story.

NON-IMMEDIATE EVENTS:

When we go outside for recess today let's look and see what kinds of clouds we can see in the sky.

Ice Melting

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
treasure block of ice ice	freeze thaw melt refill retrieve squeeze scrape	frozen hidden transparent

Comments / Questions / Expanded Conversation

RIGHT HERE:

- **Use Parallel Talk + Open Ended Question – for example:**

Look at all those hidden treasures frozen inside the ice. You are working hard to retrieve the beads in the block of ice. It's hard to get them out by scraping off a little ice at a time. You had a good idea—you poured a whole cup of warm water to melt the ice faster. What treasure are you going to melt out now?

- **Use Self Talk + Forced Choice Question – for example:**

I have squeezed out all of my water. I need to refill my empty squeeze bottle, so I can melt more ice. Should I fill the bottle with warm water or cold water?

CONNECT TO TEXT:

In the book, *The Snowy Day*, Peter looked in his pocket for the snowball and his pocket was empty. Why did that happen? (pause for response) Yes, it melted. Where do you think we should put our blocks of ice for tomorrow to keep them from melting?

NON-IMMEDIATE EVENTS:

Tomorrow, there may be some new treasures in the blocks of ice. What new treasures would you like to find in the block of ice?