Reflections in Water

Naming Words		Action Words		Describing Words
illustration light mylar raccoon	reflection surface swamp pond	document explore illuminate notice	observe reflect shine view	bright clear dull reflective shiny

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Self-Talk (describe what you are doing) + Closed Questions:**
  "I can see my reflection in the Mylar. My face looks a little blurry. When you look at your reflection in the Mylar, does it look clear like in a mirror or blurry?"

- **Expand Children's Comments:**
  Child: "This reflection is bright."
  Teacher: "That reflection is bright and very clear and detailed."
  Teacher: "You see a reflection of your face!"

Connection to Text:
"In the book *Raccoon on His Own*, the raccoon saw his reflection in the water of the stream. What else did he see in the stream on his journey in the boat?"

Non-Immediate Events:
"I saw my face and the sky reflected in a puddle outside today. When you go outside, look in the big puddle and see what is reflected. Then, try to remember to tell me about it."

Sorting Reflective/Non-Reflective Materials

Naming Words	Action Words	Describing Words	
category characteristic mirror surface	classify decide describe organize sort	aluminum crumpled dull flat	non-reflective reflective shiny

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Self-Talk (describe what you are doing) + Open-Ended Questions:**
"I put these materials together in the reflective category. What kinds of materials have you gathered?"

- **Expand Children's Comments:**
Child: **"**Mine is shiny."
Teacher: "Yes. The foil on my paper is shiny and reflective."

Connection to Text:
"The little girl in the book *Play with Me* looked in the pond and saw reflections. What animals did she see reflected there?"

Non-Immediate Events:
"I am looking forward to using all of these materials to make a collage. I wonder what sort of design I should create. I will spend some time over the next few days thinking about what kind of collage I might like to make."

Painting a Woodland

Naming Words			Action Words	Describing Words
alligator amphibian blue jay box turtle chipmunk	fawn frog meadow pond raccoon	reflection reptile snake stream turtle	choose combine create design include paint	bright colorful color names creative light unique

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
  "You included animals from the books in your design. I see a blue jay in the sky, and here is the box turtle…what other animals did you include in your painting?"

- **Use Self-Talk (describe what you are doing):**
  "I like the light blue color of this paint that I made by mixing some white paint with the blue paint. I think I'll call it 'Pond Blue!' And I made a light green alligator the same way by combining green and white paint."

- **Expand Children's Comments:**
  Child: "I made a painting!"
  Teacher: "You painted with several colors. No one else has painted a purple raccoon. That makes your colorful painting unique."

Connection to Text:
"In the book *Raccoon on His Own*, there was a big reptile, an alligator. I see it in your painting. There were three reptiles in *Play with Me*: the frog, the turtle, and the snake. If you were looking for a frog, a turtle, or a snake, where would you look?"

Non-Immediate Events:
"If you could have some animals as friends like the girl in the book *Play with Me*, what animals would you choose?"

Woodland Animal Puzzles

Naming Words			Action Words		Describing Words
animals chipmunks deer forest frogs	jigsaw puzzle meadows piece ponds rabbits	raccoons rivers stream wood	attach complete connect emerge	find fit match predict	color names shape words size words

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Prediction:**
  "You found the piece that fits and attached it. I see the picture starting to emerge. What animal do you predict this will be?"

- **Use Parallel-Talk (describe what the child is doing) with a Focus on Morphology (Plurals):**
  "I see puzzle**s** with rabbit**s**, and chipmunk**s**, and frog**s**, and _____." (Point to other animals and encourage the child to say the names…frog**s**, snake**s**, raccoon**s**, etc.)

Connection to Text:
"Both of the stories that we read this week told about animals that live in forests, streams, and ponds. Let's point to the animals that live in the forest that you see in your puzzle. Which ones live in the forest?" (If the child is only pointing, name the animals for the child.)

Non-Immediate Events:
"I have a puzzle table at my house. We always have a puzzle on the table to work on. What do you do for fun when you are not at school?"

Mylar and Block Structures

Naming Words	Action Words	Describing Words
illustration light Mylar raccoon reflection structure surface swamp	*(present progressive and irregular past tense)* building/built breaking/broken create falling/fell growing/grew making/made plan sketch	big/bigger/biggest flat/flatter/flattest high/higher/highest long/longer/longest strong/stronger/strongest tall/taller/tallest thick/thicker/thickest thin/thinner/thinnest wide/wider/widest

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) with a Focus on Morphology:**
  "You are building a tower. It is tall, now it is tall**er**, now it is the tall**est** tower of all. You built the tall**est** tower in the block town."

- **Use Self-Talk (describe what you are doing) with a Focus on Morphology:**
  "I am making a house. It is going to have thick high walls and a wide flat roof. See, this house has the thick**est**, high**est** walls and the wid**est** roof of all the houses in this block town. Tell me about what you are building."

- **Use Morphological Expansions:**
  Child: "Make a tower."
  Teacher: "You made a tower."
  Child: "My tower is big."
  Teacher: "Your tower is bigg**er** and tall**er** than the one you built before."

Non-Immediate Events:
Child: "I falled down on the ice at my house."
Teacher: "You fell? You fell on the ice? I hope you didn't get hurt. Tell me more about what happened."

Woodland/Swamp

Naming Words		Action Words		Describing Words
branches canopy cave ferns forest	habitat moss sunlight tree woodland	appear create design grow	notice overlap plan view	green short sunny tall

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Closed-Ended Question:**
  "I see that you are looking in *Play with Me* to get ideas about creating a woodland. There are lots of different animals in that book. Would you like to make a bird or a turtle?"

- **Use Self-Talk (describe what you are doing) + Mix of Open- and Closed-Ended Questions:**
  "I am going to sketch a plan for creating some trees with construction paper. Do you think I should make tall trees or short trees?"

Connection to Text:
"In the book *Play with Me*, the little girl sat at a pond in a woodland, and many animals came to sit near her. I wonder what other animals she might have seen if she had walked further into the woods."

Non-Immediate Events:
"I enjoy walking in the woods sometimes. It is very peaceful and quiet, and if I listen carefully, I can hear animals making all sorts of different sounds."

Woodland/Swamp Research

Naming Words	Action Words	Describing Words
data fact graph information researcher results zoologist	analyze explore investigate report revise summarize	non-fiction

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
  "I see that you are reading a book about squirrels. What are you learning?"

- **Use Self-Talk (describe what you are doing) + Open-Ended Question:**
  "What is something interesting about deer? I read in this book that deer sometimes have antlers."

- **Use Self-Talk (describe what you are doing) + Indirect 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 raccoons reminds me of *Raccoon on His Own* and the raccoon's adventure in the boat."