

# Reflections in Water



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

## Comments/ Questions/ Expanded Conversations

### Right Here:

- Use Self-Talk (describe what you are doing) + Forced Choice 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.”



# Reflection Puzzles

Naming Words	Action Words	Describing Words
image jigsaw puzzle piece reflection	attach complete connect emerge find fit match predict rotate solve	color names different shape words similar 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?”

“You are matching similar colors - red to red, grey to grey. That looks like a helpful technique for completing the puzzle.”

### Connection to Text (Categorization and Language Comprehension):

“In *Raccoon on His Own* and *Play with Me* there were reflections in water. What other sorts of reflections can we see in these puzzles?”

### 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?”



# Mirror and Block Structures

Naming Words	Action Words	Describing Words
illustration light mirror raccoon reflection structure surface swamp	<i>(present progressive and irregular past tense)</i>  breaking/broken building/built 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 taller, now it is the tallest tower of all. You built the tallest 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 thickest, highest walls and the widest 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 bigger and taller 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.”



# Researching Nocturnal Animals

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 raccoons? I read in this book that raccoons sometimes wash their food before eating it.”
- **Use Self-Talk (describe what you are doing) + Indirect Question:**  
“When I read this book about bats, I had a lot of questions. I wonder what else I could do to find out more information about bats?”

### Connection to Text:

“This book about raccoons reminds me of *Raccoon on His Own* and the raccoon’s adventure in the boat.”



# Black, White, and Gray Illustrations

Naming Words		Action Words	Describing Words
illustration	sculpture	adhere	bright
image	shade	collaborate	dark
light	surface	describe	dull
media	tint	sketch	light
painting			

## Comments/ Questions/ Expanded Conversations

### Right Here:

- Use Parallel-Talk (describe what the child is doing) + Closed Questions:**  
 “First, you sketched a design, and then you gathered materials from Beautiful Stuff. Should I sketch a plan first to start my illustration?”
- Use Self-talk with a Focus on Morphological Word Endings (Regular Past Tense):**  
 “I sketched my illustration, and then I painted it on a piece of paper. Then, I decorated it with Beautiful Stuff. What did you do?”

### Connection to Text (Focus on Syntax and Social Skills):

“In the book *Play with Me*, the little girl asked the animals, “Will you play with me?” Let’s invite a new friend to come play in the Creative Art Center. Let’s go ask Takia, “Will you play with us? Will you create illustrations with us?”

### Non-Immediate Events:

“I like to create illustrations at home. Sometimes, I paint and sometimes draw or sketch with pencils. I might use black and white, but sometimes, I use a variety of different colors. Do you ever draw or sketch or paint at home?”



# Reflective Collages

Naming Words	Action Words	Describing Words
collage foil masking tape types of paper (reflective, non-reflective, tissue, construction, etc.)	attach crush create decorate design glue paste secure smooth-out tape	aluminum creative crumpled dull flat innovative non-reflective reflective shiny

## Comments/ Questions/ Expanded Conversations

### Right Here:

- Use Self-Talk (describe what you are doing) + Open-Ended Question:**  
 “I created a reflective design in the center of my collage with the foil. Look at my reflection. What kind of design did you make in your collage? Let’s look at your reflection in your collage.”
- Expand Children’s Comments:**  
 Child: “Mine is shiny.”  
 Teacher: “Yes. The paper in your collage 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 going to hang my collage on my refrigerator at home. I am going to have my friends look for their reflections in my collage. Where are you going to hang your collage? Who would you like to have look for their reflections in your collage?”



# Reflection Search

Naming Words		Action Words		Describing Words
cartographer detail distance location map	part piece reflection whole	clarify depict discover describe	explain illustrate locate represent	color words

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Indirect and Closed-Ended Questions:**  
“What a (colorful, creative, interesting) map! Tell me about this part here that you made with the brown pencil. Describe why you made it. What did you find that is this color brown?”
- **Use Self-Talk (describe what you are doing) + Open-Ended Question:**  
“I like using colored pencils. There are so many different shades. This lime green pencil is just the right color for what I found. It’s the same color. What colors do you like using?”

### Connection to Text:

“We could make a map showing the swamp and the pond from *Raccoon on His Own* and *Play with Me*.”

### Non-Immediate Events:

“After we complete our maps, we can share them with our friends and see if they are able to use the maps to find the different reflections around our classroom.”