



Paint Mixing

Naming Words		Action Words		Describing Words	
amount	process	combine	save	a lot	little
combination	proportion	create	scoop	color	similar
component	quantity	mix	shade	enough	sufficient
container	shade	rinse	tint	helpful	
experiment	tint				
mixture					

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Self-Talk (describe what you are doing) + Open-Ended Question:**
“I want a dark red that looks like an apple. I will mix red and black. What colors will you mix?”
- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
“You have made several different colors by mixing paint in containers. What color do you want to make next?”
- **Use Encouragement to Increase Social Behavior:**
“I’m impressed, Marissa, you waited very patiently for a long time for a turn with that blue paint. You wanted to use the blue, but Tara was busy mixing with it. Tara, I think it helped Marissa to wait when you told her she could have the next turn. It seems that talking about it helped.”

Connection to Text:

“In *The Lion and the Little Red Bird*, the lion painted a colorful mural on the wall of his cave. I wonder if he mixed colors to create all the different tints and shades he used.”

Non-Immediate Events:

“I had to paint a wall in my house, and I needed to mix paints to create just the right color. It reminds me of when Peter’s father was painting his room for his baby sister in *Peter’s Chair*. I wonder if Peter’s father needed to mix paints.”



Painting the Lion’s Cave

Naming Words		Action Words		Describing Words
artist	image	combine	mix	bright
brush stroke	inspiration	depict	paint	colorful
depiction	line	design	plan	dark
detail	mural	illustrate	represent	detailed
illustration				dull
				vibrant

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
“That is a very dark red you created. It reminds me of a fire engine. What does it remind you of?”
- **Use Self-Talk (describe what you are doing):**
“I like the bright blue color of this paint that I made by mixing some white paint with the blue paint. It looks like the blue of the sky on a clear day!”
- **Use Encouragement to Support Accomplishment:**
“You put your smock on, selected your paints, and prepared your paintbrush. You look like you are ready to begin painting.”
- **Use Encouragement to Increase Social Behavior:**
For example: “Kevin, I think Tyra is grateful that you gave her a turn with the color that she wanted. She said, “thank you”, when you gave it to her. You can be proud of how you gave her a turn.”

Connection to Text:

“In the book, *The Lion and the Little Red Bird*, the lion painted a mural of the habitat where he lived. He painted trees, mountains, a lake, and the sun. What did you paint on your mural?”



Tinting and Shading

Naming Words	Action Words	Describing Words
color experiment result shade tint	experiment mix record shade tint	dark(-er) light(-er)

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
 “You added a scoop of white, and then you mixed your paint. What happened?”
- Use Self-Talk (describe what you are doing):**
 “I am going to add half a scoop of white to my green paint. When I stir the paint, I can see that my green paint is becoming lighter. I’m making a tint of green.”
- Model Social Skills (asking for help):**
 “If you need help making a tint or a shade, you can ask a teacher or a friend. You could ask Jonathan to help you. He likes to help his friends.”
- Model Using Words to Solve Conflicts + Open-Ended Questions:**
 “It makes you mad when someone tries to grab your paint. It is frustrating when someone doesn’t ask. What can you do when you both want to use the same paint? (Wait for response.) That’s a good idea — you could share. How would that work? (Wait for response.)”

Connection to Text:

“In *The Colors of Us*, Lena made portraits of her friends and neighbors. She created many different tints and shades of brown so that she could paint their skin accurately. In *Skin Again* Chris Raschka created the pictures by mixing paint colors. He created many of his paintings using different tints and shades of colors.”



Mosaic and Mural Puzzles

Naming Words	Action Words	Describing Words
detail mosaic mural part position whole	adjust turn combine slide match solve rotate	adjacent different related similar

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
 “You are trying to fit those two pieces together. How can you succeed?”
- **Use Encouragement to Support Effort and Ideas:**
 “You worked hard on that puzzle. You found pieces with similar colors and rotated them so that they would fit together. You created a beautiful image.”

Connection to Text:

“These puzzle pieces can be combined into a mosaic. Mosaic tile patterns are often created on walls to decorate them. In the book, *The Lion and the Little Red Bird*, the lion decorated his walls with paint.”

Non-Immediate Events:

“I have tiles on the wall above my counters in my kitchen at home that make a pattern, but they are bigger than these small, mosaic tiles. Have you ever noticed tiles on walls or floors that make a pattern? Tell me about them.”



The Lion's Cave

Naming Words		Action Words	Describing Words
cave entrance habitat inside	mural outside shelter	build construct create design plan	bright colorful dark dim light vibrant

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
“It looks like you are making a warm cozy fire. What can I do to help you?”
- **Use Self-Talk (describe what you are doing) + Mix of Open- and Closed-Ended Questions:**
“I like building caves and buildings and homes. How is this cave like a building or a home? (Pause for response.) Would you rather live in a cave like a lion, or in an apartment or a house?”
- **Model Social Skills (Politeness):**
“Will you please help me build the wall of this cave? Thank you! You were very helpful!”

Connection to Text:

“I feel very happy like the lion did in *The Lion and the Little Red Bird*. I can tell he was happy because I can see a smile on his face in this illustration.”

Non-Immediate Events:

“The lion’s cave reminds me of a cave that I found once when I was walking in the woods. I was curious about what kind of animal lived in the cave. I thought it was a bear’s cave, but I wonder if it was a lion’s cave.”



Researching and Labeling Paint Colors

Naming Words	Action Words	Describing Words
description label name research shade tint	clarify describe explain help inspire label research write	dark(-er) different light(-er) similar

Comments/ Questions/ Expanded Conversations

Right Here:

- Use Parallel-Talk (describe what the child is doing):**
 “You watched while I demonstrated writing the letter *R* for *Red*. I see you starting at the top, making the curved line, and then the slanted line. Tell me if you need any help.”
- Use Self-Talk (describe what you are doing) + Open-Ended Question:**
 “I think writing the letter *S* is a challenge. The uppercase and lowercase are similar. First, I curve the line this way and then, curve the line back the other way. Which letters are challenges for you? Which letters are easy to write?”
- Use Encouragement to Support Effort:**
 “Writing all those letters is not easy. You were persistent in writing so many letters for your labels. You should be proud of yourself.”

Connection to Text:

“In the book, *The Lion and the Little Red Bird*, the lion kept painting the pictures, and the bird was so happy to see his pictures. I think you are like the lion, mixing different colors, and I am like the bird — the colors you mixed make me happy.”