



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

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

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 fill overturn remove	dump jiggle tap 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?



Researching Recipes, Cookbooks, and Menus

Naming Words		Action Words		Describing Words
cookbook	pot	measure	grind	delicious
recipe	pan	slice	bake	difficult
ingredient	oven	chop	fry	patient
utensil	stove	cut	combine	creative
chef		mix	count	orderly
				clear

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Self-Talk (describe what you are doing) to Model Morphology (how words change at the end when we use them in sentences):**
It can be hard to be *patient* when you cook. It is important sometimes to wait *patiently* when you are cooking so that the food cooks correctly. The recipe says that you need to cut the broccoli. Cutting broccoli is good exercise. It's a bit hard, and you need to use your muscles.
- **Use Closed-Ended questions:**
Should we grind the eggplant or chop the eggplant?
Does my eggplant taste the same as yours, or different?
- **Use Self-Talk (describe what you are doing):**
I am dipping my paint brush into the paint and carefully wiping it along the edge to make sure that the paint doesn't drip.

Connection to Text:

There was cooking in *The Little Red Hen (Makes a Pizza)*, and there was also a birthday cake in *A Letter to Amy*. The Little Red Hen had to do a lot of work to cook her pizza. She was lucky that her friends helped her wash the dishes at the end of the story.

Non-Immediate Events:

Sometimes at home I will cook dinner or breakfast. When I cook, I sometimes read a recipe so I can make sure I have the correct ingredients, and so I can make sure I have the right amount or quantity of each one.



Classroom Friends' Puzzles

Naming Words		Action Words		Describing Words	
part	image	solve	collaborate	similar	challenging
whole	friend	attach	notice	different	helpful
piece	name	connect	fit	same	next to
picture		help	share	easy	fit
				difficult	complicated
				simple	

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Mix of Closed-/Open- Ended Questions:**
You are having difficulty finding the puzzle piece that fits. Let's look for one with a similar color and a round shape. Which of these two pieces has the same color as your piece? That puzzle was simple for you to complete. Let's try a more complicated one! Does this one look simple or complicated to you?
- **Use Self-Talk + Open-Ended Questions:**
I am finding it difficult to put these puzzle pieces together. Why do you think it is not working?
How do you think we could solve this problem?

Connection to Text:

In the book, *The Little Red Hen (Makes a Pizza)*, the Little Red Hen and her friends wash dishes together. What are some things that you do with your friends to help them?

Non-Immediate Events:

I have several puzzles at home that I like to solve. Sometimes my son works on a puzzle with me, and I appreciate his help.



Sorting Objects into Groups

Naming Words	Action Words	Describing Words
quantity number total tally marks	sort group gather	similar different attribute

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Mix of Closed-/Open- Ended Questions:**
You are having difficulty sorting the objects into groups. Let's look for one with a similar color and similar shape. Which of these two pieces has the same color as your piece?
- **Use Self-Talk + Open-Ended Questions:**
I am finding it difficult to sort these items into groups. Why do you think it is not working?
How do you think we could solve this problem?

Connection to Text:

In the book, *The Little Red Hen (Makes a Pizza)*, the Little Red Hen keeps some of her ingredients in a cupboard. What is the same about the items in the cupboard? How are they different from the other ingredients?

Non-Immediate Events:

I sort objects in my home to keep my family organized. Does your family have objects that are alike sorted at your house?