



# Sorting Beans

Naming Words		Action Words		Describing Words	
bean	shapes	cascade	pour	beige	oblong
bowls	shell	compare	scoop	dark	round
packet	skin	examine	slide	flat	skinny
scoops	spoons	measure	sort	hard	smooth
seed				mottled	tiny

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Questions:**  
“I see that you are examining all of the different types of beans. You are looking at them carefully. What shapes do you see? What colors do you see? You are scooping up handfuls of seeds and letting them slide through your fingers. They are cascading out of your hands like a waterfall. How do they feel?”
- **Use Self-Talk (describe what you are doing) + Forced Choice Questions:**  
“I have two bowls that I can use to sort the beans. Should I put the long, skinny beans or the round beans in this bowl?”
- **Expand Children’s Comments:**  
Child: “I’m pouring beans.”  
Teacher: “The beans are pouring down from the scoop and into the bowl.”
- **Encourage Problem Solving:**  
“Mia wants to join us at the table, and there is room for her here, but all the bowls and scoops are being used. What could we do so Mia can play with us, too?”

### Connection to Text:

“How are these beans similar or different to the seeds Zinnia planted in *Zinnia’s Flower Garden*?”

### Non-Immediate Events:

“Remember the vegetable soup in the book *The Ugly Vegetables*? What kind of soup do you like? What kinds of vegetables do you like to eat?”



# Above and Below Garden Soil

Naming Words			Action Words	Describing Words
blossom	garden	seedling	bloom	alike different similar
bloom	insect	soil	blossom	
bud	roots	stem	plant	
dirt	row	vegetable	sprout	
flower	seed	weed	weed	

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Break Down Vocabulary:**  
“You are using Beautiful Stuff to create a model of a garden. First, you created a plan, then you chose materials, and now you are arranging the materials to create your design.”
- **Use Self-Talk (describe what you are doing) + Forced Choice Question:**  
“I used two different colors to illustrate the flowers in my garden. I wonder if I should draw some more or if I should add some Beautiful Stuff?”
- **Expand Children’s Comments:**  
Child: “I made a flower.”  
Teacher: “You made an orange flower with three petals and a green stem.”

### Connection to Text:

“In *Zinnia’s Flower Garden*, Zinnia planted seeds, and they sprouted and grew roots. Let’s look at the illustrations to find things that are above and below the soil in Zinnia’s garden.”



# Researching City Gardens

Naming Words	Action Words	Describing Words
city community garden flower neighborhood town vegetable	care collaborate design nurture plant weed	different rural similar suburban urban

## Comments/ Questions/ Expanded Conversations

### Right Here:

- Use Self-Talk (describe what you are doing) with a Focus on Morphology:**  
 “I am researching city gardens and learning about how they are designed. I am reading about city gardens so when I am playing I can have fun building a city garden in Blocks.”
- Expand Children’s Comments:**  
 Child: “Interesting.”  
 Teacher: “Do you think it’s interesting how the gardens you are looking at in those photographs are designed?”

### Non-Immediate Events:

“Near our school there is a community garden, and when I drive home I can often see people working together to grow their flowers and vegetables.”



# Building a Garden

Naming Words		Action Words		Describing Words
bloom	seedling	build	contrast	different similar
bud	soil	collaborate	create	
flower	sprout	compare	design	
garden	stem	construct	plan	
seed	vegetable			

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Questions:**  
“You created a garden with these blocks. What plants will grow in your garden? How will you help the plants grow?”
- **Expand Children’s Comments:**  
Child: “I put the sign on.”  
Teacher: “You mounted the sign next to your seeds, and you secured it with tape.”  
Child: “Mine says *carrots*.”  
Teacher: “You posted a sign and displayed it next to your seeds so everyone will know that you planted carrot seeds.”

### Connection to Text:

“In my garden at home, I display signs that tell the names of the flowers and the vegetables. I mount them on stakes when I plant the seeds, so I know what will be growing there. What kind of signs were displayed in the gardens in the book *The Ugly Vegetables*?”

### Non-Immediate Events:

I think I will design a sign for my bedroom at home. I will make it say ‘Do not disturb’ so that no one will come in and interrupt me if I am working or sleeping. I will only display it if I don’t want to be disturbed. I will take it down when it is okay for people to come in. If you designed a sign, what would it say?



# Beans

Naming Words		Action Words		Describing Words	
attributes	kind	categorize	measure	alike	numerous
bean	seed	compare	observe	different	same
characteristics	type	describe	plant	distinct	tiny
garden	variety	examine	predict	identical	unlike
		inspect			

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Use Self-Talk (describe what you are doing) to Build Up and Break Down Language:**  
 “I am using these beans to measure this line. I will put the beans next to each other, and then I will count and see how many beans fit on the line.”
- **Expand Children’s Comments:**  
 Child: “I put beans.”  
 Teacher: “You measured the line with the beans. One, two, three, four - four beans. The line is four beans long.”

### Connection to Text:

“How is putting beans on a line or making seed groups similar to or different from how Zinnia or the girl and her mother planted seeds in *Zinnia’s Flower Garden* or in *The Ugly Vegetables*?”

### Non-Immediate Events:

“On the sidewalk near my house, there are weeds growing in the cracks in the sidewalk. What grows near where you live?”



# Garden Center

Naming Words	Action Words	Describing Words
bulb cashier customer fertilizer garden nursery seedling spade tool watering can	assist buy enrich grow purchase sell	busy colorful different fragrant scented similar variety

## Comments/ Questions/ Expanded Conversations

### Right Here:

- **Use Self-Talk (describe what you are doing) + Repetition to Focus on Vocabulary:**  
“I need to purchase fertilizer and some lettuce seeds. I’m going to use the fertilizer to help enrich the soil to make my seeds grow faster. The fertilizer is very helpful because it makes my seeds grow.”
- **Expand Children’s Comments:**  
Child: “I’m selling things.”  
Teacher: “You just sold a spade and some fertilizer to the customer. He paid you five dollars for his purchase.”

### Connection to Text:

“I wonder where the girl and her mother purchased the seeds for the vegetables that they grew in their garden in *The Ugly Vegetables*.”

### Non-Immediate Events:

“How is a garden center the same as/different from a hardware/grocery/department store.”



# Garden Signs

Naming Words		Action Words	Describing Words
crop	seedling	assist	clear
flower	sign	clarify	grown
label	soil	describe	immature
seed	sprout	identify	mature
		label	small
		remember	understandable

## Comments/ Questions/ Expanded Conversations

### Right Here:

- Use Parallel-Talk (describe what the child is doing) + Forced Choice Question:**  
 “What an interesting sign! You are using letters and pictures to create your sign. Will you use crayons or markers to finish your work?”
- Use Self-Talk (describe what you are doing) and Focus on Morphology (Regular Past Tense):**  
 “I planned my sign, and then I created a design for the picture I wanted to include. I gathered materials to help me make my sign.”
- Teach Social Language:**  
 For example: “Say to Alyssa, ‘May I please borrow that pencil?’ If you ask her politely and she does not share, I will help you, but you have to ask politely first.”

### Connection to Text:

“Let’s look in the back of the book, *The Ugly Vegetables*, and copy the Chinese words that are written next to the vegetable names in Chinese characters and in English letters.”

### Non-Immediate Events:

“When I help my mother plant vegetables in her garden, we also use signs to remember where we planted the seeds.”