

Unit 4 Week 2 Dramatic Play

Using Brave Capes

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
cape costume city hero	pretend imagine create describe	scary nervous strong brave powerful

Comments/ Questions/Expanded Conversation

RIGHT HERE:

• **Use Parallel Talk – for example:**

You are pretending to help somebody who is injured. I can hear you asking if he is alright and if he needs to go to the doctor.

• **Use Self Talk – for example:**

I wonder what I could do to show how brave I feel. Maybe I could pretend I have a really big net that I could use to catch a mean monster.

• **Model Entering Play (Finding a Role) – for example:**

It looks like Jason is pretending to lift some very heavy blocks. Maybe you could pretend that there is an animal under the blocks, and you and Jason could work together to rescue the animal.

• **Use Encouragement to Support Ideas – for example:**

You had a good idea to be brave by catching a monster in a net. Now your friends are pretending the same thing.

CONNECT TO TEXT:

In the book *Nana in the City* the boy was not scared anymore when he wore his cape. You don't look scared when you are wearing your cape- you look brave.

NON-IMMEDIATE EVENTS:

Once at my home all the lights went off and it was very dark. At first I was a little bit frightened, but after a few minutes I realized everything was okay and I felt brave.

Unit 4 Week 2 Writing Center

Classroom Color Search

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
cartographer map piece location part 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 made with the brown pencil. Describe why you made it. What did you find that is this color brown?

- **Use Self Talk + Open Ended Questions – for example:**

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 all the different places where Dog walked and got covered in different stains in *Dog's Colorful Day*.

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 colored objects around our classroom.

Brave Capes

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
cape fabric city shirt	knit feel depict create plan design	loud busy scary brave strong powerful

Comments / Questions / Expanded Conversations

RIGHT HERE:

• **Use Parallel Talk + Questions – for example:**

I see you've decorated your paint with several different colors. How did you decide to use these colors to create your design?

That is a unique design. One of a kind! Your friend, Javier's is unique too. What is special about your cape?

• **Model Social Skills (Turn Taking) – for example:**

You have a color I'd like to use. May I have the next turn? Thank you!

Would you please pass over the blue? Oh, you are still using it. Thank you for telling me. I'll wait for the next turn.

CONNECT TO TEXT:

These dragon that you drew on your cape reminds me of the dragon on Max's dragon shirt, and it also reminds me of the dragon in *The Seven Chinese Sisters*.

NON-IMMEDIATE EVENTS:

When I was a child I sometimes heard scary noises in my bedroom when I went to sleep, but I had a blanket that I squeezed and it helped me feel brave so I wasn't scared anymore.

Subway Maps

NAMING WORDS		ACTION WORDS		DESCRIBING WORDS
map	destination	travel	explain	near
subway		map	help	far
atlas		illustrate	assist	close
cartographer		describe		adjacent
traveler		inform		distant
tool				

Comments / Questions / Expanded Conversations

RIGHT HERE:

• **Use Parallel Talk + Open Ended Questions – for example:**

I'm looking at a map that seems similar to your map. They have the same colors, and they have word with some similar letters. I wonder if our maps are showing the same places? How could we tell?

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

I just found the location of our school on this map. What other places could we find on this map?

• **Use Encouragement for Social Skills (Politeness) – for example:**

I noticed that when you asked politely for the subway map, David gave it to you immediately. And you thanked him for it. Those polite words, please and thank you, really work.

CONNECT TO TEXT:

In *Nana in the City* the boy and his grandmother traveled around the city in a taxi and on a subway. If they were lost and they didn't know which way to go, a map would have been very helpful

NON-IMMEDIATE EVENTS:

I went on a long trip once and I had to use several different kinds of maps. I had to use a subway map, a city map, and a bus map. It was good that I had these maps because they helped me reach my destination.

Mosaics

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
mosaic tile design image array	arrange create design plan execute collaborate	colored color words small

Comments / Questions / Expanded Conversations

RIGHT HERE:

- **Use Parallel Talk – for example:**

I see you placed three red squares next to 3 blue squares. Here it looks like you made an AB pattern: yellow, green, yellow, green, yellow green.

- **Use Self Talk + Open Ended Questions – for example:**

I am gathering as many green squares as I can because I want to make green grass like the green stain in *Dog’s Colorful Day*. What colors are you gathering together in a group?

- **Model Social Skills (Compliment) – for example:**

You have a colorful mosaic. Let’s look at your friend’s mosaic. You can compliment your friend by saying, “You have a colorful mosaic too!”

- **Use Encouragement to Support Initiative – for example:**

I noticed that you found some red squares for your friend’s mosaic. You saw what she was doing and you helped her.

CONNECT TO TEXT:

In the book, *Dog’s Colorful Day*, he had a spot of red strawberry jam on his fur. What are some other red things you could make besides strawberries?

NON-IMMEDIATE EVENTS:

This activity making a mosaic reminds me of the Center Activity we had about dots and squiggles. It also reminds me a little bit of making a collage, where we took different pieces of paper and other materials and adhered them together.

Unit 4 Week 2 Blocks

Building a City

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
map plan city transportation subway apartment neighborhood department store laundromat	construct edit design collaborate imagine visualize build plan draw include	busy tall helpful

Comments / Questions / Expanded Conversation

RIGHT HERE:

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

You are constructing a very tall building. What sort of building will it be?

- **Use Self Talk + Open Ended Questions – for example:**

I want to construct a subway. What blocks or other materials do you think would work well for making a subway?

- **Use Encouragement to Support Ideas – for example:**

You had a good idea to use those large blocks to make the foundation for your building. What will you do next?

going to take the basket?

CONNECT TO TEXT:

The boy saw many different things in the city where his grandmother lived in *Nana in the City*. It looks like you are including many different kinds of buildings in your city.

NON-IMMEDIATE EVENTS:

I like riding the subway to different parts of Boston. Last week I rode the subway to Park Street station and walked in the Public Garden.

Puzzles and Manipulatives: Paint Chip Matching/Seriating

Naming Words	Action Words	Describing Words
paint chips shade tint clothespin hardware store	match seriate compare look	color names similar lighter darker

Comments/ Questions/Expanded Conversations

- **Use parallel talk+ open ended questions.**
For example: I see you are gathering all of the paint chips that are a shade of green. What will you do next?
- **Model social skills.**
For example: There is enough room on the table for each of you to work on your own set of paint chips. Or you could sit closer to one another and work together on matching the paint chips.

Connect to Text

This color reminds me of the smudge left from Vicky’s purple marker in *Dog’s Colorful Day*. What does this color remind you of?

Non-Immediate Events

I am thinking about painting my bedroom a new color so I went to the hardware store to look at paint chips. I looked at light greys and dark greys.

Unit 4 Week 2 Discovery

Color Mixing

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
primary colors coffee filter experiment bulb coat (animal) stain fur eyedropper	squeeze choose drip mix experiment pinch suck	separate mixed

Comments / Questions / Expanded Conversations

RIGHT HERE:

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

When you squeeze the bulb of the eyedropper the paint gets sucked up into the eyedropper. Then when you squeeze the bulb again the paint squirts out onto the coffee filter. Why did you decide to use that color?

- **Model Social Skills (Taking Turns and Trading) – for example:**

I'm finished with this eyedropper, can I trade you for baster?

When your turn is over, I heard Maria say she wants the next turn with the eyedropper.

CONNECT TO TEXT:

I wonder what Dog would have looked like if the colors on his fur had mixed?
What happens if you mix some of the colors that were on dogs fur?

NON-IMMEDIATE TEXT:

Sometimes when I make a painting I put one color on top of another color with my paintbrush and the colors combine and make a new color. I mixed red with blue once and I made purple.