



# Animal Coverings

Naming Words		Action Words		Describing Words
insulation	texture	absorb	design	absorbent
protection	fur	repel	inspire	repellent
habitat	feather	protect	create	dry
covering	scales	insulate		wet

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**  
“You are working hard at cutting your fabric. I can see you holding the scissors and making a big slice right through the middle. What is your plan? What animal covering are you working on?”
- **Use Self-Talk (describe what you are doing) + Closed-Ended Question:**  
“I have a piece of shiny green material that I’d like to use to make an animal covering. Should I use this material to make scales or fur?”

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

“In *Rabbits and Raindrops*, we learned that rabbits have fur for a covering, and their fur is water resistant - it keeps them dry for a little while.”

### Non-Immediate Events:

“Where have you seen an animal with fur, feathers, or scales? I wonder if we can see any animals with these sorts of coverings when we go outside for recess.”



# Precipitation

Naming Words		Action Words		Describing Words	
precipitation	snow	adhere	fall	cold	damp
cloud	weather	create	rain	wet	freezing
rain	water	precipitate	shower	frozen	chilly

## Comments/ Questions/ Expanded Conversations

### Right Here:

- Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**  
 “I see that you’ve made a cloud by adhering cotton balls to a bowl. What sort of a cloud is it?”
- Use Self-Talk (describe what you are doing) + Open-Ended Question:**  
 “I am going to pretend that I have a raincloud. I’ll pour some water into my cloud and see if I can create rain. What do you think will happen if I put water in my cloud?”

### Connection to Text:

“We read several books about rain and precipitation. There was rain in *A Letter to Amy* and *One Dark Night* (or *Thunder Cake*), and Peter played in the snow in *The Snowy Day*.”

### Non-Immediate Events:

“Sometimes, when it rains and snows, I look up at the sky, and I can see all different kinds of clouds. Snow clouds often look grey and fluffy, but rainclouds sometimes look darker and black.”



# Animal Stories

Naming Words		Action Words		Describing Words
vertical line	animal	writing	tell	start
diagonal line	short	pretend	finish	begin
curved	long	happen	sign (name)	top
imagination				bottom

## 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):**  
“I am going to write a story. I will start at the top of the page. When I finish at the bottom of the page, I’ll sign my name. I think I will write about when it is warm and sunny in the summer, and there are butterflies, bees, and grasshoppers in the grass.”

### Connection to Text:

“I think I’ll write about cats like the cats in *One Dark Night*. The cats in my story will be different from the cats in *One Dark Night* because my cats won’t be so scared of the rain.”

OR

“I think I’ll write about the animals in the barn in *Thunder Cake*. When the girl and her grandma went to get items for the cake, they saw a cow, hens, geese, and goats. I’ll add some other animals in my story, like a sheep and a pig.”

### Non-Immediate Events:

“I wonder what season my story should take place in. If it’s winter, it might be too cold for the animals to be outside. Maybe my story should happen in the summer when it is warm.”



# Pretending to Be Animals

Naming Words		Action Words	Describing Words
habitat kitten chick hen rooster	female male costume prop	pretend hop purr cluck peck nibble	soft warm active hungry tired

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Use Parallel-Talk (describe what you are doing) + Open-Ended Question:**  
“You are dressing up like a rabbit so carefully. You put on some rabbit ears, and you created a rabbit tail. Where will you go once you’ve put on your rabbit costume?”
- **Use Self-Talk (describe what you are doing):**  
“I’m pretending to be a rabbit. I think I will nibble some clover. It tastes nice and sweet. Oh no! I felt a drop of rain on my nose! I’d better take shelter under a hedge.”

### Connection to Text:

“We’ve learned from our books that different animals move in different ways. Animals hop, animals walk, and animals can run.”

### Non-Immediate Events:

“I went to the zoo once, and I was able to see many different animals. When I was at the zoo, I wanted to pretend to be a tiger, a lion, and a giraffe. I growled and roared when I pretended to be a lion, and when I pretended to be a giraffe, I stretched my neck out really, really long.”



# Animal Habitat Puzzles

Naming Words		Action Words	Describing Words
desert lizard camel snake penguin jaguar	arctic fox rainforest orangutan bear toucan	solve match rotate flip compare	same similar alike different

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**  
“I see you are holding a piece with the color brown on it. You are looking carefully to find another piece with brown on it.” (Wait for the child to make a selection.) “How did you find the piece you were looking for?”
- **Use Self-Talk (describe what you are doing):**  
“I have a puzzle piece with scales. Let’s see if I can find a similar piece. It looks like there may be another piece with scales over here. I can use it to make a lizard.”

### Connection to Text:

“Some of these animals remind me of animals we read about in our books. The penguin makes me think of the hens in *A Hat for Minerva Louise* and in *Thunder Cake*.”

### Non-Immediate Events:

“I wonder what would happen if these animals got all mixed up and switched their habitats. What would happen if the penguin lived in the rainforest? Or if the camel lived in the Arctic?”



# Animal Habitats

Naming Words	Action Words	Describing Words
habitat shelter weather environment climate food diet	research plan build create design imagine protect	sturdy safe comfortable cozy dry wet

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**  
“You have taken out so many blocks. It looks like you are planning to make a big habitat. How much clear space do you need?”
- **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):**  
“I will use leaves and some grass to create a comfortable, cozy habitat for an animal to live in. I’ll use a cardboard box and put the leaves and grass inside, and then I will add some sticks and some blocks.”

### Connection to Text:

“We have learned about several different animal habitats. In *Rabbits and Raindrops*, the rabbits lived in a grassy meadow with hedges and flowers. In *Bringing the Rain to Kapiti Plain*, Ki-Pat lived on a dry plain where there was no water, and the plants didn’t grow.”

### Non-Immediate Events:

“Yesterday, some of our friends built two very big habitats, and there was not enough room for both of them. What do you think we could do today to solve that problem?”



# Raindrop Illustrations

Naming Words	Action Words	Describing Words
raindrops prediction illustration image coating fur inspiration	spray drip absorb experiment notice predict repel	water resistant absorbent repellent waterproof slick

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**  
“The colors of the markers you are using are the same as those in the book, *Rabbits and Raindrops*; the same colors of the raindrops that fell on the rabbits. Your picture reminds me of the pages in that book. What is happening in your painting?”
- **Use Self-Talk (describe what you are doing) + Indirect Question:**  
“I am making some of the raindrops that fell in the rain shower in *Rabbits and Raindrops*. I wonder how I could paint the raindrops sparkling in the sunlight after the shower is over?”

### Connection to Text:

“In the book, *Rabbits and Raindrops*, there were so many animals that joined the rabbits under the hedge to keep dry. Let’s see how many we can remember.”

### Non-Immediate Events:

“If you get a chance to make raindrop pictures at the easel tomorrow, what other kinds of raindrops would you like to make?”



# Animal Research

Naming Words	Action Words	Describing Words
researcher data information meteorologist zoologist results 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 an Open-Ended Question + Use Self-Talk (describe what you are doing):**  
“What is something interesting about alligators? I read in this book that alligators have very strong teeth.”
- **Use Self-Talk (describe what you are doing) + Open-Ended Question:**  
“When I read this book about lizards, I had a lot of questions. I wonder what else I could do to find out more information about lizards?”

### Connection to Text:

“This book about tigers reminds me of *One Dark Night* because a tiger is a kind of big cat. This book about farm animals makes me think of the animals in the barn in *Thunder Cake*.”