



Washing Stains

Naming Words		Action Words		Describing Words	
bubbles	ice cream	beat	stir	bright	frothy
dishwashing liquid	soap	combine	wash	bubbly	light/dark
eggbeater	whipped cream	mix	whip	color names	pale/pastel
food coloring		pour	whisk	faded	shade
				foamy	tint

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Self-Talk (describe what you are doing) + Open-Ended Questions:**
 - “I’m using a whisk to stir up some foamy, blue whipped cream! It looks like the color of the sky. What are you making?”
 - “My bubbles are light, pale green. What colors are yours?”
 - “I think I’ll combine green and yellow and find out what color I mix up. What colors are you going to combine?”
- **Use Parallel-Talk (describe what the child is doing) + Closed-Ended Questions:**

“Max’s sister’s dress was bright yellow. You are making yellow bubbles. Are your bubbles bright yellow or pale yellow?”
- **Model Social Skills (taking turn and sharing):**

“Do you want to trade colors? Here is my bowl. May I have the next turn to use the eggbeater? I can wait for you to finish your turn.”

Connection to Text:

“In the book, *Max’s Dragon Shirt*, Max had faded overalls. His faded overalls were pale and light, not dark blue like mine or bright red like yours.”

Non-Immediate Events:

“I like the bubbles that I make with dishwashing liquid when I wash dishes in the sink at home.”



Building a Laundromat

Naming Words	Action Words	Describing Words
button dryer fabric softener knob laundromat laundry detergent washing machine	clean create dry label notice spill spin wash	clean damp dirty dry fresh soiled stained wet

Comments/ Questions/ Expanded Conversations

Right Here:

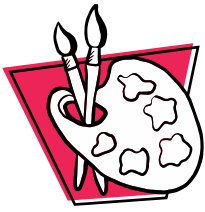
- **Use Self-Talk (describe what you are doing) + Open-Ended Question:**
“I will use these plastic lids and buttons to make knobs for a washing machine. What materials will you use?”
- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
“Washing clothes in a washing machine reminds me of Dog taking a bath in Dog’s Colorful Day. What other kinds of washing or cleaning can you think of besides taking a bath or doing laundry?”
- **Model Using Words to Solve Conflicts:**
“It looks you want to use the red marker that Daniel has. Instead of grabbing it from him, you could use your words and ask, “Daniel, may I use the red marker when you are finished?”

Connection to Text:

“In the book, *Max’s Dragon Shirt*, Max’s overalls were stained and dirty. I wonder if Max had a washing machine and dryer at his home or if he needed to wash his clothes at a laundromat.”

Non-Immediate Events:

“In the book, *Max’s Dragon Shirt*, we did not see Max’s parents. We only saw his sister, Ruby. Who helps clean your clothes at your home?”



Powerful Shirts

Naming Words	Action Words	Describing Words
creature department store dragon image shirt	buy create depict draw feel illustrate purchase want wear	fierce powerful strong

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Self-Talk (describe what you are doing) + Indirect Question:**
“I’m drawing an illustration of me carrying some heavy boxes. I was very strong. Tell me what you are doing.”
- **Use Parallel-Talk (describe what the child is doing):**
“You are drawing a creature with sharp, pointy horns. The horns remind me of the dragon on Max’s dragon shirt. That dragon had pointy spikes all over his face.”
- **Model Social Skills (turn taking):**
“Would you like to use the red marker? I will share it with you. May I use the green marker?”

Connection to Text:

“The face of the creature you drew reminds me of the dragon on Max’s dragon shirt. I want to make a strong creature with sharp teeth like the dragon on Max’s shirt. I think I will draw a wolf.”

Non-Immediate Events:

“I was strong and powerful when I was a child. I had to help my dad build things with his tools, and I had to use my muscles because it was hard work. Tell me about a time when you were strong.”



Laundry Research

Naming Words	Action Words	Describing Words	
clothesline dryer laundromat laundry washing machine	dry research wash	challenging convenient difficult	easy efficient useful

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Parallel-Talk (describe what the child is doing) + Indirect Question:**
 “You have been studying hard in the library. Tell me what you learned about laundry in other countries.”
- Use Self-Talk (describe what you are doing) + Open-Ended Question:**
 “I think I will take notes and write down some words about this interesting looking way of doing laundry. What would you like to draw or write about different ways of doing laundry?”
- Model Social Skills (Responsibility):**
 “Let’s put our books back on the shelf. We don’t want to leave a mess. Where should we put these materials?”
- Model Social Skills (Complimenting):**
 “Tell your friend what you learned about laundry. I think your friends would like to hear some of the interesting information you found.”

Connection to Text:

“How are the kinds of laundry you researched similar or different to Dog taking a bath in *Dog’s Colorful Day*?”

Non-Immediate Events:

“When I am at home, I do laundry in a washing machine and a dryer. When my grandmother was young, her mother washed their clothes in a river near their house.”



Building a Store

Naming Words	Action Words	Describing Words
appliance cashier clothing customer department section department store floor escalator fitting room	assist build buy construct design plan purchase sell	alike busy complete different enormous full large similar

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Indirect Question:**
“It looks like you have constructed a lot of departments and you have filled the departments with different things. Tell me about the departments that you have arranged in your store.”
- **Model Social Skills (teamwork):**
“Let’s work together as a team to build a new department store. Maybe some of us could be on the design team to create the furniture for the new building. Teams work together to get things done.”

Connection to Text:

“In the book, *Max’s Dragon Shirt*, Max and his sister went to a department store to buy new pants, and in the book, *Corduroy*, Corduroy wandered into the furniture department of the store and fell asleep in a big bed. Let’s make some beds like that one.”

Non-Immediate Events:

“I went to a department store to buy clothes. I bought pants and shirts. There were many customers. It was very crowded. Have you ever been to a department store? Tell me what you did.”



Laundromat

Naming Words		Action Words	Describing Words
basket	label	bleed	brightly
clothes	laundromat	drip-dry	colored
coins	laundry	dry	colorfast
cycle	pile	fold	dark
dryer	rack	iron	faded
dye	soap/detergent	run	light
fabric softener	slot		wrinkled
instructions	temperature		
	washer		

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Parallel-Talk (describe what the child is doing) + Mix of Closed- and Open-Ended Questions:**
 “You are sorting the laundry. I see you are separating the clothes in different piles. What pile should this towel go in? (pause for response) Should it go in the pile of light- colored clothes or the pile of dark-colored clothes?”
- Use Self-Talk (describe what you are doing) + Open-Ended Question:**
 “I wonder how I should wash this pair of pants. What do you think I should do first?”
- Model Entering Play (Finding a Role):**
 “It looks like the children are sorting the laundry. Maybe they need someone to get the laundry detergent.”
- Use Encouragement to Support Ideas:**
 “You had such a good idea to shake the wrinkles out of the clothes. Now your friends are doing it too.”

Connection to Text:

“Can you think of any characters from the stories we have read who might need to wash their clothes or themselves to get clean?”

Non-Immediate Events:

“I drip-dry some of my clothes on a clothes rack at home so they don’t shrink. How do you dry clothes?”



Classroom Maps

Naming Words		Action Words		Describing Words
distance	periphery	collaborate	locate	accurate
key	scale	create	notice	clear
legend	size	draw	observe	different
location	symbol	illustrate	show	precise
map		label	walk	understandable

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Self-Talk (describe what you are doing) + Open-Ended Question:**
 “I began by drawing the Creative Arts Center and the Library and Listening Center on my map. I made shapes to show the tables and shelves. What parts of the classroom did you draw on your map?”
- Use Parallel-Talk (describe what the child is doing) + Mix of Closed- and Open-Ended Questions:**
 “Your map is almost finished; you illustrated most of the areas of the classroom. What do you want the title of your map to be? (pause for response) Do you need help to write the title or can you write it by yourself?”
- Use Encouragement for Effort + Build Up Vocabulary:**
 “You were persistent. You spent a long time making your map. Whoever uses your map will be able to find all the places in our classroom.”

Connection to Text:

“Max and Ruby could have used a map to help them figure out what bus to take to get to department store. They also could have used a map in the department store to help find the different departments.”

Non-Immediate Events:

“I went on a trip to visit my grandparents, and my mom and dad used a map to help them figure out the best route to take.”