



# Winter Stories

Naming Words	Action Words	Describing Words
snowman snowplow scarecrow sled (other words on the cards)	exploring shivering tucking sledding slide trudge	heavy fluffy steep slippery

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Ask Open-Ended Question + Parallel-Talk (describe what the child is doing) + Open-Ended Question:**  
“What is happening in your story?” (If no response, describe what you see.) “I see that you have drawn a snowman and a boy with big, heavy boots standing in some fluffy-looking snow. What is the boy doing?” (If the child responds, ask if you can write it on another piece of paper or below the picture.)
- **Use Self-Talk (describe what you are doing):**  
“I am going to write a story about a boy who went sledding down a steep, slippery slope. My first sentence will be, ‘One day, a boy named (use a child’s name from the group) decided to go sledding on the giant pile of snow that the snowplow had made at the end of his street.’”

### Connection to Text:

“In the book, *A Hat for Minerva Louise*, the hens in the hen house were tucking their heads under their wings to keep warm. If your hands were cold, where could you tuck your hands?”

### Non-Immediate Events:

“When I was a little girl, I liked to go sledding. We would climb up the hill slowly and then slide down fast on our sleds and then trudge back up the hill again. What would you like to do in the snow?”



# Settings Inspired by Books

Naming Words	Action Words	Describing Words
blocks foundation building structure	knock down crash stackcollapse topple planning	tall on top of in front of solidwide beside wooden identical

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Modeling + Mix of Closed- and Open-Ended Questions:**
  - “It looks like you want to knock down your tall building. Let’s make sure everyone is safe, and then you can collapse it. What could you say to keep everyone safe?” (Pause for response; if no response, then continue.) “Do you want to say, ‘move back’ or ‘watch out?’”
  - “Crash! The building toppled over. What are you planning to do now?” (Pause for a response; if no response, then continue.) “Do you want to stack the blocks again or put away the blocks?”
- **Use Self-Talk (describe what you are doing):**

“I am trying to build a structure that won’t collapse easily. I am making a very wide foundation to begin. I’m going to put this long block beside this first one. They are the same size, they are identical. Maybe with another one just like it, all together, the blocks will make a strong solid base. Now, I can stack the other blocks on top of the foundation.”
- **Expand Children’s Comments:**

**Child:** “My tower crashed down.”

**Teacher:** “Your tall tower crashed down. It collapsed and fell!”

### Non-Immediate Events:

“I remember the structure that you built yesterday. It had lots of rooms and many doors. You even built a roof over some of the rooms by placing the flat, wooden pieces on top of the walls.”



# Clouds

Naming Words		Action Words		Describing Words	
precipitation	snow	adhere	design	cold	
cloud	weather	create	plan	wet	
rain	texture	depict	imagine	three-dimensional	
		experiment			

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**

“Your cloud is very white and puffy. It looks like it is full of precipitation. What kind of cloud did you make?”

- **Use Self-Talk (describe what you are doing) + Model Prepositions:**

“I am going to attach cotton balls to the top of my cloud, then I will attach yellow yarn to the bottom of my cloud to make lightning. Behind my cloud, I’m going to hide some black pieces of paper; they will be the thunder.”

- **Expand Children’s Comments:**

**Child:** “I made a cloud.”

**Teacher:** “You used white tissue paper, and you glued some cotton balls together to create a cloud.”

### Connection to Text:

“In the book, *The Snowy Day*, there were clouds in the sky when Peter went out to play in the snow. I wonder what materials we could use to create clouds like the ones depicted in the story?”

### Non-Immediate Events:

“When we go outside for recess today, let’s look and see what kinds of clouds we can see in the sky.”



# Showcase of Learning

Naming Words	Action Words	Describing Words
showcase exhibit performance reflection	review select reflect display perform	colorful decorative careful complete

## Comments/ Questions/ Expanded Conversations

### Right Here:

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

"I think I will select these drawings because they show that John was trying very hard to understand how to depict different kinds of clouds. What pieces of work do you think we should select?"

- **Use Parallel-Talk (describe what the child is doing) + Mix of Closed- and Open-Ended Questions:**

"I am going to attach cotton balls to the top of my cloud, then I will attach yellow yarn to the bottom of my cloud to make lightning. Behind my cloud, I'm going to hide some black pieces of paper; they will be the thunder."

- **Expand Children's Comments:**

**Child:** "That's pretty."

**Teacher:** "Yes. Tanya made a very colorful and decorative pattern!"

### Non-Immediate Events:

"This looks like real teamwork! Everyone is helping one another. Everyone is working together but doing something different to select work for our showcase. Remember when we were building roads together, we talked about friends helping each other and about the teamwork that is needed to build roads."



# Ice Melting

Naming Words	Action Words	Describing Words
treasure block of ice ice	freeze melt retrieve scrape	thaw refill squeeze  frozen hidden transparent

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question**

“Look at all those hidden treasures frozen inside the ice. You are working hard to retrieve the beads in the block of ice. It’s hard to get them out by scraping off a little ice at a time. You had a good idea - you poured a whole cup of warm water to melt the ice faster. What treasure are you going to melt out now?”

- **Use Self-Talk (describe what you are doing) + Closed-Ended Question:**

“I have squeezed out all of my water. I need to refill my empty squeeze bottle, so I can melt more ice. Should I fill the bottle with warm water or cold water?”

### Connection to Text:

“In the book, *The Snowy Day*, Peter looked in his pocket for the snowball, and his pocket was empty. Why did that happen?” (Pause for response.) “Yes, it melted. Where do you think we should put our blocks of ice for tomorrow to keep them from melting?”

### Non-Immediate Events:

“Tomorrow, there may be some new treasures in the blocks of ice. What new treasures would you like to find in the blocks of ice?”



# 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 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*.”



# 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?”