



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 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.”



Researching Who Works at Night

Naming Words	Action Words	Describing Words
building custodian information job survey	research work compare contrast	instead nocturnal artificial helpful

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel-Talk (describe what the child is doing):**
“You are telling/showing/writing how people who work at night and nocturnal animals are the same and different. They do a lot of the same work but in different ways.”
- **Build Up Vocabulary:**
“You compared a custodian to a nocturnal owl. You said they both do work at night. The owl hunts his prey, while the custodian might clean big buildings.”

Connection to Text:

“The daddy tucked the little girl in during the night before he went to work in *Nightshift Daddy*. She tucked him in during the morning when he came home from work. Do you think diurnal and nocturnal animals act the same way?”

Non-Immediate Events:

“When I was younger, my uncle worked at night. He was a garbage collector in a big city. Has anyone in your family ever worked at night?”



Shadow Dancing

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

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel Talk + 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 + Open Ended + 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.”

Non-Immediate Events:

“Have you ever been to a dance recital and watched a friend or family member perform on stage? Let’s pretend that we are having a dance recital here in our class.”



Shadow Search

Naming Words	Action Words	Describing Words
light source map shadow surface location	blocked label shine search	behind away bigger artificial natural

Comments/ Questions/ Expanded Conversations

Right Here:

- **Use Parallel Talk + Forced Choice Questions:**
“I see that you are labeling the places on your map where you have seen a shadow. Was it easy for you to find shadows in our classroom or difficult?”
- **Use Self Talk + Open Ended + Forced Choice Questions:**
“We have a lot of areas in our classroom where shadows can hide. Would you like to label this shadow of the chair, or would you like to label the shadow of your friend?”

Connection to Text:

“In *Dreams* and *Kitten’s First Full Moon*, both Kitten and the paper mouse had a shadow. Their shadows probably looked different, but both shadows were created the same way. What do you think was alike or different about Kitten’s and the paper mouse’s shadow?”

Non-Immediate Events:

“Have you ever noticed your own shadow? Where were you at? What time of day was it?”



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 a piece that fits and attached it. I see the picture starting to emerge. What shadow do you predict this will be?”
- **Use Encouragement to Support Effort:**
“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	label	collect	explain	
detail	object	depict	gather	
group	title	describe	organize	
		discuss	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.”