



Water Play with Funnels and Tubes

Naming Words	Action Words	Describing Words
funnel tube experiment spoon container opening	pour scoop fill record experiment connect attach	fast slow wet empty full small large

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing):**
I see you put the small end of the funnel into the opening of the tube. You have a container in your hand, and you are filling it with water, and now you are pouring the water into the big end of the funnel.
- **Use Self-Talk (describe what you are doing):**
I will find a funnel, and a tube, and I will try to attach the big end of the funnel to the tube. That isn't working. The big end of the funnel won't stay attached to the tube. Perhaps I need to try something else. I will take the small end of the funnel, and yes, it looks like I can insert the small end of the funnel into the tube.
- **Model Social Skills:**
Sometimes it can be hard to hold all of the different materials you are trying to use by yourself, and you might want to ask a friend to help you:
"Robert, can you please hold this funnel and tube for me while I scoop some water and we can see what happens when I pour the water into the funnel?"

Connection to Text:

Remind students of the page in *Oonga Boonga/Crybaby* where Baby Louise's tears "ran like rivers to the sea" (Baby cried and cried many tears).

Non-Immediate Events:

I needed to use a funnel at my home before when I was trying to fix my car. I needed to put a liquid called oil in my car, and the opening where I had to pour the oil was very small. When I tried to pour the oil into the tiny opening, it made a big mess. So I got a funnel and stuck the small end of the funnel into the opening and poured the oil into the big end of the funnel. The oil went into the opening and didn't make any more mess.



Experimenting with Inclines/Ramps

Naming Words	Action Words	Describing Words
angle ramp distance incline slope force tube speed	construct roll build stabilize push	steep fat fast slow far

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing):**
You have put three tubes together end-to-end, and the first tube is positioned at a steep angle, supported by a block. Now you are putting a marble into the first tube, and when you let go, the marble is rolling down the tube, into the second tube, and then into the third tube.
- **Use Self-Talk (describe what you are doing):**
My marble ramp keeps falling over. I tried using some square blocks to stabilize it, but it still fell over. Now I think I'm going to try and use some bigger blocks. I will make the base for my ramp even stronger, and that should prevent the ramp from falling down.
- **Model Social Skills:**
Michael, I can see that you are angry because Shayna knocked over your marble ramp when she went to get some more blocks off the shelf. Instead of knocking over her marble ramp, use your words to talk to her. Tell her you didn't like that she knocked your marble ramp over, and you could ask her to help you fix it.

Connection to Text:

In *The Seven Chinese Sisters*, one of the sisters has a ball that she is able to throw very far and very high. Remind children that the ball in this story is similar to the marbles they are using in their marble ramps, although the ball in the story is larger than the marbles they are playing with.

Non-Immediate Events:

These marble ramps remind me of when I see children sliding on the slide outside on our playground at recess. On the slide, the children are kind of like the marbles, and the slide is like a ramp. Are there ways that make you go faster or slower when you slide on the slide?



Line, Dot, and Squiggle Painting

Naming Words	Action Words	Describing Words
line dot squiggle paintbrush curve inspiration brush stroke	stroke dab wiggle draw paint	horizontal vertical diagonal straight curved inspiring

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Parallel-Talk (describe what the child is doing):**
 You just dabbed some green paint on your paintbrush. What will you paint on your paper? (If child does not respond) Will you paint a line, or a dot, or a squiggle?
- Use Self-Talk (describe what you are doing):**
 I am starting at the top of my paper, and I am making a very long, straight, red line. When I get to the bottom of my paper, I'm making several big red dots with my paintbrush.
- Model Social Skills:**
 If you run out of a certain color paint, you can ask a friend to share their paint with you: "Mark, I ran out of orange paint and I really need some more. May I use some of your orange paint?"

Connection to Text:

This is an opportunity for children to take a close look at the various kinds of illustrations in each of the core storybooks that have been read over the past several weeks.

Non-Immediate Events:

This reminds me of when we were painting to music at the easels. I remember watching children making all sorts of brush strokes and marks on their paintings. I saw lots of different kinds of lines, and dots, and squiggles that were inspired by the different kinds of music children listened to while they painted.



Jumbled Names in Envelopes

Naming Words		Action Words	Describing Words
letter	match	practice	blank
name	card	make	long
square	tile	copy	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 (describe what you are doing):**
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 (B for Baby), etc.



Using Vocabulary Cards

Naming Words		Action Words	Describing Words
book story crayon paper	pencil marker letter vocabulary	write draw imagine create illustrate	fiction non-fiction

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Parallel-Talk (describe what the child is doing):**
I can see you are looking at the vocabulary card for ‘overalls’ to help you write that word on your paper. You’ve written the ‘o’, and the ‘v’. Can you think of anybody you could draw who would wear overalls? (If no response) Would you draw Lisa or would you draw Corduroy as a character from our story who wore overalls?
- Use Self-Talk (describe what you are doing):**
I just drew a picture of a palace, but I can’t remember how to spell that word. I’m going to find the vocabulary card for palace and use it to help me write that word on my picture. Here is the card- palace! Okay, I can see that the word palace starts with the letter “p”.
- Model Social Skills:**
Derek, I know that you are waiting for a turn to use the vocabulary card for ‘escalator’, but Fiona isn’t finished with it yet. You can ask her to give the card to you when she is done so that you can have a turn with it: “Fiona, please let me use the ‘escalator’ vocabulary card when you are finished. Thank you.”

Connection to Text:

Have copies of one or more of the core storybooks available at the Creative Writing table to refer to as children practice using the vocabulary cards.

Non-Immediate Events:

Having the pictures and the words together on these vocabulary cards is very helpful. These vocabulary cards remind me of some of the different labels we have around our classroom. In Creative Arts we have lots of labels for our art materials that have pictures and words to help us remember where the materials are and what they are called.



Bath Time and Dressing

Naming Words	Action Words	Describing Words
bath clothes soap sponge towel washcloth water shampoo	wash clean dry dress bathe scrub rinse	wet dry clean gentle delicate

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing):**
You are being very gentle with your baby, putting a little bit of soap on the washcloth and rubbing the baby’s body slowly to give him a bath.
- **Use Self-Talk (describe what you are doing):**
My baby is all clean, so now I am going to get a towel and dry him off. Okay, now my baby is dry, so I will get a diaper and put the diaper on. Now my baby is ready to get dressed.
- **Model Social Skills:**
Putting a diaper on a baby can be tricky, and sometimes having somebody work with you can be very helpful. Richard, it looks like you are having a little bit of trouble with that diaper- would you like to ask Renee for help? You can just say, “Renee, this diaper is a little bit hard. Can you help me with it please?”

Connection to Text: Model “I wonder” statement

Help children to recall that in *Oonga Boonga/Crybaby* and *Peter’s Chair* there were two babies- Louise (Baby) and Susie.

Non-Immediate Events:

When my son Daniel was a baby, we had to give him a bath. I always was sure to be very, very gentle because he was so small, I didn’t want to hurt him by accident. He was so small that we had a little baby bathtub that we put in the kitchen sink, and we gave him a bath there!