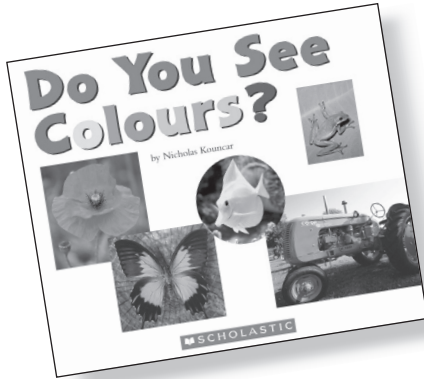


Do You See Colours?

Written by Nicholas Kouncar

Text Type: Non-fiction: Description — Account

Summary: On each page, a different colour is introduced, and readers are asked to identify objects of that colour in the photographs. As they do, they learn that there are colours all around them.



Audio Available Online
www.lpey.ca

Text Features

Visual Literacy

- ▶ multiple photographs on each page, taken from different perspectives

Print Concepts

- ▶ one sentence and one question on each page
- ▶ print under the photographs
- ▶ repetitive language pattern
- ▶ question marks

First Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ making connections: text to world

Working with Words

- ▶ using picture cues to predict words
- ▶ using repetitive language patterns
- ▶ tracking print

Assessment Opportunities

Note each student's ability to:

- ▶ join in with predictable language patterns
- ▶ read colour words using picture cues
- ▶ identify objects and their colours from the book and from prior knowledge
- ▶ track print from left to right



BEFORE READING

Activating and Building Prior Knowledge

Visual literacy

Show students the cover of the book and read the title and authors. Say, *There is a lot to see here. Let's look at each photograph.* Give students time to study each photograph. Ask, *What colours do you see?* Allow students to share their responses. Turn to the back cover and discuss the colours in those photographs.

Print concepts

Direct students' attention to the question mark at the end of the title. *Writers use this mark to tell us that they are asking a question. When you see this mark, you read the sentence as a question.* Read the title again, exaggerating the rise at the end of the question. Invite students to demonstrate how to read the title so that it sounds like a question. To help students see the difference, say the title without raising your voice at the end and discuss how this doesn't sound "right."

Predicting/evaluating

Read the back cover text, noting the question mark. Then say, *The words on the back cover tell us what the book will be about.* Ask students to predict what sort of book they think this is. *Do you think it is a story, or do you think it is an information book?*

ESL Note:

Have available cards with the words *red, yellow, blue, green, purple, and orange* printed on them in the corresponding colours. Students can practise saying each colour word as the cards are shown.

Setting a Purpose

Analyzing

Let's read the book together to find out what colours we will see.



DURING READING

Tracking print/ print concepts

Read through the book, tracking the print. Emphasize moving from left to right, sweeping from the end of one line to the beginning of the next, and turning the pages. Point out the question marks.

Building confidence/ language predictability

After each page, pause to allow students to answer the question and tell you what they can see on the page that is in the featured colour.

ESL Note:

Point to the objects in the photographs as they are identified and repeat their names so that students can make a clear connection between each item and what it is called.

Once the language pattern has become apparent to students, invite them to read along with you. Read the first line on each page, and have students join in with "*What do you see that is _____?*"



AFTER READING

Analyzing

Ask students what colours they saw in the book. As they identify each colour, turn to the corresponding page and point to that colour word. This will help reinforce students' recognition of these words. If they are unable to recall all of the colours, prompt them by turning to the pages with the colours that they have not yet mentioned.

Predicting/evaluating

Review the question you asked before reading: *Is this a story or an information book?* Allow students to share their responses, ensuring they give reasons for their answers. After they have responded, confirm by saying, *It's an information book in which we find out about colours.*

Analyzing

Turn to page 2 and ask students what objects they see that are red. Create a chart with the heading "Things That Are Red" (write the word *Red* in red). On the chart, record the items students mention. Point to the items on the page as they identify them, repeating their names.

Making connections: text to world

With the book still open at page 2, ask, *Can you think of something else that could go on this page—something that is red?* Ask students to share their ideas with the person sitting next to them. Then invite a few students to share their ideas and add them to the chart.

Second Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ making connections: text to world

Working with Words

- ▶ tracking print
- ▶ demonstrating awareness of colour words
- ▶ using repetitive language patterns

Assessment Opportunities

Note each student's ability to:

- ▶ analyze to identify objects and their colours
- ▶ make text-to-world connections about colours
- ▶ join in with predictable and familiar language patterns
- ▶ join in with the reading of the colour words
- ▶ track print with their eyes



BEFORE READING

Analyzing

Activating and Building Prior Knowledge

Display the cover of the book and remind students that this is an information book about colours. Invite them to recall the colours in the book. As they mention each colour, turn to the appropriate page and point to the colour word.

Analyzing

Setting a Purpose

Refer students to the "Things That Are Red" chart that you created during the previous reading. Say, *This time as we read together, pay attention to what things are yellow.*



DURING READING

Building confidence/ language predictability

Ask students to join in the reading with you. Before you begin to read, reinforce the language pattern. Turn to page 2 and read, “*This bug is red.*” Then say, *Now it’s your turn. Read, “What do you see that is red?”* Use a pointer to indicate the words while you say them together.

As you read the first sentence on each page, pause before the colour word to encourage students to chime in with the name of the colour.

Tracking print

Remind students to follow the words with their eyes as you read together. Use the pointer to match word-by-word. Explain to students, *By pointing with your finger or a pointer, you can be sure you don’t miss any words as you’re reading.*

Analyzing

After you read the question “What do you see that is _____?” on each page, point to the photographs and have students name the objects that are shown.

At page 3, remind students of the comprehension focus. Say, *Pay attention to what things are yellow. We are going to talk about this after the reading.*



AFTER READING

Analyzing/making connections: text to world

Remind students of the purpose that you set before the reading. Make a chart similar to the one you created earlier but with the heading “Things That Are Yellow.” Ask students to name the yellow things that they saw in the book, and record them on the chart. Then have them think of yellow things that did not appear in the book, and add them to the chart.

Word solving and building

As you write the items on the chart, have students help you sound out the words. Invite individual students to come up and share the marker to write each word.

Teaching Tip:

To make this activity more challenging, create a two-column chart with the headings “Always Yellow” and “Sometimes Yellow.” As students identify things that are yellow, ask, *Is that thing always yellow or only sometimes yellow?* (For example, a banana is always yellow but a sweater is only sometimes yellow.) Record the items in the appropriate column on the chart.

Analyzing

Turn to page 8, and point to each photograph. Ask, *Can you tell me what colour this is?*

Third Reading

Reading Strategies

Comprehension

- ▶ making connections: text to self

Working with Words

- ▶ tracking print
- ▶ predicting words using picture cues
- ▶ self-monitoring using initial sounds

Assessment Opportunities

Note each student's ability to:

- ▶ make connections by identifying their favourite colour
- ▶ predict a word using picture cues
- ▶ self-monitor word predictions using initial sounds



BEFORE READING

Word solving and building

Activating and Building Prior Knowledge

Remind students that this is a book about colours. Use sticky notes to mask the colour words in the book. Tell students that when you read together this time, they will see that some of the words are hidden. Explain that they are to predict what the words are by looking at the photographs and listening to the first letter sound.

Making connections: text to self

Setting a Purpose

Tell students that as you read together they should think about what their favourite colour is in the book and why.



DURING READING

Self-monitoring/ word solving and building

Read the text on page 2 up to the covered words. Instruct students to look at the pictures and tell what word they think is hidden. Once they answer, reveal the first letter. *Do you think you are right? You said the word is red. Does it make sense that this word begins with the sound "rrrr"?* Reveal the word *red*. Continue with this strategy throughout the reading.

Tracking print/ building confidence

Invite individual students to take turns coming up and using their finger or a pointer to track the print as you read. You could also assign them the task of taking off the sticky notes to reveal the hidden words at the appropriate moment.

Making connections: text to self

Remind students of the purpose you set before the reading. Pause after selected pages and prompt them to reflect: *Is this your favourite colour? Have you decided which colour is your favourite yet?*



AFTER READING

Making connections: text to self

Create a graph. Along the horizontal axis write each of the colour words. Give each child a sticky note and ask them to write their name on it. Invite students to come up and place their sticky note in the column above their favourite colour. Encourage them to say why it is their favourite, e.g., *Orange is my favourite colour because I like to eat oranges.*

When the chart is complete, count with students how many of them chose each colour as their favourite. Record these numbers at the top of each column. Then analyze the chart together. Prompt students with such questions as: *How many students chose blue as their favourite colour? Which colour did the most students choose? Which colour did the fewest students choose? Did more students like orange or purple?*

Letter knowledge

Write one of the colour words from the book on chart paper. Say, *I have written a colour on the paper. What is the first letter of this word? What sound does this letter make?* If they need assistance, make the sound for them. *What word have I written?* Follow the same steps for the other colour words. Depending on the needs of your students, you may need to write each colour word in that colour.



FURTHER READINGS

Many texts benefit from being reread with students. The three readings suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable in taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of the students in the class.

Print Concepts, Book Handling, and Text Features

Tracking print

During the reading, invite individual students to come up and demonstrate their print processing skills. For example, before you begin ask, *Where is the first page?* and have a student turn the book to the first page. Then ask, *Where do we start to read?* and invite a student to show you where the first word is. At the end of a line or at the end of a page say, *I wonder where I go now to read.*

Visual literacy

Have a conversation in which you analyze the photographs together. Prompt students by saying, *There are many different kinds of photographs in this book. Which ones show the whole object? Which ones only show a part of the object?* Discuss what a close-up is. *Why do you think a lot of these photographs are close-ups?*

Focusing on Comprehension

Analyzing/making connections: text to world

Have each student create a “Things That Are _____” chart for the colours blue, green, purple, or orange. They can either choose their colour, or you can assign them to students. Alternatively, students can create charts about a colour that does not appear in the book.

Making connections: text to world

Open the book to page 2 and ask, *On this page, which things are always red? Which things are sometimes red?* Create a chart, similar to the one you created earlier for the colour yellow, with the headings “Always Red” and “Sometimes Red” and record students’ responses on it. Invite them to think of objects to add to the chart that do not appear in the book. If you wish, choose another colour for your chart, or create charts for all the other colours.

Write the colour words on cards. Assemble a collection of small objects of various colours, or provide sorting toys. Have students group the objects by colour and then label each group by placing the appropriate card with it.

Phonological and phonemic awareness/ letter knowledge

Letter knowledge

Word solving and building/ phonological and phonemic awareness

Working with Words

Select an initial letter from the book (e.g., “b” in *bug*, *bus*, *ball*, and *blue*). Reread the book, encouraging students to look and listen for that letter. Invite students to take turns coming up and pointing to the chosen letter.

Have students use a letter window frame to find and identify the initial letters of each of the colour words. You might also have them find other words with these initial letters, either in this book or in other books and around the classroom.

Tell students that together you are going to find other words that are in the same family as the word *bug*. Using magnetic, plastic, or card letters, change the first letter to create different words, e.g., *dug*, *hug*, *jug*, *mug*, *rug*, *tug*, *snug*. Make a list of the words on chart paper. Practise saying the two parts of each word slowly (e.g., d–ug) and then quickly blending them together.



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

Students can create their own colour books. Make copies of a sheet of paper on which you have written “What do you see that is ?” along the bottom. Give a few copies to each student. Some of them may be able to write the colour words in the space provided. Others will need assistance, or you can allow them to colour in the boxes with crayons instead. Have them illustrate each page by drawing and colouring an object of that colour. Alternatively, students can cut pictures from magazines and paste them in their books. When they are done, staple each student’s pages together with a cover page entitled, *Do You See Colours?* Have them colour in and/or decorate their title pages.

Alternatively, assign one colour to each student and have them create a page for a class book. You may wish to refer to the Descriptive text-type study in the Writing Guide before you begin this activity.

Independent Reading

Make the six small versions of *Do You See Colours?* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip: The online audio for this book includes a cloze reading of this text. In this reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.



Home Links

Encourage students to bring in a small object from home to place on a “Colour Table.” Make a red section, a blue section, and so on. Students can write labels to go beside their own object (e.g., “My car is green. Tommy”).

Collect the book(s) that students created and put them in the Literacy Centre so that other students can read them.

Gather a selection of books on the subject of colours and make them available for individual or partner reading.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the Working with Words Guide for more direct instruction for those students who need it.

Read Aloud

Read to the class another example of a descriptive account with the theme of colours.

Color Farm by Lois Ehlert (HarperFestival, 1997)

Color Zoo by Lois Ehlert (HarperCollins, 1989)

Colors Everywhere by Tana Hoban (Greenwillow Books, 1995)

Hello Red Fox by Eric Carle (Simon & Schuster, 1998)

Planting a Rainbow by Lois Ehlert (Harcourt, 1988)

Seven Blind Mice by Ed Young (Philomel Books, 1992)