



Color Mixing

Naming Words		Action Words		Describing Words
bulb	eyedropper	choose	pinch	mixed separate
coat (animal)	fur	drip	squeeze	
coffee filter	primary colors	experiment	suck	
experiment	stain	mix		

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
“When you squeeze the bulb of the eyedropper the paint gets sucked up into the eyedropper. Then when you squeeze the bulb again the paint squirts out onto the coffee filter. Why did you decide to use that color?”
- **Model Social Skills (taking turn and sharing):**
“I’m finished with this eyedropper can I trade you for the baster? When your turn is over, I heard Maria say she wants the next turn with the eyedropper.”

Connection to Text:

“I wonder what Dog would have looked like if the colors on his fur had mixed? What happens if you mix some of the colors that were on Dog’s fur?”

Non-Immediate Events:

“Sometimes when I make a painting, I put one color on top of another color with my paintbrush and the colors combine and make a new color. I mixed red with blue once and I made purple.”



Brave Capes

Naming Words	Action Words	Describing Words
cape city fabric shirt	create depict design feel knit plan	brave busy loud powerful scary strong

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Questions:**
“I see you’ve decorated your cape with several different colors. How did you decide to use these colors to create your design? That is a unique design. One of a kind! Your friend, Javier’s, is unique too. What is special about your cape?”
- **Model Social Skills (turn-taking):**
“You have a color I’d like to use. May I have the next turn? Thank you! Would you please pass over the blue? Oh, you are still using it. Thank you for telling me. I’ll wait for the next turn.”

Connection to Text:

“This dragon that you drew on your cape reminds me of the dragon on Max’s dragon shirt, and it also reminds me of the dragon in *The Seven Chinese Sisters*.”

Non-Immediate Events:

“When I was a child, I sometimes heard scary noises in my bedroom when I went to sleep, but I had a blanket that I squeezed, and it helped me feel brave, so I wasn’t scared anymore.”



Mosaics

Naming Words	Action Words	Describing Words
<p>array design image mosaic tile</p>	<p>arrange collaborate create design execute plan</p>	<p>colored color words small</p>

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Parallel-Talk (describe what the child is doing) + Indirect Question:**
 “I see you placed three red squares next to 1 blue square. Here it looks like you made an AB pattern: red, blue, red, blue, etc.”
- Use Self-Talk (describe what you are doing) + Open-Ended Question:**
 I am gathering as many green squares as I can because I want to make green grass like the green stain in *Dog’s Colorful Day*. What colors are you gathering together in a group?”
- Model Social Skills (compliment):**
 “You have a colorful mosaic. Let’s look at your friend’s mosaic. You can compliment your friend by saying, “You have a colorful mosaic too!”
- Use Encouragement to Support Initiative:**
 “I noticed that you found some red squares for your friend’s mosaic. You saw what she was doing, and you helped her.”

Connection to Text:

“In the book *Dog’s Colorful Day*, he had a spot of red strawberry jam on his fur. What are some other red things you could make besides strawberries?”

Non-Immediate Events:

“This activity making a mosaic reminds me of the Center Activity we had about dots and squiggles. It also reminds me a little bit of making a collage, where we took different pieces of paper and other materials and adhered them together.”



Subway Maps

Naming Words		Action Words		Describing Words	
atlas	subway	assist	illustrate	adjacent	
cartographer	tool	describe	inform	close	
destination	traveler	explain	map	distant	
map		help	travel	far	
				near	

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
“I’m looking at a map that seems similar to your map. They have the same colors, and they have words with some similar letters. I wonder if our maps are showing the same places. How could we tell?”
- **Use Self-Talk (describe what you are doing) + Open-Ended Question:**
“I just found the location of our school on this map. What other places could we find on this map?”
- **Use Encouragement for Social Skills (Politeness):**
“I noticed that when you asked politely for the subway map, David gave it to you immediately. And you thanked him for it. Those polite words, *please* and *thank you*, really work.”

Connection to Text:

“In *Nana in the City*, the boy and his grandmother traveled around the city in a taxi and on a subway. If they were lost and they didn’t know which way to go, a map would have been very helpful.”

Non-Immediate Events:

“I went on a long trip once, and I had to use several different kinds of maps. I had to use a subway map, a city map, and a bus map. It was good that I had these maps because they helped me reach my destination.”



Traffic Lights & Street Signs

Naming Words		Action Words		Describing Words
signal	stop sign	wait	alert	automated
stoplight	yield sign	pause	inform	sequential
traffic signal	speed limit sign	flash	guide	reflective
flashing light	exit sign	signal	warn	informative

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
 “I’m looking at a stoplight that seems similar to a stop sign. They have the same colors, and they have a similar meaning: to stop. I wonder if there are any other signs with the meaning to stop. How could we tell?”
- Use Self-Talk (describe what you are doing) + Open-Ended Question:**
 “I am going to put a stop sign here, so cars will take turns stopping. What other signs could we use?”
- Use Encouragement for Social Skills (Politeness):**
 “I noticed that when you asked politely for the stop sign, David gave it to you immediately. And you thanked him for it. Those polite words, *please* and *thank you*, really work.”

Connection to Text:

“In *Nana in the City*, the boy and his grandmother traveled around the city to get to her apartment. The signs helped them cross the street safely and know which direction to go to get home.”

Non-Immediate Events:

“I went on a long trip once, and I had to use several different kinds of signs and traffic lights. I had to use a stoplight before turning onto an interstate. Then, I had to use a yield sign to merge safely onto the interstate. It was good that these traffic lights and signs were there because they helped me reach my destination safely.”



Building a City

Naming Words		Action Words		Describing Words
apartment	neighborhood	build	edit	busy helpful tall
city	plan	collaborate	imagine	
department store	subway	construct	include	
laundromat	transportation	design	plan	
map		draw	visualize	

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
“You are constructing a very tall building. What sort of building will it be?”
- **Use Self-Talk (describe what you are doing) + Open-Ended Question:**
“I want to construct a subway. What blocks or other materials do you think would work well for making a subway?”
- **Use Encouragement to Support Ideas:**
“You had a good idea to use those large blocks to make the foundation for your building. What will you do next?”

Connection to Text:

“The boy saw many different things in the city where his grandmother lived in *Nana in the City*. It looks like you are including many different kinds of buildings in your city.”

Non-Immediate Events:

“I have never ridden on a subway like the one in the book *Nana in the City*, but I have ridden in a car to a big city. There, I saw big buildings, lots of bright lights, and many people.”



Map Puzzles

Naming Words		Action Words	Describing Words
cartographer detail distance location map part	periphery piece relation subway whole	connect describe discover locate navigate solve	adjacent different position words similar

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
“Your map has many colors. I see that you are putting pieces with similar colors in piles. What will you do next to solve your puzzle?”
- **Model Social Skills (working together):**
“There is enough room on the table for each of you to work on your puzzles. You could collaborate and work together on one puzzle and then work together on another puzzle.”

Connection to Text:

“How would a map have been helpful to Max and Ruby in *Max’s Dragon Shirt?*”

Non-Immediate Events:

“Sometimes, when I drive places in my car, I use a map to help me figure out the best way to go. I also use a map when I travel on the subway. I also use a map when I hike on trails.”



Using Brave Capes

Naming Words	Action Words	Describing Words
cape city costume hero	create describe imagine pretend	brave nervous powerful scary strong

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing):**
“You are pretending to help somebody who is injured. I can hear you asking if he is all right and if he needs to go to the doctor.”
- **Use Self-Talk (describe what you are doing):**
“I wonder what I could do to show how brave I feel. Maybe I could pretend I have a really big net that I could use to catch a mean monster.”
- **Model Entering Play (Finding a Role):**
“It looks like Jason is pretending to lift some very heavy blocks. Maybe you could pretend that there is an animal under the blocks, and you and Jason could work together to rescue the animal.”
- **Use Encouragement to Support Ideas:**
“You had a good idea to be brave by catching a monster in a net. Now your friends are pretending the same thing.”

Connection to Text:

“In the book *Nana in the City* the boy was not scared anymore when he wore his cape. You don’t look scared when you are wearing your cape; you look brave.”

Non-Immediate Events:

“Once at my home, all the lights went off, and it was very dark. At first, I was a little bit frightened, but after a few minutes, I realized everything was okay, and I felt brave.”



Classroom Color Search

Naming Words		Action Words		Describing Words
cartographer	map	clarify	explain	color words
detail	part	depict	illustrate	
distance	piece	describe	locate	
location	whole	discover	represent	

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Parallel-Talk (describe what the child is doing) + Indirect and Closed-Ended Questions:**
 “What a (colorful, creative, interesting) map! Tell me about this part here that you made with the brown pencil. Describe why you made it. What did you find that is this color brown?”
- Use Self-Talk (describe what you are doing) + Open-Ended Question:**
 “I like using colored pencils. There are so many different shades. This lime green pencil is just the right color for what I found. It’s the same color. What colors do you like using?”

Connection to Text:

“We could make a map showing all the different places where Dog walked and got covered in different stains in *Dog’s Colorful Day*.”

Non-Immediate Events:

“After we complete our maps, we can share them with our friends and see if they are able to use the maps to find the different colored objects around our classroom.”