



Boston Public Garden

Naming Words	Action Words	Describing Words
duckling habitat island predator public garden	construct design map plan raise	careful cautious responsible safe

Comments/ Questions/ Expanded Conversations

Right Here:

- “How did you collaborate to create the Boston Public Garden?”
- “How did you use Beautiful Stuff to create the Boston Public Garden?”
- “How is your public garden similar to or different from other public gardens (the public gardens in *Who Works in a Public Garden*)?”
- “How did you label the parts of your public garden?”

Non-Immediate Events:

- Encourage children to collaborate (one child draws a plan, another child constructs).
- Encourage children to use Beautiful Stuff to create props such as cars or bicycles.
- Encourage children to label and map their public gardens.
- Encourage children to act out *Make way for Ducklings* with their block structures.



Cars

Naming Words		Action Words		Describing Words
axle bumper chassis diagram headlight	joint lug nut tire traffic vehicle	accelerate brake drive navigate	park signal steer	bustling underneath

Comments/ Questions/ Expanded Conversations

Right Here:

- “How is your car similar to/different from your friend’s/the illustrations/images?”
- “How did you use the materials to construct your car?”
- “How are the instructions for building a car similar to/different from a recipe/diagram?”
- “How can you show the number of your car’s wheels/headlights/bumpers/doors?”

Non-Immediate Events:

- Encourage children to collaborate (one child creates the chassis, another child creates the car body).
- Encourage children to follow the visual instructions.
- Compare and contrast children’s cars/chassis to the diagram/ illustrations/images, etc.
- Encourage children to create descriptions/diagrams of their cars.
- Encourage children to use their cars in the Boston Public Garden in Blocks.



Make Way for Ducklings Story Sequence Cards

Naming Words	Action Words	Describing Words
duckling Mallard order sequence	sequence	first last next

Comments/ Questions/ Expanded Conversations

Right Here:

- “How do you know this is what happened first, next, and last in *Make Way for Ducklings*?”
- “How is the sequence you created similar to or different from a map or a recipe?”
- “How could you change/show the events/ending to the story?”
- “How is the sequence of *Make Way for Ducklings* similar to or different from the sequence of *Community Soup*?”

Non-Immediate Events:

- Encourage children to use sequence words (first, next, last).
- Encourage children to retell or act out *Make Way for Ducklings* after sequencing the cards.
- Provide numeral cards or a piece of tag/ poster board divided into boxes as a ‘storyboard’.
- Mount sequence cards on blocks, DUPLOs, etc.
- Encourage children to write alternate endings/events for the story.



Sorting Materials for Nests

Naming Words		Action Words		Describing Words
camouflage clump (of grass - for a nest) habitat	Mallard nest stork warbler	build collaborate construct design	hatch plan research sort	oviparous

Comments/ Questions/ Expanded Conversations

Right Here:

- “Why would this (material) be useful for an (oviparous animal’s) nest?”
- “How is a nest similar to or different from the cat box/dog bed/crib in *One Dark Night (Thunder Cake)*, *Dog’s Colorful Day*, *Peter’s Chair*?”
- “Why did you label this group of materials _____?”
- “How can you show which group has more/ fewer materials?”

Non-Immediate Events:

- Encourage children to collaborate (one child sorts the materials, another child labels the groups).
- Encourage children to graph the groups.
- Compare and contrast the sorted materials to illustrations.
- Compare and contrast nests to the cat box/dog bed/baby crib in *One Dark Night (Thunder Cake)*, *Dog’s Colorful Day*, *Peter’s Chair*.



Nests

Naming Words	Action Words	Describing Words
habitat location nest predator	build camouflage construct hatch protect	cozy oviparous safe

Comments/ Questions/ Expanded Conversations

Right Here:

- “What was your inspiration for your nest?”
- “How is your nest similar to or different from the illustrations/images/your friend’s?”
- “How was your research helpful in creating your nest?”
- “Which nest has more/fewer eggs? How do you know?”
- “How is a nest similar to a neighborhood/playground/habitat?”

Non-Immediate Events:

- Encourage children to use a variety of materials to build their nests.
- Encourage children to use their research on oviparous animals.
- Encourage children to create eggs/ animal coverings in Creative Arts.



Researching Oviparous Animals

Naming Words	Action Words	Describing Words
diagram Mallard mammal nest offspring young	document inspire lay (an egg) research	oviparous

Comments/ Questions/ Expanded Conversations

Right Here:

- “What inspired you to research this oviparous animal?”
- “How did you document your research?”
- “How is the way oviparous animals care for their young similar to or different from mammals, like rabbits or cats?”

Non-Immediate Events:

- Encourage children to collaborate (one child researches, another child writes and draws).
- Encourage children to use diagrams to illustrate their research.
- Encourage children to use their research to create oviparous animals and/or their eggs using Beautiful Stuff.
- Encourage children to use their research to create oviparous animals’ habitats in Blocks and/or Dramatic Play