

Shaving Cream

Naming Words	Action Words	Describing Words		
coat (animal) experiment fur shaving cream stain	blend combine discover experiment mix stir	colorful foamy color words light cool smooth dark soft		

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Parallel-Talk (describe what the child is doing):
 - "Your shaving cream is not white anymore. You added yellow, and it turned yellow, and then you added blue, and your shaving cream turned green."
- Use Self-Talk (describe what you are doing):
 - "I like to make colored shaving cream. I need to pack the sand into the mold firmly. It feels squishy and soft when I squeeze it and mix it with my fingers."
- Model Using Words to Make Requests:
 - "May I use this part of the table for my shaving cream? If you want to touch my shaving cream, you can, but don't mix it too much!"

Connection to Text:

"All of these colors that you are making with the shaving cream and food coloring remind me of the many different colors that the lion used when he painted the walls of his cave in *The Lion and the Little Red Bird*."





Self-Portraits

Naming Words		Action Words	Describing Words	
brushstroke details features mirror	outline reflection self-portrait shape	draw examine notice observe plan	accurate colorful detailed different	large precise similar small

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Parallel-Talk (describe what the child is doing) + Closed-Ended Questions: "Tell me, what did you see when you looked in the mirror? What shape will you draw for your face?"
- Use Self-Talk (describe what you are doing) + Closed-Ended Questions:
 "I am looking at my face very closely in the mirror. Do you think my face is shaped like a circle, or is it shaped more like an oval? How do you know?"
- Use Encouragement to Support Ideas:
 "You had such good ideas about how to create your self-portrait. I'm very impressed with how much detail you included in your painting."
- Use Encouragement to Increase Social Behavior:
 "You were making your own self-portraits and also sharing your ideas and the materials. You were working as a team."

Connection to Text:

"These self-portraits remind me of the portraits Lena made in *The Colors of Us.* You used a mirror to study your face. I wonder how Lena studied the faces of her friends to paint her portraits?"

Non-Immediate Events:

"After you have finished your self-portrait, you can ask a friend if you can paint a portrait of him or her."





Building a Cave

Naming Words	Action Words		Describing Words	
cave habitat plan shelter	build collaborate construct create	design erode plan pretend	cold dark hollow light	pretend safe secure

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:
 "I see you are using the blocks to build a cave. What kind of cave are you making? (Pause for response.) What animal will live in your cave?"
- Use Self-Talk (describe what you are doing) + Closed-Ended Question:
 "I think I would like to have a big, dark cave. What blocks do you think I should use these long rectangle blocks or these short triangle blocks?"
- Model Social Skills (helping each other):
 "I see you put the bear inside the cave and your friend created some flowers from Beautiful Stuff for outside. You designed the cave together."
- Use Encouragement to Support Effort:

 "Wow, look at how carefully you balanced those blocks to make the cave. Your friend is interested in them too. Tell us about the cave that you designed."

Connection to Text:

"Should we build a cave that looks like the lion's cave in *The Lion and the Little Red Bird*, or should we build a cave that looks like the dragon's cave in *The Seven Chinese Sisters*?"

Non-Immediate Events:

"I saw a cave once when I went for a walk in the woods. It reminded me of the lion's cave, but I think it was actually a bear's cave."

