# Structure of the Human Body

| Naming Words | | Action Words | Describing Words |
|---|---|---|---|
| part<br>whole<br>function | characteristic<br>size<br>shape | observe<br>trace<br>create | realistic<br>big<br>small |

## Comments/ Questions/ Expanded Conversations

**Right Here:**

- "Can you tell me more about how you created your body tracing?"

- "Which parts of your body were the most difficult to trace?  Which parts were the easiest?"

- "Does your tracing look realistic?  Does it have the same color hair and eyes as you?"

- "How did you and your partner work together to complete your project?"

**Non-Immediate Events:**

- Encourage children to label the different parts of the human body on their tracings.

- Allow students to use other media, such as Beautiful Stuff, to create hair, fingernails, etc.

- Encourage children to notice similarities and differences between each other's projects.

- Encourage children to add realistic features to their tracings.

# Observing Fish

| Naming Words | | Action Words | Describing Words |
|---|---|---|---|
| aquarium<br>habitat<br>observation | gills<br>fins<br>structure | observe<br>record<br>document<br>notice | realistic<br>functional<br>accurate |

## Comments/ Questions/ Expanded Conversations

**Right Here:**

- "What do you notice when you watch the fish swim through the water?"

- "Why do you think fish can breathe underwater, but humans cannot?"

- "Does the fish act differently when it is being fed?"

- "How does water help our classroom fish survive?"

**Non-Immediate Events:**

- Encourage children to use both drawings and words to document their observations.

- Encourage children to do daily observations to see how the classroom tank changes over time.

- Encourage children to vote on a name(s) for the fish in the tank. Use chart paper to record student suggestions.

# Clay Sculptures

| Naming Words | Action Words | Describing Words |
|:---:|:---:|:---:|
| texture<br>size<br>weight<br>material | create<br>attach<br>imagine<br>design | colorful<br>creative<br>realistic |

## Comments/ Questions/ Expanded Conversations

**Right Here:**

- "How did you decide which sculpture to create?  Can you tell me more about it?"

- "How is your sculpture similar to or different from your friends' sculptures?"

- "Which sea or ocean animals did you design your structure from?"

- "Do you think your sculpture is realistic?  Does it look like a real-life sea or ocean animal?"

**Non-Immediate Events:**

- Encourage children to use paper and crayons to design habitats for their sculptures.

- Encourage children to use their background knowledge of sea and ocean animals.

- Encourage children to use their sculptures in other centers, like the Science Center or Dramatic Play.

# Seahorses

| Naming Words | Action Words | Describing Words |
|:---:|:---:|:---:|
| texture<br>shape<br>material<br>seahorse | plan<br>design<br>create<br>decorate | creative<br>realistic<br>colorful |

## Comments/ Questions/ Expanded Conversations

**Right Here:**

- "How did you use these materials to create your seahorse?"

- "Does your seahorse look realistic?  Why or why not?"

- "How did you use what we have learned about seahorses to create your artwork?"

- "Can you tell me how your seahorse resembles the seahorse illustrations in *Mr. Seahorse*?"

**Non-Immediate Events:**

- Encourage children to branch out and use various items of Beautiful Stuff.

- Encourage children to talk with their classmates while they are creating to share ideas.

- Allow students to display their seahorses around various areas in the classroom for the remainder of the summer.

# Boating Experiences

| Naming Words | Action Words | Describing Words |
|---|---|---|
| boat<br>motor<br>bait<br>materials | create<br>imagine<br>build | useful<br>realistic<br>purposeful |

## Comments/ Questions/ Expanded Conversations

**Right Here:**

- "How did you use these materials to build your boat?"

- "Do you think your boat would float in the sea?  Why or why not?"

- "Which kinds of fish do you plan on catching with your fishing pole?"

- "Did you create an area in your boat to store the fish you catch?"

**Non-Immediate Events:**

- Encourage children to create additional props, such as bait, life jackets, or nets.

- Encourage children to share the props they create with classmates.

- Allow students to display their props around various areas in the classroom for the remainder of the summer.