



Barber Shop

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

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.



Roads and Sidewalks

Naming Words		Action Words		Describing Words
backhoe	bulldozer			safe
cement mixer	cones	construct	fill	dangerous
front loader	surface	dump	remove	noisy
dump truck	vehicle	roll	protect	full
construction	gravel	mix	pour	smooth
pothole	danger			

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
I see you put cones around the big hole to warn people of the danger. It's important to keep people safe at the construction site. What kind of vehicles are you using? (If the child does not respond, continue by labeling the vehicles) I see a backhoe for digging and the bulldozer for pushing.
- **Use Encouragement to Support Cooperative Play:**
Patrick, it looks like you need more gravel to finish your road. Antonio has filled his dump truck to bring you a load. You can work as a team to build this road.

Connection to Text:

Let's look at the book, *Road Builders*, to learn the names of some of these trucks.

Non-Immediate Events:

I saw a dump truck on my street when they were filling a pothole to make a smooth surface. Where have you seen vehicles like these?



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?