Experimenting with Shadows

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
light surface shadow flashlight image **d**etail	shine fall depict cast snarl brush	dark light bright accurate

Comments / Questions / Expanded Conversation

RIGHT HERE:
• **Use Self Talk + Open Questions – for example:**
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 + 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?

CONNECT TO TEXT: (focus on vocabulary)
There is a shadow in the book, *Dreams.* What do you remember about how it looks? (pause for response, get book for reference) Yes, it was black, and it was shaped like Roberto's paper mouse. It grew larger and larger as it feel to the ground.

NON-IMMEDIATE EVENTS: (focus on vocabulary)
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.

Unit 5   Week 3   Art Studio

Dream Paintings

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
dream imagination sleep surface light	dream imagine sleep illuminate glisten sparkle shimmer	nonreflective shiny dull colorful abstract

Comments / Questions / Expanded Conversation

RIGHT HERE:
- **Use Parallel Talk – for example:**

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 image.

turtle sculpture that you created.

CONNECT 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 Museum of Fine Arts in Boston and I saw many beautiful paintings.
We could create a dream painting museum. How would we use our artwork to create a museum of our dreams?

Paintings Inspired by *Dreams*

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
scene colors	paint create	unique unusual
light puppies	design combine	interesting creative
shadow reflection	draw shade	artistic huge
background flashlight	observe notice	tiny
illustration mouse	shine	
windowsill		

Comments / Questions / Expanded Conversation

RIGHT HERE:
- **Use Parallel Talk + Forced Choice Questions for example:**

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 – for example:**

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 – for example:**

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!

CONNECT 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 Matching Game

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
shadow object outline match detail shape image	count objects match cast	similar same accurate different dark

Comments / Questions / Expanded Conversation

RIGHT HERE:
- **Use Expansions of Meaning – for example:**

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 – for example:**

Child: I have 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?"

CONNECT 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.

8-10

Unit 5   Week 3   Blocks

Skyline Block Structures		

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
skyline image shadow structure light illustration surface reflection	trace design construct plan collaborate create	dark tall busy

Comments / Questions / Expanded Conversation

RIGHT HERE:
- **Use Parallel Talk with a Focus on Morphology + Open Ended Question – for example:**

I see you are constructing several block structures. There are several buildings close to each other. If you build them even clos<u>er</u> they will be touching. Then they will be the clo<u>sest</u> they can be. What else would be near these buildings in a neighborhood?

- **Use Self Talk + Open Ended Questions – for example:**

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 + Open Ended Questions for example:**

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.

CONNECT 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?

Unit 5   Week 3   Dramatic Play

Shadow Dancing

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
steps	choreograph	first
moves	repeat	then
motions	cast	next
mirror	mirror	same
shadow	reflect	
form	form	
	imitate	

Comments / Questions / Expanded Conversation

RIGHT HERE:
- **Use Parallel Talk + Forced Choice Questions – for example:**

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?

CONNECT TO TEXT:
In *Raccoon on His Own*, *Play With Me*, and *Kitten's First Full Moon* there were reflections in 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.

Unit 5   Week 3   Writing Center

Shadow Illustrations

NAMING WORDS	ACTION WORDS	DESCRIBING WORDS
shadow detail surface object light	represent depict illustrate	accurate dark light

Comments / Questions / Expanded Conversation

RIGHT HERE:
- **Use Self Talk + Open Ended Question – for example:**
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 – for example:**
You are looking very closely at the photograph and you are spending a lot of time on the details in your illustrate. Take your time and keep paying close attention.

CONNECT 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
non-fiction results research (-er) marionette information data fact	research report collaborate summarize investigate explore revise	non-fiction collaborative

Comments / Questions / Expanded Conversation

RIGHT HERE:
- **Use Parallel Talk + Open Ended Question – for example:**

You are researching puppets from around the world. What have you found out about marionettes?

- **Use Self Talk + Open Ended Question – for example:**

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?

CONNECT 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.