



Shaving Cream

Naming Words	Action Words	Describing Words
coat (animal) experiment fur shaving cream stain	blend combine discover experiment mix stir	colorful color words cool dark foamy light smooth soft

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing):**
“Your shaving cream is not white anymore. You added yellow, and it turned yellow, and then you added blue, and your shaving cream turned green.”
- **Use Self-Talk (describe what you are doing):**
“I like to make colored shaving cream. I need to pack the sand into the mold firmly. It feels squishy and soft when I squeeze it and mix it with my fingers.”
- **Model Using Words to Make Requests:**
“May I use this part of the table for my shaving cream? If you want to touch my shaving cream, you can, but don’t mix it too much!”

Connection to Text:

“All of these colors that you are making with the shaving cream and food coloring remind me of the many different colors that the lion used when he painted the walls of his cave in *The Lion and the Little Red Bird*.”



Self-Portraits

Naming Words		Action Words	Describing Words	
brushstroke	outline	draw	accurate	large
details	reflection	examine	colorful	precise
features	self-portrait	notice	detailed	similar
mirror	shape	observe	different	small
		plan		

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Closed-Ended Questions:**
“Tell me, what did you see when you looked in the mirror? What shape will you draw for your face?”
- **Use Self-Talk (describe what you are doing) + Closed-Ended Questions:**
“I am looking at my face very closely in the mirror. Do you think my face is shaped like a circle, or is it shaped more like an oval? How do you know?”
- **Use Encouragement to Support Ideas:**
“You had such good ideas about how to create your self-portrait. I’m very impressed with how much detail you included in your painting.”
- **Use Encouragement to Increase Social Behavior:**
“You were making your own self-portraits and also sharing your ideas and the materials. You were working as a team.”

Connection to Text:

“These self-portraits remind me of the portraits Lena made in *The Colors of Us*. You used a mirror to study your face. I wonder how Lena studied the faces of her friends to paint her portraits?”

Non-Immediate Events:

“After you have finished your self-portrait, you can ask a friend if you can paint a portrait of him or her.”



Building a Cave

Naming Words	Action Words	Describing Words
cave habitat plan shelter	build collaborate construct create	design erode plan pretend
		cold dark hollow light
		pretend safe secure

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
“I see you are using the blocks to build a cave. What kind of cave are you making? (Pause for response.) What animal will live in your cave?”
- **Use Self-Talk (describe what you are doing) + Closed-Ended Question:**
“I think I would like to have a big, dark cave. What blocks do you think I should use - these long rectangle blocks or these short triangle blocks?”
- **Model Social Skills (helping each other):**
“I see you put the bear inside the cave, and your friend created some flowers from Beautiful Stuff for outside. You designed the cave together.”
- **Use Encouragement to Support Effort:**
“Wow, look at how carefully you balanced those blocks to make the cave. Your friend is interested in them too. Tell us about the cave that you designed.”

Connection to Text:

“Should we build a cave that looks like the lion’s cave in *The Lion and the Little Red Bird*, or should we build a cave that looks like the dragon’s cave in *The Seven Chinese Sisters*?”

Non-Immediate Events:

“I saw a cave once when I went for a walk in the woods. It reminded me of the lion’s cave, but I think it was actually a bear’s cave.”



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 combine match rotate turn slide solve	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 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.”



Labeling Paint Colors

Naming Words		Action Words		Describing Words
label	emotions	inspire	explain	color words different
detail	shade	record	create	
object	tint	describe	label	
nature	mixes	discover	mix	

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Indirect and Closed-Ended Questions:**
“What a (beautiful, creative, interesting) color name! Tell me about how you created this name for your paint color. Describe why you chose it. What did you name your paint color after?”
- **Use Self-Talk (describe what you are doing) + Open-Ended Question:**
“I like mixing. There are so many different shades and tints you can make! What do you think would be a good color name for this paint color I mixed? Can you help me label it with an inspiring color name?”

Connection to Text:

“We could mix new colors for Dog’s fur in *Dog’s Colorful Day* and create new, creative names for our paint colors.”

Non-Immediate Events:

“After we label our paint colors, we can share them with our friends and see if they have any ideas for a color name that would match our new paints.”