



Documenting a Process

Naming Words		Action Words	Describing Words
process	illustrator	describe	first
instructions	sentence	illustrate	next
directions	word	write	last
expert		clarify	informative
author		demonstrate	helpful
		explain	useful
		teach	understandable

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Parallel-Talk (describe what the child is doing) + Open-Ended Questions:**
 You drew some very detailed pictures of how to build a robot. What would you like me to write about these pictures?
- Use Self-Talk (describe what you are doing) + Open-Ended Questions:**
 I drew a picture of you and Julia getting ready for recess. What was happening here?
- Model Talking About Feelings:**
 In this drawing I can see that one of the people has a smiling face, so it looks like he is happy. In the next picture there are three people holding hands and smiling. They look happy also, and I think that they might be friends.

Connection to Text:

The Little Red Hen went through a long process with lots of steps before she was able to make her pizza. What were some of the steps that the Little Red Hen had to go through?

Non-Immediate Events:

When I was at home, my vacuum cleaner stopped working, so I had to read the instructions and follow a process of directions in order to fix it and make it work the right way.



Grocery Store and Markets

Naming Words		Action Words		Describing Words
bill	cheese			
cereal	fruit			
dinner	list	shopping	push	busy
grocery	money	write	carry	crowded
store	ingredients	jot (down)	buy	full
lunch	supermarket	drive	bake	fresh
paper	shopping basket	ride		canned
bread	shopping cart			

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Self-Talk (describe what you are doing) + Open-Ended Questions:**
 I would like to go with you to the grocery store if you don't mind. I need a pencil and a piece of paper to jot down a few things on a list first. I need some fresh fruit, bread, and cereal. What are you planning to buy at the grocery store?
- Use Parallel-Talk (describe what the child is doing) + Mix of Closed-/Open-Ended Questions:** Look at all the ingredients you bought at the supermarket! What are you going to make? (Wait for a response. If child doesn't respond, ask a closed question.) Are you going to make pizza or bake cookies?
- Model Problem-Solving:** My, this is a busy store. It's very crowded today and there are no more shopping carts. What should we do? (as children offer ideas) That's an idea! What else could we do? (Offer a forced choice between two ideas.) Should we _____ or _____?

Connection to Text:

Remember in the book, *The Little Red Hen (Makes a Pizza)*, when Hen went shopping, she did not make a list and then she forgot to buy mozzarella cheese.

Non-Immediate Events:

I remember riding in shopping carts when I was little. What do you remember about going to the grocery store?



Constructing a Playground

Naming Words			Action Words	Describing Words	
ladder	playground	slide	build design live climb jump	inside	outside high wide
pool	playhouse	toys		tall	
swing	figure	gate		low	
	climbing structure			noisy	
	family member names				

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Parallel-Talk (describe what the child is doing) + Indirect Question:**
 You have used many different size blocks. This section is very high, and this part over here is low and wide. Tell me about what you have built here. (If the child's response is limited, say, I see...and then use specific vocabulary to label the props the child is using for the playground)
- Use Encouragement to Support Cooperative Play:**
 It looks like Lisa is holding some family figures. I think they would like to visit your building (playground or whatever the child has labeled the structure). Where is the door (or gate) to come in? (Observe the play and then comment on any cooperative play that occurs)

Connection to Text:

Lisa didn't mean to knock over your slide. It was an accident. Remember in the book *Matthew and Tilly* how Matthew and Tilly both got so mad at each other because of an accident. Matthew broke Tilly's crayon by accident. He didn't mean to break Tilly's crayon.

Non-Immediate Events:

What do you like to do when you go to the playground?



Chalk Drawings

Naming Words	Action Words	Describing Words	
chalk line sidewalk texture side	blend turn rub	blurred hard sharp thin bright	dark light wide pale

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Parallel-Talk (describe what you are doing) + Indirect and Open-Ended Questions:**
 You've used so many different colors in your drawing. What happened here where the two colors blended together?

 Some of your lines are thin and others are wide. How did you make this very wide line?
- Use Self-Talk + Closed-Questions:**
 I want to make a drawing like yours. This chalk has a different texture from crayons. Should I make the lines thin and sharp or wide and blurred by turning my chalk on its side?

Connection to Text:

In the book *Matthew and Tilly*, remember how Tilly used chalk to draw numbers and squares on the sidewalk. You are using chalk to draw a design on brightly colored construction paper.

Non-Immediate Events:

If you could use chalk on the sidewalk, like Tilly did in the book, *Matthew and Tilly*, what would you draw?



Texture Rubbing

Naming Words		Action Words	Describing Words
clipboard pattern texture	design rubbings	insert removed rubbed	bumpy over under

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
You have created an interesting rubbing. Can you tell me how you made it? (child demonstrates, but doesn't say anything) Oh, you put the leaf under the paper and rubbed the crayon over the paper and leaf. You made a bumpy rubbing.
- **Promote Social Interaction:** Lisa and Marissa are interested in your rubbing. I think they would like you to show them how you put the leaf under the paper to make your bumpy rubbing. They can make their own or maybe they will choose something different.

Connection to Text:

I wonder what kind of rubbing you could make with a piece of corduroy, like the corduroy material of the overalls in the book, *Corduroy*.

Non-Immediate Events:

When we go outside, what could we look for to use to make other rubbings?



Molding Sand

Naming Words	Action Words	Describing Words
mold shape bottom	crumble dump fill jiggle overturn tap remove pack	wet dry moist

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
You're working very hard filling up that mold. I see that you are packing down the moist sand. It looks like it will hold its shape. What kind of mold will you use next?
- **Use Self-Talk (describe what you are doing) + Mix of Closed-/Open-Ended Questions:**
I am filling my mold with sand. I am turning over my mold, tapping the bottom, and removing the mold. Oh no, the shape is crumbling! How did that happen? (Wait for response, if no response then ask a closed question) Was the sand too wet or too dry? Maybe we need to add some more water to the sand to moisten it.

Connection to Text:

Let's pretend we are making a cake like the one in the book *A Letter to Amy*. We will need to make sure the sand is very moist and packed down into the mold, so it will hold its shape when we turn over the mold.

Non-Immediate Events:

We could pretend that we are making mountains or castles at the beach. What would you like to pretend?