



Storm Stories

Naming Words		Action Words	Describing Words	
night	lightning	dictate	grey	helpful
blanket	cloud	write	caring	wet
storm	cat	brainstorm	loud	safe
story	kitten	imagine	kind	secure
		illustrate	fierce	

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
“I see that you are doing a lot of writing (or drawing). Can you tell me about what you have been writing (or drawing)?”
- **Use Self-Talk (describe what you are doing) + Open-Ended Question:**
“I am looking at the illustrations in *One Dark Night* for an idea of what to draw. The storm created a lot of rain. I think I will draw a picture of some animals in the rain. What animals should I draw?”

OR

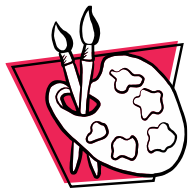
“I am looking at the illustrations in *Thunder Cake* for an idea of what to draw. The little girl and her grandma went to the barn to gather eggs. I think I will draw a picture of the little girl counting. What animals should I draw?”

Connection to Text:

“This storm in *One Dark Night/Thunder Cake* reminds me of the rainstorm in *A Letter to Amy*. There was a strong wind and a lot of rain in both books.”

Non-Immediate Events:

“I am writing about a time when I was walking in the rain on a windy day.”



Wind Illustrations

Naming Words	Action Words	Describing Words
charcoal inspiration oil pastels illustrator image design	depict combine represent interpret analyze	breezy realistic energetic relaxed calm

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
 “You are using oil pastels to create your illustration. What other materials would you like to use?”
- **Use Closed-Ended Question:**
 “Are you illustrating a gentle wind like the one that blew Gilberto’s sailboat, or are you illustrating a strong, fierce wind like the one that tried to blow open his door?”

Connection to Text (after reading *Gilberto and the Wind*):

“In the book *Gilberto and the Wind*, the wind was very helpful, and it also frightened Gilberto. Would you like to illustrate a helpful wind or a frightening wind?”

Non-Immediate Events:

“The next time it is windy outside, I will make a kite and try to fly it. I hope that the wind will blow it high up in the sky, just like the wind did for some of the boys in *Gilberto and the Wind*.”



Box Lid Paintings

Naming Words	Action Words	Describing Words
path eyedropper color names trail ink marks	smear mix squeeze run blend drop tilt repel	waterproof gently colorful

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Self-Talk (describe what you are doing) + Open-Ended Question:**
 “I am squeezing the eyedropper very gently to let only a little water drip onto the paper. What do you think will happen if I drop more water on the paper?”
- Use Parallel-Talk (describe what the child is doing) + Closed-Ended Question:**
 “What do you think will happen when you tilt the box? (Pause for a response.) As the water drips down the paper, it makes a colorful trail.”
- Use Parallel-Talk (describe what the child is doing) + Closed-Ended Question:**
 “Look how the marker colors run and blend together when you tilt the box, but the crayon marks stay the same. Which do you think are waterproof, the crayon marks or the marker colors?”

Connection to Text:

“Remember in the book, *A Letter to Amy*, when Peter’s letter blew away in the rain, the ink did not smear. I guess he used waterproof ink.”

Non-Immediate Events:

“When I was walking in the rain the other day, I was carrying red paper. The rain got the paper wet, and the color ran onto my hands.”



Clay Boats

Naming Words	Action Words	Describing Words
ballast hull clay passenger	float sink steer sail design build create inspire	buoyant level sturdy strong

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) with Repeated Vocabulary + Open-Ended Question:**
“What happens when you place the clay boat in the water? (Pause for a response.) When you place it in the water with no passengers, it floats and remains buoyant, and when you add passengers, the boat begins to sink in the water.”
- **Use Self-Talk (describe what you are doing) + Closed-Ended Question:**
“My boat is moving slowly through the water. It is staying afloat and going very, very slowly. Is your boat moving fast or slow?”
- **Use Self-Talk (describe what you are doing) + Open-Ended Question:**
“I am using a straw to try and blow my boat. I am doing an experiment to see what happens. It moved slowly. You try an experiment. Try blowing your boat. What happened? Try using a gentle breath. Then, try using a really strong breath. What happened?”

Non-Immediate Events:

“This reminds me of our Let’s Find Out About It lesson on sinking and floating. What materials did we learn are good at staying afloat?”



Rabbit Habitats

Naming Words		Action Words	Describing Words
hedge lawn shelter shower raindrop	clover warren burrow habitat	nibble plan construct build	soaked safe dry secure comfortable

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
“Why did you decide to use these materials to build your rabbit habitat? I’m using some of the same materials. I think that you and I are both building similar constructions.”
- **Use Self-Talk (describe what you are doing) + Closed-Ended Question:**
“I’m having trouble completing my habitat. The materials that I’m using don’t stay together the right way. Do you think I should use blocks or sticks?”
- **Use Self-Talk (describe what you are doing) + Open-Ended Question:**
“I built my rabbit habitat out of sticks, but it wasn’t stable, and it fell down. Then, I decided to construct another habitat out of blocks, and it seemed more secure. How did you construct your habitat? What did you do first?”

Non-Immediate Events:

“There are several rabbits that live near my house, and every day, I see them out on my lawn, hopping around and nibbling on the grass.”



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.”



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.”



Weather Puzzles

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

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 yourself. You are learning to find matching colors, and you are looking for pieces that have shapes that might fit 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 the list of ingredients here. 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.”



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.”