



# Barber Shop

Naming Words		Action Words	Describing Words
salon haircut	blow-dryer	cut	
shampoo	curler	style	
shave	comb	shave	wet
mirror	brush	trim	dry
stylist	paper	groom	fresh
appointment	pencil	select	

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Expand Children's Comments:**

Child: Cut hair. Teacher: You'd like to have your hair cut? Child: Cut. Teacher: Let's ask the barber, "Excuse me, we need a haircut, can you please help us?"

- **Use Self-Talk (describe what you are doing) + Open-Ended Questions:**

There are lots of different kinds of hairstyles. When I go to the barber, I usually ask him to buzz my hair with clippers. What kind of hairstyle would you ask for when you go to the barber?

### Connection to Text:

In *Dandelion*, Dandelion went to the barber and had his hair trimmed, and he also had a shampoo and a manicure, which is when your fingernails are cleaned and cut.



# A Class Book about Friendship

Naming Words		Action Words	Describing Words
friend	collaboration	share	angry
illustration	teamwork	help	frustrated
friendship	frustration	care	happy
cooperation	feelings	assist	kind
help	emotions	frustrate	caring
		describe	

## Comments/ Questions/ Expanded Conversations

### Right Here:

- Use Self-Talk (describe what you are doing) + Closed-Questions:**  
 This purple crayon that you are holding reminds me of the purple crayon in *Matthew and Tilly*. Are you planning to use the marker to write or to draw?
- Model Social Skills (Sharing and Helping):**  
 May I have the green marker when you are done with it? Thank you for sharing. I think Alyssa could help you write some letters in your name. Why don't you ask her to help? She knows how to write many letters. I am sure she could teach you how to do it too. Thank you, Alyssa, for helping.

### Connection to Text:

We've read many books about friends and how friends act toward each other. Matthew and Tilly played together but got frustrated with each other; the Little Red Hen's friends didn't want to help her at first, but finally, they did decide to help her clean up after she finished baking her pizza.

### Non-Immediate Events:

I like doing many different things with my friends. We talk, we play basketball, and sometimes we watch movies. But I also sometimes like to spend time by myself.



# Adding Beautiful Stuff

Naming Words	Action Words	Describing Words
structure material construction	create imagine build plan design organize	three-dimensional tall rigid short flat curved flexible

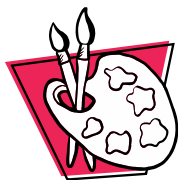
## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Mix of Closed and Open-Ended Questions:**  
You have been working and working on your tower. It looks like it keeps falling down. How could you build it so that it doesn't keep falling down? (Wait for response. If child does not say anything ask a forced choice question.) What if you were to use several of these wooden blocks to create a strong foundation?
- **Use Self-Talk (describe what you are doing) + Open-Ended Questions + Model Social Skills:**  
It can be hard to share materials sometimes. What could you do if you want to use a material that a classmate is using? You could use your words and ask, "May I use that piece?"

### Connection to Text:

Help children remember the neighborhoods and playgrounds they built previously in the Block Center and remind children of the neighborhoods where Matthew and Tilly and Peter lived in in *Matthew and Tilly* and *A Letter to Amy*.



# Crayon Resist

Naming Words		Action Words		Describing Words
bead sponge wax paper wax crayons	droplet paper towel squiggle	absorb cover rinse bead up	soak up repel blend	squiggly spiral

## Comments/ Questions/ Expanded Conversations

### Right Here:

- Use Parallel-Talk (describe what the child is doing) + Open-Ended Questions:**  
 You used the crayon to write your name. Do you think you'll still be able to see your name if you paint over it? Try it and see what happens!
- Use Encouragement to Support Effort:**  
 You worked so hard to make those pictures. You tried different colors of crayons and watched the watercolors bead up and not soak into the area with the crayon squiggles.

### Connection to Text:

Ezra Jack Keats was both the author and illustrator of the book, *A Letter to Amy*. Let's look at the illustrations to see how he used watercolors. See how the colors blend into each other, especially the pictures with the reflections of the raincoats on the pavement.

### Non-Immediate Events:

Have you noticed how when we spill water or watercolors, we need something to soak it up, like a sponge or paper towel? Wax paper is like wax crayons, it will not absorb water.



# Collaborative Creations with Beautiful Stuff

Naming Words	Action Words	Describing Words
materials media sculpture medium	document design create document express	recycled natural three-dimensional

## Comments/ Questions/ Expanded Conversations

### Right Here:

- Use Parallel-Talk (describe what the child is doing) + Closed Questions:**  
 You have so many things to explore. Are you going to use the bottle caps or the string or the cardboard pieces?
- Use Encouragement to Support Initiative:**  
 What a good idea you had, you figured out that if you cut the yarn with the scissors, you would have two pieces that you could use for your project.
- Model Acceptance of Differences:**  
 I think there is room for both of you to explore. One person wants to use ribbon, and the other person wants to use yarn. You can work next to each other.

### Non-Immediate Events:

We are exploring beautiful stuff. Have you ever explored anything else? I went for a walk in the woods and explored all sorts of interesting rocks and trees.