



# Bridges

Naming Words		Action Words	Describing Words
arch bridge beam blueprint cable-stayed bridge engineer force	foundation span structure suspension bridge truss bridge	construct design plan	careful cautious responsible safe

## Comments/ Questions/ Expanded Conversations

### Right Here:

- “How did you use these materials to construct your bridge?”
- “How is your bridge helpful to people or animals?”
- “How will you make your bridge stable?”
- “How is your bridge similar to or different from the bridges in *Make Way for Ducklings/Nana in the City/The Seven Chinese Sisters*/images?”

### Non-Immediate Events:

- Encourage children to create blueprints to plan their bridges.
- Compare and contrast constructing bridges to constructing block towers.
- Encourage children to write signs for their bridges.
- Encourage children to create similar bridges with different materials/ different numbers of blocks, etc.
- Encourage children to test the strength/ stability of their bridges by putting people, animals, or vehicles on their bridges.



# Oviparous Animal Puzzles

Naming Words		Action Words	Describing Words
attempt environment habitat image	nest solution strategy	attempt construct hatch lay (an egg)	rotate (a puzzle piece) solve strategize
			different oviparous similar

## Comments/ Questions/ Expanded Conversations

### Right Here:

- “What strategy did you use to solve your puzzle?”
- “How is the animal/ nest/egg in your puzzle similar to or different from the animal/nest/egg in your friend’s puzzle?”
- “How are the animals/ nests/eggs in the puzzles similar to or different from Mrs. Mallard and her eggs and nest in *Make Way for Ducklings*?”
- “How are nests similar to/different from habitats/neighborhoods?”

### Non-Immediate Events:

- Encourage children to describe their puzzle-solving strategies (putting all the edge pieces together first).
- Adjust puzzles to children’s level of challenges (puzzles with a range of number of pieces).
- Encourage children to count the number of pieces in the puzzles.
- Scaffold by encouraging children to solve puzzles on top of images.



# Documenting Kindergarten

Naming Words		Action Words	Describing Words
expert fact information interview	kindergarten preschool question school	document explain interview research study	detailed factual informative specific

## Comments/ Questions/ Expanded Conversations

### Right Here:

- “How is the way you felt about starting preschool similar to or different from how you feel about starting kindergarten?”
- “How is the kindergarten (in our school) similar to or different from our classroom?”
- “How will the things you learned in preschool be helpful to you as a kindergartener?”
- “How did you document your research?”

### Non-Immediate Events:

- Encourage children to collaborate (one child research, another child writes and draws).
- Encourage children to use diagrams and maps to document their research.
- Invite kindergarteners to visit the classroom as ‘experts’ or arrange for children to visit a kindergarten classroom to interview ‘experts.’
- Compare and contrast how children felt when they were starting preschool to how they feel about starting kindergarten.



# The Boston Public Garden

Naming Words		Action Words	Describing Words
duckling environment habitat island	predator prey public garden	collaborate construct design plan raise	comfortable lush safe secure verdant

## 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 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* in the Science Center.



# 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 Kindergarten

Naming Words		Action Words	Describing Words
expert fact information interview	kindergarten preschool question school	document explain interview research study	detailed factual informative specific

## Comments/ Questions/ Expanded Conversations

### Right Here:

- “How is the way you felt about starting preschool similar to or different from how you feel about starting kindergarten?”
- “How is the kindergarten (in our school) similar to or different from our classroom?”
- “How will the things you learned in preschool be helpful to you as a kindergartener?”
- “How did you document your research?”

### Non-Immediate Events:

- Encourage children to collaborate (one child research, another child writes and draws).
- Encourage children to use diagrams and maps to document their research.
- Invite kindergarteners to visit the classroom as ‘experts’ or arrange for children to visit a kindergarten classroom to interview ‘experts.’
- Compare and contrast how children felt when they were starting preschool to how they feel about starting kindergarten.



# 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.



# Kindergarten

Naming Words	Action Words	Describing Words
kindergarten student teacher	create imagine grow feel build	together after Similar different

## Comments/ Questions/ Expanded Conversations

### Right Here:

- “How did you decide what to include in your Kindergarten classroom?”
- “Did you collaborate – work together – with a friend to build your Kindergarten?”
- “How was your research helpful in creating your Kindergarten?”
- “Did you play a Kindergarten teacher? How did you act?”
- “Did you play the role of a Kindergarten student? How did you act?”

### Non-Immediate Events:

- Encourage children to use a variety of materials to build their Kindergarten.
- Encourage children to use their research and background knowledge on Kindergarten.