Baking Cakes

Naming Words		Action Words	Describing Words
thunder recipe ingredient pan tin whisk spatula crust	recipe cake pie list chocolate strawberry frosting	bake mix pour	sweet delicious moist

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Self-Talk (describe what you are doing) + Open-Ended Questions:**
  "I want to bake a cake that has chocolate because chocolate is my favorite flavor. Let me look at these recipes. Can you help me? What is my next step?"

- **Use Parallel-Talk (describe what the child is doing):**
  "I see you are placing a lot of ingredients in a bowl and mixing them very quickly. A friend has joined us at the table, and you gave her a plate. Now, you are placing the muffin tin in the oven."

Connection to Text:
"I am thinking about how Grandma and Patricia from *Thunder Cake* felt as they were baking together."

Non-Immediate Events:
"When I was little, I loved to bake cookies with my dad. He would let me pour in the flour, the sugar, and the chocolate chips. I always felt very happy when we had time together."

Thunder Cake Recipe Cards

Naming Words	Action Words	Describing Words
ingredient recipe recipe card directions crust	gather collect bake	first second third

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing):**
  "You are looking carefully at the different recipe cards. You have selected one. You are looking at the different ingredients listed on the card, and now you are counting the ingredients."

- **Use Self-Talk + Open-Ended Questions:**
  "I am thinking about how I can make this pie. I see here is the list of ingredients. Can you help me count the number of eggs I need? How do you feel about baking? Have you baked something before?"

Connection to Text:
"In *Thunder Cake*, Grandma and Patricia gathered so many ingredients for their cake recipe."

Non-Immediate Events:
"Whenever I make a cake at home, the very first thing I do is look at my recipe book. Then I make a list of all the ingredients I need and gather everything. Last, I follow the directions on the recipe."

Using Sailboats

Naming Words		Action Words		Describing Words
anchor sail breeze sailor ripples	mast dock waves pond	drift puff inhale sail	blow exhale floating steer	gently windy sway harder breezy

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing):**
  "You are blowing the sails on the sailboat so hard! The air that you are moving is moving the boat and making ripples on the water just like the wind does."

- **Use Self-Talk + Open-Ended Question:**
  "I am going to inhale lots of air and then blow as hard as I can. What do you think will happen? (Pause for response.) It is such a windy day. The waves are getting so strong that it is hard to steer. I think that I should put down the anchor or sail the boat back to the dock and tie it up."

Connection to Text:
"In the book *Gilberto and the Wind*, I remember that Gilberto had a sailboat that he sailed on a small pond. What do you remember about that book?"

Non-Immediate Events:
"Once, when I was in a sailboat and a big motorboat passed us, the waves created by the motorboat made the sailboat rock back and forth. When the wind was blowing hard, we went fast. When the wind stopped blowing, we just drifted."

Making Sailboats

Naming Words		Action Words		Describing Words
sail mast hull wave	wind breeze ripple	fasten build construct launch	attach test design	sturdy strong watertight buoyant

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing):**
  "You have so many ideas about how to construct the boat. You used a milk carton, a straw, and some clay. I think it will be a very sturdy boat. To build the boat you need to attach the parts securely, so they won't fall off when the boat sails."

- **Use Self-Talk (describe what you are doing) + Closed-Ended Question:**
  "I think I will use two straws on my boat to make the mast very strong. I will add a seat in my boat for a passenger. Should I use a plastic bottle cap or a piece of cardboard to make the seat?"

Connection to Text:
"In the book *Gilberto and the Wind*, the wind sails Gilberto's boat. I wonder if this boat will sail easily in the Science Center?"

Non-Immediate Events:
"I enjoy going to the ocean and watching real boats sail on the waves. If you were able to travel in a real boat, where would you go?"

Painting with Straws

Naming Words	Action Words		Describing Words
droplet glob straw color names streak	blow blowing blew blown	mix drip blend design	streak across inhale exhale strongly diluted

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Indirect Questions:**
  "You put a droplet or small glob of (color name) paint on your paper, and now you are putting another glob of (color name) paint. I wonder what will happen when you blow on the paint? (If no response, continue.) You are blowing on the paint. Some of the paint is dripping down the paper. Look at all those streaks of paint across your paper. Some of the colors are blending together. The colors are mixing to make a new color."

- **Use Self-Talk (describe what you are doing) + Mix of Closed- and Open-Ended Questions:**
  "I blew on the paint with the straw, and then I huffed and puffed and blew on the paint without a straw. Which do you think blended the colors better, using the straw or huffing and puffing without a straw? I have to remember to throw away my used straw when I am done. Where will you put your straw?"

Connection to Text:
"In the book *Gilberto and the Wind*, Gilberto saw the wind blowing so many different things. Sometimes he liked it when the wind blew, but sometimes he didn't like it. What do you remember about the wind blowing?"

Non-Immediate Events:
"Sometimes the wind blows so strongly that it blows my trash barrels into the street, and I have to walk down the block to find them. What things have you seen the wind blow away?"

Storm Paintings

Naming Words		Action Words		Describing Words
storm night kitten blanket lightning	shelter cloud cat thunder wind	paint blend collaborate share	mix create plan	grey wet dark safe

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Questions:**
  "Those colors remind me of the illustrations in *One Dark Night/Thunder Cake*. What can you tell me about your picture? (Pause for response.) The brush strokes shake and twist down the page. How did you make them?"

Connection to Text:
"The storm created a lot of wind, rain, thunder, and lightning in *One Dark Night/Thunder Cake*. How are you showing a storm like the one that we saw in our story?"

Non-Immediate Events:
"One day I was walking my dog, and all of a sudden, the sky became very dark, and it started to rain. It rained gently at first, but then the rain fell faster and harder. I was caught in a storm! I was soaked, completely wet from my head to my toes. What does it feel like to be caught in the rain?"

Stability Challenge

Naming Words		Action Words		Describing Words	
base tower structure foundation	weather wind storm	balance stack build topple collapse fall down	knock down tumble share drive plan challenge	sturdy over behind in front of inside tall high	underneath on top of beside around outside low wide

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Mix of Closed- and Open-Ended Questions:**
  "You made a very tall structure. What are the different parts of your building? Do you think your structure will fall down easily, or is it stable?"

- **Use Parallel-Talk (describe what the child is doing) + Closed-Ended Questions:**
  "It looks like you both want to build with the same blocks. Do you want to divide the blocks and each build your own structure, or do you want to work together to make one very big structure?"

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
  "Wow, what a large structure; you worked as a team to make it. I'm going to add windows and a door to my structure. What will you add to yours?"

Connection to Text:
"What would happen to your structure if the wind began to blow like in the book *Gilberto and the Wind*? Sometimes the wind blows so hard that it is called a hurricane. It doesn't happen very often, but the strong winds of a hurricane can knock buildings down. We could find a book on weather and read about hurricanes."

Non-Immediate Events:
"I saw some construction trucks yesterday, a cement mixer and a dump truck. What trucks have you seen? (Pause for a response.) What different road-building trucks do you remember from when we read the book *Road Builders*?"

Weather Picture Puzzles

Naming Words		Action Words		Describing Words	
storm lightning cloud breeze thunder	sky sun rain piece	turn over solve attach connect	roar flash crash	tranquil looming gloomy	peaceful loud noisy

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing):**
  "You are looking carefully to decide which two pieces to connect. You took one piece with a blue color along the edges, and then you found another piece with a blue color along its edge. You tried to connect the pieces, but they didn't fit, so you turned them around and tried again. They still didn't fit, and now you're trying to connect two other pieces."

- **Use Self-Talk (describe what you are doing) + Open-Ended Questions:**
  "I am trying to remember where the piece is with the yellow sunshine color. Can you find it? I think that puzzles can be very challenging, and I enjoy trying to solve them. How do you feel when you complete a puzzle?"

Connection to Text:
"Some of the weather in these puzzles reminds me of the weather we've read about in our books. I can see a thunderstorm like in *One Dark Night/Thunder Cake* right here."

Non-Immediate Events:
"I remember when you were just learning to solve puzzles, and you needed a teacher to help. Now you know how to solve puzzles by yourselves. You are learning to find matching colors, and you are looking for pieces that have shapes that might fit together."

Caring for Animals

Naming Words	Action Words	Describing Words
shelter thermometer caregiver veterinarian medicine stethoscope	diagnose relax treat assist help comfort soothe	help fulfill sick cozy warm

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Self-Talk to Model Morphology (how words change at the end when we use them in sentences):**
  "This animal needs help. I am happy to see that you are trying to be helpful by giving it some medicine. Veterinarians are very good at helping animals."

- **Use Self-Talk (describe what you are doing) + Open-Ended Questions:**
  "I want to care for this kitten - it is very wet because it was caught in a thunderstorm. What should we do to care for it?"

Connection to Text:
"In *One Dark Night*, Jonathan helped the mother cat care for her kittens. He helped her bring the kittens inside so they could take shelter from the thunderstorm. (In *Thunder Cake*, the animals on the grandmother's farm were cared for so they could give what was needed for the cake [hens - eggs, cow - milk])."

Non-Immediate Events:
"When I was little, I loved to bake cookies with my dad. He would let me pour in the flour, the sugar, and the chocolate chips. I always felt very happy when we had time together."

Blank Books

Naming Words	Action Words		Describing Words
author illustrator book pages	narrate dictate write edit	create tell describe illustrate	detailed realistic fictional imaginative creative

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Self-Talk (describe what you are doing):**
  "I think that I would like to write a story about kittens. I think that there will be a mother cat and four baby kittens who are born in a barn. The first sentence will be, 'One day, a mother cat was looking for a warm, safe place for her kittens to be born.' Here is the card that has *kitten* written on it, so I can use that to look at as I write *kitten*."

- **Use Parallel-Talk (describe what the child is doing) + Mix of Closed- and Open-Ended Questions:**
  "I see that you have drawn a picture of a kite with a tail and a long string. What is happening in your picture? (Pause for response.) Would you like me to write that down under the picture?"

Connection to Text:
"In the book *Gilberto and the Wind*, what story would Gilberto tell or write about his kite flying?"

Non-Immediate Events:
"When my cat was looking for a place for her kittens to be born, she crawled under my bed and curled up on the carpet. It must have felt safe and warm under the bed. That is something that I could write a story about in a blank book."

Non-fiction Weather Research

Naming Words		Action Words		Describing Words
researcher data information meteorologist	climate graph fact	investigate explore revise	report summarize analyze	non-fiction

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Questions:**
  "I see that you are reading a book about hurricanes. What are you learning?"

- **Ask Open-Ended Questions + Use Self-Talk (describe what you are doing):**
  "What is something interesting about blizzards? I read in this book that blizzards are strong storms with lots of snow that makes it hard to see."

- **Use Self-Talk (describe what you are doing) + Open-Ended Questions:**
  "When I read this book about hurricanes, I had a lot of questions. I wonder what else I could do to find out more information about hurricanes?"

Connection to Text:
"This book about hurricanes reminds me of *Gilberto and the Wind* because there are strong winds, and it reminds me of *One Dark Night/Thunder Cake* because there is a lot of rain, thunder, and lightning."