



Experimenting with Shadows

Naming Words		Action Words		Describing Words
detail	light	brush	fall	accurate
flashlight	surface	cast	shine	bright
image	shadow	depict	snarl	dark
				light

Comments/ Questions/ Expanded Conversations

Right Here:

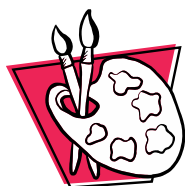
- **Use Self-Talk (describe what you are doing) + Open Questions:**
 “I made a long, narrow shadow. I held the light this way, and then I moved it, and the shadow changed. What sort of shadow are you making?”
- **Use Self-Talk (describe what you are doing) + Model Teacher Response to Question:**
 “I think shadows are interesting because you can’t pick them up (if another adult is nearby, ask the following question so the adult can model a response and then speak to the child again) What do you think is interesting about shadows?”

Connection to Text:

“There is a shadow in the book, *Dreams*. What do you remember about how it looks?” (Pause for response. Get the book for reference.) “Yes, it was black, and it was shaped like Roberto’s paper mouse. It grew larger and larger as it fell to the ground.”

Non-Immediate Events:

“I’ve seen shadows in many places. This morning, as I walked to school, I saw shadows of trees, flowers, and people. The bright light from the sun cast shadows all over the ground.”



Dream Paintings

Naming Words	Action Words	Describing Words
<p>dream imagination light sleep surface</p>	<p>dream glisten illuminate imagine</p> <p>shimmer sleep sparkle</p>	<p>abstract colorful dull non-reflective shiny</p>

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing):**
“You used many swirling, curved lines to illustrate your dream. I am inspired by the way you used so many different colors in your painting.”
- **Build Up Vocabulary:**
“You painted a dream. You used your imagination to illustrate your dream. I can see the colors sparkle and shimmer when the light illuminates the turtle sculpture you created.”

Connection to Text:

“Let’s use some of the colors Ezra Jack Keats used to illustrate dreams. I will turn to the page in the book so that I can be inspired by his paintings.”

Non-Immediate Events:

“I went to the local museum and saw many beautiful paintings. We could create a dream painting museum. How would we use our artwork to create a museum of our dreams?”



Illustrations with Outlines

Naming Words	Action Words	Describing Words
outline shadow part cliff	define outline shade sketch fill cast catch	behind over up down above

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Forced Choice Questions:**
"You are painting the outline of your _____ a lighter shade, just like in the book. Your painting reminds me of Frank Asch's illustrations in the book. How did you decide which object you would choose to outline?"
- **Use Self-Talk (describe what you are doing):**
"I am going to paint Bear's shadow. I am going to use lighter paint for the outline. Look. Next, I will fill in the outline with darker colors."
- **Use Encouragement to Support Effort:**
"That is a very unusual painting. It is one of a kind; you worked hard to make it different from everyone else's. It is unique!"

Connection to Text:

"In the book *Moonbear's Shadow*, Bear's shadow was frustrating to him. Bear thought it was following him around. Let's paint some shadow outlines, like Bear's. We can cut them out and tape them on the windowpane."

Non-Immediate Events:

"What would happen if you used a darker color on your outline and a lighter color to fill in your painting?"



Shadow Matching Game

Naming Words		Action Words	Describing Words	
detail image match object	outline shadow shape	cast count match objects	accurate dark different	same similar

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Expansions of Meaning:**

Child: "I have two."

Teacher: "You have two cards. One card shows a mouse. The other shows the mouse's shadow. You made a shadow match."

Child: "I made a match."

Teacher: "You matched the illustration of the mouse to the illustration of the mouse's shadow."

- **Expand Children's Comments and Encourage Positive Language:**

Child: "I have the wrong one."

Teacher: "Your cards don't match. You could ask Terrence if he can help you: 'Terrence, can you help me find the matching card for this picture, please?'"

Connection to Text:

"There were many shadows and matching photographs in *Guess Whose Shadow?* We could look at these illustrations for inspiration if we wanted to make more shadow match cards for our game."

Non-Immediate Events:

"When I was walking outside yesterday, I saw so many different shadows. I had fun trying to figure out what objects were making all of the shadows. Sometimes it was easy, and sometimes it was hard, and I had to look around and think for a few minutes."



Skyline Block Structures

Naming Words		Action Words		Describing Words
illustration	shadow	collaborate	design	busy
image	skyline	construct	plan	dark
light	structure	create	trace	tall
reflection	surface			

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) with a Focus on Morphology + Open-Ended Question:** “I see you are constructing several block structures. There are several buildings close to each other. If you build them even closer, they will be touching. Then, they will be the closest they can be. What else would be near these buildings in a neighborhood?”
- **Use Self-Talk (describe what you are doing) + Open-Ended Questions:**
“I am building a tall building. I am framing it so that it has many windows. It looks like an apartment building where many families can live. What do you think it would be like to live in a building like this?” (Pause for a response.) “How do you think people can get to the top floor?”
- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
“When you shine a flashlight on the building, it makes a shadow because the walls of the building are opaque. The light can't shine through the walls; it reflects off the walls. But, if you shine it through the window, what happens?” (Pause for response.) “The light shines through it because it is transparent.”

Connection to Text:

“This tall building with many windows reminds me of the apartment building in the book *Dreams*. I wonder if we can think of a way to illustrate dreams in the different windows.”

Non-Immediate Events:

“I lived in an apartment building on the third floor, and I walked up the stairs. There is an elevator in the building where I live now. How do you get upstairs where you live?”



Shadow Dancing

Naming Words	Action Words	Describing Words
form mirror motions moves shadow steps	cast choreograph form imitate mirror reflect repeat	first next same then

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Forced Choice Questions:**
“I see that you are mirroring the movements that your friend is making. Is it easy for you to imitate what he is doing, or is it difficult?”
- **Use Self-Talk (describe what you are doing) + Mix of Open-Ended and Forced Choice Questions:** “We have a lot of space to choreograph a dance here. Would you like to create the moves and motions for the dance and have your friend mirror you, or would you like her to create the steps and you mirror her?”

Connection to Text:

“In *Raccoon on His Own*, *Play with Me*, and *Kitten’s First Full Moon*, there were reflections in the water. These mirror dances that you are coordinating remind me of those reflections, but our dances are a little bit different because the reflections in the stories did not move like we are moving as we dance.”



Shadow Illustrations

Naming Words	Action Words	Describing Words
detail light object shadow surface	depict illustrate represent	accurate dark light

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Self-Talk (describe what you are doing) + Open-Ended Question:**
“I am going to draw a picture of this shadow photograph because it reminds me of a shadow that I saw outside at my house this morning before I came to school. What shadow are you going to illustrate?”
- **Use Encouragement to Support Effort:**
“You are looking very closely at the photograph, and you are spending a lot of time on the details in your illustration. Take your time and keep paying close attention.”

Connection to Text:

“I think I might take my illustrations and put them together to make a story. Maybe I could write a story about something similar to what happened in *Dreams*. But I might make the story about me and my home instead of Roberto in his apartment.”

Non-Immediate Events:

“When I am choosing a book to read, I look at the illustration on the cover. If it is an interesting picture, it makes me curious to see what it says inside. After I have read a book that I like, I look for other books written by the same author, just like we have read so many books by Ezra Jack Keats.”



Researching Puppets

Naming Words	Action Words	Describing Words
data fact information marionette non-fiction research results	collaborate explore investigate report research revise summarize	non-fiction collaborative

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Open-Ended Question:**
“You are researching puppets from around the world. What have you found out about marionettes?”
- **Use Self-Talk (describe what you are doing) + Indirect Question:**
“I wish I had a marionette. I would like to pull on the strings and make it move and dance. I wonder what sort of story I could create for a puppet show with a marionette?”

Connection to Text:

“The paper mouse in *Dreams* was similar to a shadow puppet. We could create shadow puppets and act out the scene where the mouse shadow scared the dog.”

Non-Immediate Events:

“When I was young, I had a hand puppet that was in the shape of a dog. I used to write stories and act them out with my dog hand puppet. I would put on puppet shows for my friends.”