



Tide Pool Bins

Naming Words		Action Words	Describing Words
texture observation function	characteristic size shape	observe imagine feel flow arrange	realistic low high

Comments/ Questions/ Expanded Conversations

Right Here:

- “Can you tell me more about how you chose where to place the rocks in the tide pool?”
- “Which parts of the tide pool were covered by water first? Which parts were covered last?”
- “What changes did you notice as we poured water into the tide pool?”
- “How did you work together to complete this project?”

Non-Immediate Events:

- Encourage children to move rocks and ocean animal sculptures around within the tide pool.
- Allow students to record observations in their science journals.
- Encourage children to notice similarities and differences between high and low tides.
- Encourage children to ask questions as they work, and provide answers to grow their knowledge.



Observing Fish

Naming Words		Action Words	Describing Words
aquarium habitat observation	gills fins structure	observe record document notice	realistic functional 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.



Art Inspired By Eric Carle

Naming Words	Action Words	Describing Words
pieces tools collage example	construct inspire imagine design	colorful creative similar imaginative

Comments/ Questions/ Expanded Conversations

Right Here:

- “How did you decide which animal to create? Can you tell me more about it?”
- “How is your collage similar to or different from your friends’ sculptures?”
- “Which Eric Carle book did you design your collage from?”
- “Do you think your collage is realistic? Did you include a habitat for your animal?”

Non-Immediate Events:

- Encourage children to use different shapes and colors of paper for their collage.
- Encourage children to use their background knowledge of sea and ocean animals.
- Display children’s collages in other centers, like the Science Center or Dramatic Play.



Acting Out Stories

Naming Words	Action Words	Describing Words
prop act curtain admission	plan imagine perform build	creative pretend expressive

Comments/ Questions/ Expanded Conversations

Right Here:

- “How did you decide which props to create for your play?”
- “Do your props and costumes look realistic? Why or why not?”
- “How did you use what we have learned about oceans and seashores to create your props and costumes?”
- “What tools or resources did you use to decide what your play would be about?”

Non-Immediate Events:

- Encourage children to collaborate when brainstorming and building props and costumes.
- Encourage children to discuss their ideas with classmates while they are creating.
- Allow children to perform their play or act with their classmates acting as the audience.



Small Books About Sea Stars

Naming Words	Action Words	Describing Words
informative narrative cover page number	plan create compose	creative realistic colorful

Comments/ Questions/ Expanded Conversations

Right Here:

- “How did you decide which image to put on the cover of your book?”
- “Did you choose to write a fiction or nonfiction story? How did you choose?”
- “How did you use what we have learned about sea stars to create your book?”
- “Can you tell me more about your book? Which characters did you include?”

Non-Immediate Events:

- Encourage children to add descriptive and action words to their writing instead of just nouns.
- Encourage children to discuss their ideas with classmates while they are creating.
- Allow students to “read” their books to the class during whole-group time.