



Winter Stories

Naming Words		Action Words		Describing Words
snowman	boots			
snowplow	snowball	exploring	sledding	heavy
scarecrow	slope	shivering	slide	fluffy
sled	pile	tucking	trudge	steep
(other words on the cards)				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 stack collapse topple planning	tall on top of in front of solid wide 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
<p>treasure block of ice ice</p>	<p>freeze thaw melt refill retrieve squeeze scrape</p>	<p>frozen hidden transparent</p>

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?”