

What you might say to children in the block area

Describe what the child is doing or has done. Here are some examples:

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| “You filled the truck.” | “You used symmetry. You have the same blocks on this side as on the other.” | yellow, then a red, then a yellow.” |
| “You made a tower.” | “You have made four corners. Did you notice that?” | “I notice you have put a row of triangles across the top of your building. It makes a pretty decoration.” |
| “You made a line of blocks.” | “You have made a pattern—a red cube, then a | |
| “You laid them end-to-end.” | | |
| “You made a corner here.” | | |
| “You made a place for your animals.” | | |

Here are some examples for the child with little language:

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| “Truck’s full.” | “Line of blocks, one, two, three.” | “Hard.” |
| “A tower.” | “A triangle.” | “Hold the block.” |
| “A tall one.” | “You slide the block.” | “Pick it up.” |
| “Long block.” | “Blocks together make noise.” | “Put it down.” |
| “Row of blocks.” | | “Put it in.” |
| | | “Take it out.” |

Use the names of the blocks to help the children recognize them. Here are some examples:

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| “That’s a unit block.” | gles together. You made a half unit. You’re right—a half unit is a square. How did you know that?” | “That’s a ramp you’re sliding your car down.” |
| “Can you hand me that long, quadruple unit?” | | “Want to try a Gothic arch to make two roads?” |
| “You put two small trian- | | |

Ask “how” and “wonder” questions. Here are some examples:

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| “How did you make that tall tower?” | “How could you make the road come over to Susie’s house, here?” | “I wonder which color cube will go next in your pattern?” |
| “I wonder what will happen if you add another block?” | “I wonder if something lives inside your fence?” | “Would you like to tell me about your building?” |
| “I wonder how many blocks are in it?” | “You have made four corners. I wonder why you did that?” | “Would you like me to write the story of your building?” |