



## Bottle Shakers

Naming Words	Action Words	Describing Words
beads bottle musical instrument paper clips percussion sticker pebble rhythm	label remove close decorate shake stick fill	loud soft gentle quiet fast slow hard

### Comments/ Questions/ Expanded Conversations

#### Right Here:

- **Use Parallel-Talk (describe what the child is doing):**  
You have an empty bottle, and you are beginning to put beads into it. You have a few beads in your bottle, and I can see you are adding more. I wonder what it will sound like if you shake it with just a few beads inside? What would it sound like with lots of beads inside?
- **Use Self-Talk (describe what you are doing):**  
I'm going to decorate my bottle. I will use stickers and put some of them on this part of my bottle, and then I will stick some more stickers to this part of my bottle. Now I think my bottle looks beautiful, and I will begin to fill it with beads.
- **Model Social Skills:**  
Remember, we have plenty of materials for everybody. If you need some more beads, Jonathan, you don't have to grab them from Suzie. You can use your words and ask her nicely: "Suzie, may I please use some of your beads?" If she says no, she is using them, then you can ask me for some more beads: Mr. \_\_\_\_\_, may I please have some more beads for my shaker?"

#### Connection to Text:

In the book *Oonga Boonga* we saw a musical instrument called a harmonica, that Baby Louise's grandfather played to try and help her stop crying. The story also mentioned a few different kinds of music: rock n' roll and classical music composed by a man named Mozart.

#### Non-Immediate Events:

When I am at home I enjoy listening to music. I like to listen to reggae and jazz, and my son enjoys listening to pop music on his radio.



## 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.

At home, I always paint at the kitchen table with newspaper on top, because painting is messy. If you could paint at home, where would you paint?



# Paint Mixing

Naming Words	Action Words	Describing Words
paintbrush bristles handle color names	mix stir shade take turns combine rinse spread	dark light pastel careful

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Use Parallel-Talk (describe what the child is doing):**  
What an unusual shade of purple you are painting with. Tell me what colors you mixed together to make that shade. (if child says red and blue, expand the response) You mixed together red and blue. You combined red and blue paint to make purple paint.
- **Use Self-Talk (describe what you are doing):** When I mix white into my paint, I get a lighter shade. I am putting some white in my red paint and making pink.
- **Use Encouragement to Support Effort:**  
You are being so careful not to spill any paint. You also remembered to put on your smock all by yourself!

### Connection to Text:

In the book, *Peter's Chair*, there were different shades of blue paint on the chair before Peter's father painted it pink. Let's look at the book to see.

### Non-Immediate Events:

I like light pink. I have light pink pajamas, just like the shade of the light pink pajamas that Baby Louise was wearing in the book, *Oonga Boonga*. What color are your pajamas?

OR

I have polka-dots on my pajamas, just like the diaper Baby is wearing in the book, *Crybaby*. What do your pajamas look like?



# Playing with Family Figures

Naming Words		Action Words	Describing Words
apartment aunt boy family father mother friend girl uncle neighborhood	house cousin brother people grandfather grandmother neighbor sister community	visit greet live	near far nearby

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Use Parallel-Talk (describe what the child is doing):**  
I see you are building a large apartment building. Tell me about who lives in the building. Oh, so a baby lives there. Who else lives there? (Pause, if no response, ask a forced choice question) In that family is there a big brother or sister?
- **Build Up and Break Down Vocabulary:**  
I wonder if other families live nearby in this building. Do they have neighbors, people who live near them?
- **Use Encouragement to Support Ideas:**  
You had so many ideas of what kinds of buildings to make. You made a neighborhood or a community where many people live.

### Connection to Text:

The family in your building reminds me of the family in the book *Peter's Chair*. There was a mother, a father, a big brother, and a baby sister. In the book, *Oonga Boonga*, there were many more family members. (In *Crybaby*, there are family members and a dog). Tell me about your family.

### Non-Immediate Events:

I live in a two-family house on the second floor. I have to walk upstairs to get into myhouse. What kind of building do you live in? (Pause. If no response, ask a forced choice question) Do you live in a house or an apartment building?



# Painting Furniture

Naming Words		Action Words		Describing Words
baby	brother	soothe	upset	jealous
chair	color	cry	wail	helpful
crib	furniture	scream	burp	small
girls	paint	feed	sleeping	large
pink	sister	napping	whisper	quiet
baby bib	bottle	wiping	drip	loving
burping cloth	jar			worried
lullaby	nipple			medium
				calm

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Use Parallel-Talk (describe what the child is doing):** That's a big paintbrush that you are using to paint that chair. I see you are painting it carefully. Who are you painting this furniture for?
- **Model how to join in the play:** I would like to paint some furniture. May I paint a chair too? Thank you. Is there another paintbrush that I can use?
- **Use Self-Talk (describe what you are doing):** I am dipping my paintbrush into the paint and carefully wiping it along the edge to make sure that the paint doesn't drip.

### Connection to Text:

I see you're painting the baby's crib, just like Peter's father did in the book, *Peter's Chair*. What color will this crib be when you're done? Why didn't Peter need his crib or his little blue chair anymore?

### Non-Immediate Events:

Peter helped his father paint the little blue chair. How do you like to help at home?



# Making Names

Naming Words	Action Words	Describing Words
letter name square match card	practice make copy	blank long short

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Use Parallel-Talk (describe what the child is doing):** You've found most of the letters in your name. I can see you looking at the name card to check if you have the proper letters or not.
- **Use Self-Talk:** I'm looking at these two name cards and I can see that one name is very long, because it has a lot of letters. When I look at this other name card I see a short name- it only has a few letters.
- **Model Social Skills + Use Encouragement to Support Effort:**  
You are working very hard to check your name card. If you need help finding some of the letters to make your name, you could ask one of your friends to help you:  
"Joseph, can you help me find the letter 'a'? I need it to make my name."

### Connection to Text:

All of the stories we have read have characters with different names. Those names start with different letters: P for Peter, D for Daniel, L for Louise / R for Roy.



# Exploring Letters

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



# Paint Chip Matching

Naming Words	Action Words	Describing Words
paint chip shade tone hue sample clothespin hardware store	sort organize match compare contrast experiment	light dark bright dull vibrant

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Use Parallel-Talk (describe what the child is doing):** You are putting these different shades of blue together. Can you think of anything that is blue? In our classroom? Or outside?
- **Build Up and Break Down Vocabulary:** I see several different shades of red here. These colors don't look exactly the same- they are all red, but some are lighter, and some are darker. They are different shades.
- **Model Social Skills:** 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 to let him use your pieces. You could say, "Here, Alberto, would you like these orange pieces?"

### Connection 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, and I went to a hardware store and looked at all the paint samples so that I could decide what was the best color to use. I brought some samples home with me to help me figure out what colors would go best together.