



Waterwheels

Naming Words	Action Words	Describing Words
cup waterwheel spoon smock water container	dip pour spin turn scoop fill	fast slow wet gentle hard

Comments/ Questions/ Expanded Conversations

Right Here:

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

First, you scooped some water in your cup. Then, you poured the water in the hole at the top of your waterwheel. When the water fell through the hole, it hit the waterwheel and made it spin slowly, but then you poured more water and the wheel spun faster.

- **Use Self-Talk (describe what you are doing):**

I am using this spoon to scoop water. It is taking a long time to get all the water scooped up because this spoon is very small. Maybe I could go faster if I used something bigger, like this plastic yogurt container.

- **Model Social Skills:**

Kendra, it looks like you are mad at Dwayne because he splashed water on you. Instead of getting too angry at him, you can use your words and tell him that you didn't like that and remind him to be more careful: "Dwayne, please don't splash water on me. I don't like it. Try to be more careful."

Connection to Text:

In *Oonga Boonga/Crybaby* baby Louise/Baby cries so much that the author describes her tears as making rivers that flowed to the sea.

Non-Immediate Events:

Looking at these waterwheels spinning makes me think about other kinds of wheels that I see spinning sometimes. The wheels on my car turn and spin when I drive to work, and so do the wheels on my bicycle when I go for a bike ride with my son. But it isn't water that makes my bicycle wheels spin. Those wheels spin because my legs and my feet push the pedals to make the wheels spin.



Piggy Banks

Naming Words	Action Words	Describing Words
piggy bank slot money coins paper mâché	remove shake save collect buy purchase empty fill	full empty noisy sticky soggy wet dry

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Questions:**
You spread the glue on your piggy bank, and now you are taking pieces of paper to stick on the glue. Look at how the different colors of paper are bleeding together. You have covered most of your piggy bank. There is only a little bit left to cover. How will you cover that little bit?
- **Use Self-Talk (describe what you are doing) + Open-Ended Questions:**
I will use a few pieces of paper to cover my piggy bank. I wonder what I could do if I saved my money in this piggy bank? I could buy something, but I wonder what I would want to buy?
- **Model Social Skills:**
I like how you are sharing the glue with Amber. You are letting her use the same glue that you are using, which is a very nice, friendly way of working together.

Connection to Text:

In the story *Corduroy*, Lisa saved her money in a piggy bank so that she could buy Corduroy and bring him home. As children are working, have *Corduroy* available and point out the pages where Lisa returned to the department store and purchased Corduroy with the money that she saved.

Non-Immediate Events:

When I was young I really, really wanted to buy a toy robot, and every week my mom and dad gave me one dollar, if I cleaned my room and helped wash the dishes. I saved my dollar every week in a little box, kind of like a piggy bank; and after I saved and saved my dollars, I finally had enough money to buy the robot! I was so happy when I went to the store and bought that robot.



Painting to Music

Naming Words		Action Words		Describing Words	
paintbrush	song	notice	listen	abstract	rhythmic
brushstroke	instrumental	observe	hear	energetic	excited
painting	lyrics	represent	imagine	calm	thoughtful
artist	feelings	depict	create	peaceful	relaxed
music	creativity	paint		lively	

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Questions:**
You are making very slow, steady brushstrokes on your paper. You are taking your time; it seems that you are listening to music that is making you think and relaxing you as you work on your painting.
- **Use Self-Talk (describe what you are doing) + Open-Ended Questions:**
When I listen to fast, lively music, I feel like moving around a lot with my body. This music that I am hearing right now makes me think about jumping up and down and shaking my legs, so I am going to draw a wild, exciting painting. I wonder what colors I should use? What colors would be best for a wild, lively painting?
- **Model Social Skills:**
If you would like to listen to the same music that your friend is listening to, you can use your words and ask your friend for a turn with his headphones: “May I please have a turn to listen to your music when you are finished?”

Connection to Text:

In the story *Oonga Boonga*, baby Louise’s grandfather played the harmonica to try and quiet her down. The neighbors also suggested playing her classical music and rock n’ roll to help her stop crying. (In *Crybaby*, the family and neighbors tried all kinds of things to help her stop crying.)

Non-Immediate Events:

Sometimes when I am having trouble sleeping, I listen to classical music, because it is very quiet, and relaxing. When I hear that sort of music, it helps me to relax and calm down, and it makes it easy for me to fall asleep.



Watercolor Paintings

Naming Words	Action Words	Describing Words	
materials brushstroke medium watercolors paintbrush	represent imagine rinse inspire	gentle dry soft fast	slow strong light dark

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Questions:**
I can see you are rinsing your paintbrush. Now you are putting the brush on the green watercolor, and you are covering your brush with green paint. I wonder what you will paint with that bright green paint?
- **Use Self-Talk (describe what you are doing):**
I just finished painting with the color red. I think I would like to use a new color now, so I am going to rinse my paintbrush in the water. Now, I'm ready to use a new color. I think I will use yellow and put some yellow paint next to my red paint.
- **Model Social Skills:**
It looks as if you are inspired by the painting that Kendrick is making on his paper. You could tell him that you are interested in his painting. Simply say, "Kendrick, your painting is inspiring me. I like how you are combining the blue and purple paints to make a monster. I'm going to try to do that too on my painting."

Connection to Text:

Several of the core storybooks use watercolor for illustrations. Have the core storybooks available at Creative Arts so that children can examine the illustrations as they are painting.

Non-Immediate Events:

I took some watercolors, some paintbrushes, and some paper in my backpack when I went for a long walk in the woods. I was inspired by the trees and the sounds of the birds that I could hear, so I sat down on a rock in the forest and made a watercolor painting of the trees and the leaves that I saw around me.



Playing with Family Figures

Naming Words			Action Words	Describing Words
floor	family	friend		
roof	people	neighbor		tall
wall	father	girl	climb	high
door	grandfather	sister	ride	low
stairs	mother	uncle	visit	near
elevator	grandmother	boy	greeting	far
apartment	aunt	brother		
house	cousin			

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Parallel-Talk (describe what the child is doing) + Open-Ended Questions:**
 You have built a really high structure. Tell me about it. (Pause for response) Your tall building looks like it has many floors. How do people get from one floor to another? (Pause, if no response, ask a forced choice question) Do they climb the stairs or ride in the elevator?
- Break Down Vocabulary + Use Repetition:**
 It looks like there is no roof on the building. There is no top that goes over the building to protect the people inside the building from rain or snow. How could we build a roof?

Connection to Text:

In the book, *Corduroy*, the department store has an escalator for the people to get up to the next floor.

Non-Immediate Events:

I think it would be fun to live in an apartment on the top floor of a tall building. I would be able to see far away when I looked out the window.



Sign Making

Naming Words	Action Words	Describing Words
sign information symbol letter character picture image octagon	communicate draw create write remember	bright dull clear unclear understandable

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Parallel-Talk (describe what the child is doing) + Open-Ended Questions:**
 You are cutting out a shape and it has eight sides. You're making an octagon. Now you are writing on your octagon. I wonder what sort of a sign you are making?
- Use Self-Talk (describe what you are doing):**
 I think I will take this sign that I made into the Block Center so that I can make a road. I will get some cars to drive on the road, so that they can stop at my stop sign and be safe.
- Model Social Skills:**
 If you are having trouble remembering what letter makes a certain sound when you are trying to write your sign, you could ask a friend: "James, do you remember what makes the /s/ sound, like in 'stop sign'? Can you show me how to make that letter?"

Connection to Text:

Communicating via signs, gestures, and images is an idea that is reflected in several of the stories read in this unit. Different kinds of stores use signs to communicate information, and the various kinds of transportation that will be read about in Week 4 are key connections to the idea of providing information in various sorts of non-verbal or image-driven ways.

Non-Immediate Events:

When I drove to school in my car this morning, I saw many different kinds of signs. I saw many stop signs, and I was careful to stop at each one so that I would be safe. I remembered that they were stop signs because they were red, they were octagons, and they had the letters 'S', 'T', 'O', and 'P' on them.



Fabric Swatches (see Week 4 for Alphabet Puzzles)

Naming Words		Action Words	Describing Words
corduroy	ridges	feel touch rub	bumpy
corners	clothes		smooth
edges	shoulder strap		soft
fabric	swatch		rough
overalls	rows		plain
patterns			

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Parallel-Talk (describe what the child is doing) + Open-Ended Questions:**
 I see you are touching the fabric. How does it feel? (Pause, if no response, ask a choice question) Does it feel rough or soft? Does it feel smooth or bumpy? Tell me about the fabrics you are wearing. (Pause for response) Does it have a pattern or is it plain? Are your pants smooth or do they have ridges?
- Encourage Turn Taking:**
 We have lots of fabric swatches so everyone will have a turn. First, Alina will touch the fabric, then we'll give it to Jarrod, and then he will have a turn. Keep passing the fabric swatches. We have so many to try. You are passing the fabric swatches, so everyone has a turn.

Connection to Text:

This is a piece of corduroy like the fabric of Corduroy's overalls. What does corduroy feel like? (Pause for response) Yes, it feels bumpy because it has rows of ridges.

Non-Immediate Events:

I have some blue corduroy pants at home. Do you have any clothes made of corduroy? Tell me about them.



Reading Aloud to Dolls/Stuffed Animals

Naming Words	Action Words	Describing Words
page pictures story story time attention	hear read-aloud attend see prefer	listen cuddle hold look attentive interested quiet curious

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Questions:**
You are reading to your babies. The babies are very quiet. They seem to love hearing you read aloud. Which book is their favorite? Why do you think they prefer that one?
- **Use Self-Talk (describe what you are doing) + Open-Ended Questions:**
I'm reading to just one baby doll. She likes to cuddle while I hold the book and read. She is curious about *Peter's Chair*. What stories does your baby like?
- **Model Solving Conflicts with Words:** (Describe what you see) Maria, you are looking angry that Charlene took the book away from you while you were reading to your baby. Charlene, you are looking upset because you want to use the book too. (Ask what happened and restate the problem) Maria you were reading to your baby and Charlene took the book to read to her baby. You both wanted to use the same book. (Ask for solutions, pause, and prompt, if needed) Great! You've decided to read to the babies together. First, Maria will hold the book and turn the pages and Charlene will hold both babies, then you will switch.

Connection to Text: Model "I wonder" statement

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:

My neighbor likes to read to her baby, and the baby likes to look at the pictures and listen to the sound of her mother's voice.



Transporting Babies

Naming Words	Action Words	Describing Words
stroller car-seat carriage safety transportation sling	swaddle transport carry buckle help push	safe dangerous helpful caring

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Questions:**
Your baby is in the car seat. You buckled him in safely, and it looks like you are ready to transport your baby. Where are you going to take him?
- **Use Self-Talk (describe what you are doing):**
My baby is very, very small, so I am going to swaddle him and then carry him in a sling. First, I must swaddle him very carefully, nice and tight, but not too tight; then, I need to put this sling around my shoulder. Then, I can put the baby in the sling and now, I can walk around and transport him.
- **Model Social Skills:**
Sometimes when I see a mommy or a daddy transporting a baby in a stroller, it is hard for the mommy or daddy to open the door in a store to push the stroller inside. So other people help by holding the door so that the mommy or daddy can push the stroller inside.

Connection to Text: Model “I wonder” statement

Help children think about the different ways that Baby Louise/Baby and Peter’s sister, Susie might have been transported by members of their families in *Oonga Boonga/ Crybaby* and *Peter’s Chair*.

Non-Immediate Events:

My friend has a baby son and whenever my friend wants to go somewhere with the baby, he puts him in a stroller and pushes him on the sidewalk. Sometimes they have to drive to the store, so my friend puts his baby in a car seat.



Writing Birth Announcements

Naming Words	Action Words	Describing Words
birth announcement birth date height weight month scale measuring tape first, middle, last name parents	weigh carry measure celebrate announce share	pounds inches ounces heavy/heavier/heaviest light/lighter/lightest

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing):**
You are using the measuring tape to measure the height of your baby. You put the end of the measuring tape at the tip of the baby's toe, and now you are pulling the tape up to the top of the baby's head to see how tall he is.
- **Use Self-Talk (describe what you are doing):**
My baby is not very heavy. I don't think he weighs very much. I will use this scale to weigh him and see how many pounds and ounces he is. Then I will write down his weight on his birth announcement.
- **Model Social Skills:**
It is nice to give compliments to parents and brothers and sisters about a new baby. You might say, "You have a very handsome baby boy." Or you could say, "What a beautiful baby girl! She has wonderful black hair on her head."

Connection to Text:

In *Oonga Boonga* and *Peter's Chair*, Daniel and Peter have baby sisters. Help children compare and contrast how in *Oonga Boonga*, Daniel seemed to be more excited about playing with his baby sister, Louise, while Peter seemed much less enthusiastic about his baby sister, Susie. (In *Crybaby*, Baby is the baby!) Help children think about what the parents of Louise and Susie (and Baby) might have written on their birth announcements.

Non-Immediate Events:

When my son was born his mother and I made birth announcements that told his height, his weight, and his eye color. We mailed these birth announcements to people in our families and to our friends to let them know about our brand-new baby.