Making Collections

Naming Words	Action Words	Describing Words
artifact collection display group museum	collect curate display gather group sort	different related same similar

Comments/ Questions/ Expanded Conversations
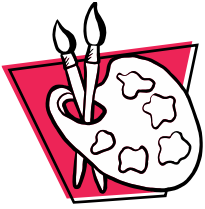
Right Here:

- **Use Self-Talk (describe what you are doing) + Open Questions:**
  "I am putting these pieces together to make a collection because they look similar. They all have shiny parts. What other pieces can you find for my collection?"

- **Use Self-Talk (describe what you are doing) + Model Teacher Response to Question:**
  "I enjoy making collections. What do you think is fun about creating collections?"

Connection to Text:
"Sol and Ernst collected many different things in *The Puddle Pail*. I think it would be interesting to have several different kinds of collections, but I think it would be hard to collect reflections."

Non-Immediate Events:
"I was at a museum that had a collection of glass flowers. There were many different kinds of flowers, and they were all made out of beautiful colored glass. You could look at them, but you weren't allowed to touch them."

Stained Glass Collage

Naming Words	Action Words	Describing Words
cellophane shadow stained glass surface	design illuminate shine	colorful opaque translucent

## Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing):**
  "You made a design with your stained glass that reminds me one of the reflections we saw in *The Puddle Pail*. It looks like lots of sparkling stars in the night sky."

- **Build Up Vocabulary:**
  "You made a turtle. You designed a turtle image. That is an elaborate and detailed turtle that you created with stained glass."

Connection to Text:
"Let's make stained glass images of the animals that lived by the pond in the book, *Play with Me*. What animals were in that book?"

Non-Immediate Events:
"I went to the local museum, and I saw an exhibit of different kinds of stained glass. That museum has stained glass, sculptures, and paintings. Let's pretend that we have an art museum here in our class."
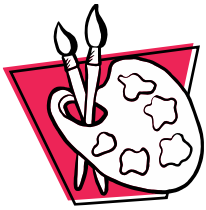
Paintings Inspired by *Dreams*

Naming Words		Action Words		Describing Words	
background colors flashlight illustration light mouse	puppies reflection scene shadow windowsill	combine create design draw notice	observe paint shade shine	artistic creative huge interesting	tiny unique unusual

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing) + Closed-Ended Questions:**
  "You are painting the shadow of the puppy on the wall just like in the picture. Your painting reminds me of the illustration in the book. Should I create an illustration of a mouse's shadow or a puppy's shadow?"

- **Use Self-Talk (describe what you are doing):**
  "I am going to paint a huge mouse shadow. I am going to use dark paint. Look. Here is the tiny mouse and here is the huge shadow in my picture."

- **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, *Dreams*, Roberto had a little paper mouse on his windowsill. It fell out of the window and cast a huge shadow as it fell. The shadow scared the dog away from the cat. Let's paint some paper animals. We can cut them out and put them on the windowsill."

Non-Immediate Events:
"What would happen if you took a flashlight and shined the light on your paper animal?"

Shadow Puzzles

Naming Words		Action Words		Describing Words	
object part piece	shadow surface whole	add align complete match	place rotate solve turn	bottom different position words: (left/right)	matching similar top

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel Talk + Prediction:**
  - "You found piece that fits and attached it. I see the picture starting to emerge. What shadow do you predict this will be?"

  - "You are matching similar lines - curved lines and curved lines, straight lines and straight lines. That looks like a helpful technique for completing the puzzle."

Connection to Text:
"In *Dreams* and *Night Shift Daddy* there were different kinds of shadows. I wonder what kinds of shadows we will see in these puzzles."

Non-Immediate Events:
"I think I would like to take my camera and photograph some of the shadows that I see outside, and then I could turn those photographs into shadow puzzles like these."

Night City

Naming Words		Action Words	Describing Words
custodian house light neighborhood	shadow structure surface window	construct create depict sweep	close/closer/closest dark near opaque transparent

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 a neighborhood. There are several houses 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 the houses 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 building where the daddy worked as a custodian in the book *Night Shift Daddy*. 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?"

Writing about Collections

Naming Words		Action Words		Describing Words
collection detail group	label object title	collect depict describe discuss	explain gather organize represent	

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Self-Talk (describe what you are doing) + Open-Ended Question:**
  "I am creating an illustration of my rock collection. What kind of collection did you create? How will you illustrate it? What will you write about it?"

- **Use Encouragement to Support Effort:**
  (If the child is using a word card) "You are being very careful to make each of your letters look similar to the letters on the card."

Connection to Text:
"I am writing about another collection I made. Remember the collections that Sol and Ernst made in *The Puddle Pail*? It might be fun to write about one of those collections. I could pretend to be Sol or Ernst as I write."

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 two books by Elisa Kleven."