

Building Homes

Naming Words	Action Words	Describing Words
structure building home neighbor family names (mom, aunt, cousin, father, sister, etc.) neighborhood bedroom living room material	construct build plan stack gather collaborate	more fewer similar different stable positional words (next to, on top, under, etc.)

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing):**
You are stacking the red block on top of the green block. Now you are placing the stick next to the blocks.
- **Use Self-Talk (describe what you are doing as you play next to the child):**
I'm making a plan for how I will build my home. I'm drawing my home on this piece of paper.
- **Model Social Skills (sharing and turn-taking):**
If you want to use the block that someone else is using, you need to ask him. You could say, "Joe, may I use the block after you?" (then say to that child) "Joe, Maria asked for the next turn with the block; please tell her when it's her turn."

Connection to Text:

This home reminds me of Daniel and Louise's home in *Oonga Boonga* (Baby's home in *Crybaby*). It's also similar to Peter's home in *Peter's Chair*, because there is a bedroom where people can sleep.

Paper Collages

Naming Words		Action Words		Describing Words	
collage	construction	glue	paste	above	below
corner	paper	brush	spread	beside	middle
shape	circle	stick		next to	on top of
tissue paper	square			sticky	stuck
				pattern	round
				different	same
				large	small
				over	under

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing):**
I see you glued a red rectangle in the middle of your paper. Tell me more about your collage. Everyone's collage is so different, but in some ways, they are the same. What do you see in your collage that you also see in someone else's?
- **Use Self-Talk (describe what you are doing as you play next to the child):**
I am spreading some glue on the back of this tissue paper so I can stick it on the construction paper. I think I will glue this small piece beside this large piece. Where are you going to glue your piece?
- **Model Social Skills (empathy and taking the perspective of others):**
I see you worked hard. I see you used many different shapes and colors. What do you notice about your friend's collage?

Connection to Text:

In the book, *Peter's Chair*, there was wallpaper in some of the rooms. Wallpaper has to be pasted on the wall with special wallpaper paste and a large brush.

Non-Immediate Events:

I like to make collages at home. I collect different types of paper to use in my collages.

Printing with Objects

Naming Words		Action Words	Describing Words
block	bottom		interesting
circle	color names		unusual
corner	cube	press	same
dowel	rod	print	similar
edge	fork	soak	different
ink	ink pad	stamp	special
line	side		creative
square	top		colorful
design	pattern		

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing):**
What an unusual design! Tell me what you used to make those red lines. You used a fork? How interesting! What other objects do you want to try?
- **Use Self-Talk (talk about what you are doing as you play next to the child):**
I wonder if I can make a similar pattern. I am pressing my fork on the ink pad and then on the paper like you did to make a print. How is my pattern similar to yours? (pause for response) What should I use to make a different pattern?

Connection to Text:

Let's look at the wallpaper patterns in *Peter's Chair*. How could we make patterns like this plaid or these flowers?

Non-Immediate Events:

I have wallpaper with flower patterns on the walls in my bedroom at home. The other rooms have paint on the walls. Tell me about the walls where you live. (pause, if no response, ask a forced choice question with two possible choices) Do you have paint on the walls or wallpaper?

Paintings Inspired by *Oonga Boonga/Crybaby*

Naming Words		Action Words		Describing Words	
painting	easel				
paint	brush				
bristles	smock	drip	paint	creative	top
color names	picture	mix	spread	unusual	bottom
design	pattern	flow	depict	interesting	side
brush stroke	inspiration				
illustrator					

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Parallel-Talk (describe what the child is doing):**
 I see that you used pink and brown paint to paint a baby. What can you tell me about her?
- Use Self-Talk (talk about what you are doing as you play next to the child):**
 You are dipping the bristles of your brush into the paint and then carefully wiping them so that the paint does not drip down onto the easel or floor. Your brush strokes make an interesting design. Tell me about your painting.

Connection to Text:

In *Oonga Boonga*, the illustrator, Carol Thompson, used bold, black lines in her paintings, similar to the lines you're using in your painting. (In *Crybaby*, the illustrator, Eugene Yelchin, uses soft colors covering the pages).

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.

Building Block Towers

Naming Words		Action Words		Describing Words	
structure	foundation	stack	plan	sturdy	short
tower	bottom	build	collaborate	solid	difficult
building	edge	balance	design	strong	next to
base		construct	topple	flat	on top of
				tall	

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Parallel-Talk (describe what the child is doing):**
 You built that structure very tall. Tell me about it. (pause; if no response, then prompt) I see long blocks and short blocks. Those blocks are longer than those blocks. I see you are stacking your blocks slowly and carefully, so they balance and do not fall down. What kind of block will you use next? (pause; if no response then ask: Will you use a long block or a short block?).
- Use Self-Talk (talk about what you are doing as you play next to the child):**
 You are dipping the bristles of your brush into the paint and then carefully wiping them so that the paint does not drip down onto the easel or floor. Your brush strokes make an interesting design. Tell me about your painting.
- Model Solving Conflicts with Words:**
 (describe what you see) Jaden, you are looking angry that your tower fell down. Marco, you are looking upset because Jaden is mad at you. (ask what happened and restate the problem) Marco you were walking over to the shelf and accidentally bumped into Jaden's tower. Jaden got mad when it fell down. (ask for solutions, pause, and prompt) Jaden, what would you like to do? How can Marco help you feel better?

Connection to Text:

In the book *Peter's Chair*, Peter's tall building crashed down.
 What happened to make it crash?

Non-Immediate Events:

When I was a little girl, my brother and I liked to play with blocks. We liked to stack them up high. We tried to make them balance so they wouldn't topple over and fall down.

Books About Caring for Babies

Naming Words		Action Words	Describing Words
baby	cover title	read	gentle
home	page	turn	caring
family front	author	sit	quiet
cover back	illustrator	look	silent
		share	
		take care of	

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing):**
You are doing a nice job of taking care of your book. You are turning the pages gently and slowly.
- **Use Self-Talk (talk about what you are doing as you play next to the child):**
I am going to choose a book from the library shelf. Now I have my book, I will find somewhere to sit, and I will put the book in my lap. Now I am going to turn the pages slowly and gently and look at the pictures and the words in my book.

Connection to Text:

These books remind me of *Peter's Chair* and *Oonga Boonga/Crybaby*. Those were stories about babies, and in these books, I can research different ways that people take care of babies.

Non-Immediate Events:

When I was a little boy, my mother used to read me a story every night before I went to sleep. She would let me choose a story off my bookshelf in my bedroom and she would let me turn the pages and she would show me the pictures and the words in the book.

Caring for Babies

Naming Words		Action Words		Describing Words
family members	baby	hold	cuddle	quiet gently calm upset loud
bib	bottle	rock	sleep	
burping cloth	jar	scream	feed	
lullaby	nipple	sob	wail	
cradle	crib	soothe	burp	
smile	tears	whisper	care for	
		turn		

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Parallel-Talk (describe what the child is doing):**
 I see that your baby is upset. I can hear her crying. Tell me what you can do to make her happy and help her stop crying. Your baby is calm. How did you soothe her and get her to go to sleep?
- Model Talking about Feelings:**
 How can you tell when someone feels upset? Yes, sometimes people cry. What is another way you can tell? (pause, then prompt) What does their face look like? What helps you feel better? (pause, then prompt) I like to get a hug.

Connection to Text:

If your baby keeps crying, what else can you do to make her feel better? In the book, *Oonga Booga/Crybaby*, what did Daniel/Roy do for Baby Louise/Baby to stop her wails, her loud crying?

Who else tried to soothe the baby?

Non-Immediate Events:

When my son was a baby and he cried, I would rock him. Do you have a baby at your house? What does (family caregiver) do to calm the baby? Why do babies cry? (pause, then add) Sometimes babies cry because they are hungry, tired, sick, afraid, or bored.

Writing My Name and Family Names

Naming Words		Action Words	Describing Words	
book	crayon		down	long
letter	line	draw	middle	short
marker	name card	write	up	straight
paper	family names		round	curved

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing):**

I see you are writing an E for the first letter in your name, Emily. An E uses all straight lines. I see Sam writing the first letter of his name. His name, Sam, begins with the letter S. It has two curves. He starts at the top and curves this way and then curves back in the other direction.

Connection to Text:

The names of the authors of the books we have been reading are printed on the cover of the books they wrote. Let's look at some of them. There are lots of different letters in their names.

Non-Immediate Events:

My brother's name is Bill. His name starts with the letter *B*, followed by an *l* and then two *L*s. What are the names of people in your family? Teresa. Who is Teresa? Oh, she is your aunt. Let's write her name down here.

Exploring Letters

Naming Words	Action Words	Describing Words	
letter name font uppercase lowercase print family	match explore notice combine collaborate	same different together apart straight	curve slant diagonal vertical horizontal

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing):**
You are putting all of the letters with curved lines together in one pile.
I can see that you are putting letters in a different pile if they don't have any curved lines.
- **Model Solving Conflicts with Words:**
(describe what you see) Agnes, you were upset when Joshua took the letter that you wanted and put it with his own letters. Joshua, did you know that Agnes was hoping to use that letter? Would you please let her have a turn with that letter when you have finished using it? Or perhaps the two of you could share that letter and play together.

Connection to Text:

In all of our books- *Peter's Chair*, *Oonga Boonga/Crybaby*, and the rest, the authors' words are printed on the pages with lots and lots of letters. I bet that if we look at the pages in one of our storybooks, we can find some of these same letters!

Non-Immediate Events:

I used to love looking at letters when I was younger. My mom and I used to play a game called Letter Hunt, where she would say the name of a letter and I would have to look all around my house until I could find it. It was so much fun.