Theme 2

THEME 2: Colors All Around
Colors All Around
Safety Colors

This week we will learn about red and green and other colors we see all around us.

Display the rhyme “Red Means Stop!”

Listen and watch as I read this rhyme about two colors. Read the rhyme aloud, using these actions: hold up the red circle when you name that color and then make a “halt” gesture with your hand; hold up a green circle when you name that color and then make a beckoning, a “go” or “come on” motion with your hand. Then have children say the rhyme with you.

Match each circle to something a child is wearing. Have children practice saying red and green.

Show what you should do when you see a red light. Repeat for green. Talk about how color is used for safety. Explain that many warning signs are red. When children see a red sign, they should be careful.

Arrange chairs like seats on a bus. Put the circles on the floor in front of the first chair. Appoint a bus driver. Have other children sit in the seats. Appoint a “talking traffic light” to stand in front of the bus. As the traffic light calls out red light or green light, the bus driver steps on the circles.

MULTI-LEVEL RESPONSE

BEGINNING/ PREPRODUCTION

Ask a child to hold up a circle. The group stands and shouts, Red (Green) means stop (go)! and shows the motions. Repeat with each child.

EARLY PRODUCTION/ SPEECH EMERGENT

Hold up the circles. Name these two colors. What does a red light tell you to do? a green light? Tell where you have seen a stop sign.

INTERMEDIATE/ ADVANCED

What red things have you seen? What are some green things you have seen? When does green mean go? Watch for green lights on your way home.
I Need a Lunch Box

Display I Need a Lunch Box. Read aloud the title. Then lead a picture walk.

- Turn through the first few pages. **ASK** *What is the boy thinking about? I think he really wants a lunch box. He’s dreaming about them.* Point to each lunch box. **SAY** *Here’s a yellow one. Here’s a blue one. What color is this one?*
- **What is the boy doing? How does he feel?**
- **Tell about the lunch boxes. Tell about the other things you see.**
- **What is the mother giving the girl? What surprise is the father holding? Do you think it’s for the boy? Why? How will this story end?**

Phonemic Awareness/Phonics

**Beginning Sounds**

**Introduce** Alphafriend Sammy Seal. Repeat his name, stretching out the initial /s/. Then have children do the same. **ASK** *Do the words Sammy and Seal begin with the same sound? What sound is that?* Have children repeat the sound several times. **SAY** *Listen to these words: sit, sun. Listen for the beginning sound as you say them with me. Sit and sun begin with the same sound.* Repeat the words with children, stretching out the beginning sound /s/.

**Repeat** the process using the word pair *sit/fit*. **ASK** *Do sit and fit begin with the same sound? Which word begins with /s/?* Continue with word pairs *sun/bun, mat/six, seal/meal, pail/safe,* and *sand/cat.*

**Initial Consonant s /s/**

**Write** Sammy Seal on the board. Read it aloud, pointing to the S’s. Ask children whose names begin with S to stand and say their names. Write their names on the board. Point to each capital S. Say the names, stretching out the initial /s/. If necessary, add other names with S. Invite children to repeat the names after you.

**Show** several initial s pictures. **SAY** *Hold up a picture. Name it.* Write the picture names below the children’s name list. Point to the initial s in each. Ask children to name the letter.
Color Names

**SAY** Remember we learned about the colors red and green. Now we will talk about other colors. Write the word colors to start a color web like the one shown. **SAY** My favorite color is ___. Using a color marker to match the color, write the word on the web.

Let's add the names of your favorite colors to the web. Write children’s color words, using matching color markers. If children name colors already on the chart, point to those words and say them aloud. Make sure the colors brown, blue, red, green, black, purple, pink, orange, and yellow are included.

Point to a color word, say the word, and have children repeat it with you. Help a child find a marker of the same color. **SAY** Draw a box around the color word ___. Keep the completed color chart for use on subsequent days.

**SAY** Let’s add the names of your favorite colors to the web. Write children’s color words, using matching color markers. If children name colors already on the chart, point to those words and say them aloud. Make sure the colors brown, blue, red, green, black, purple, pink, orange, and yellow are included.

Point to a color word, say the word, and have children repeat it with you. Help a child find a marker of the same color. **SAY** Draw a box around the color word ___. Keep the completed color chart for use on subsequent days.

**Color Search**

Have each child choose and name a color. **SAY** Look in a book or around the room. Find something that matches the color you just named.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Point to a color. **SAY** Stand up if you like ___ best. Find something that is ___. Respond by saying Yes. The (object name) is (color).

**Early Production/Speech Emergent**

Have partners take turns pointing to an object and asking, What color is this? while their partner responds It is ___.

**Intermediate/Advanced**

Have each child secretly choose a picture from I Need a Lunch Box. **SAY** Use color words to tell about the picture. Have the group find the picture the child describes.
I Went Walking

Display the cover of *I Went Walking*. Read the title aloud. Then lead a picture walk.

**Pages 2–5:** Read these pages aloud to set up the pattern of the story. Ask children where the cat was hiding.

**Pages 6–25:** Read pages 6–9 aloud. **ASK** *What is the cat doing? What animal does the boy see next?* Point out the horse’s tail on page 7. Tell children to look for a part of each new animal as they look through the rest of the pages.

**Pages 26–31:** **ASK** *How many animals have followed the boy on his walk? What happens when the boy turns around?*

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**Phonemic Awareness/Word Work**

**Beginning Sounds**

Tell children to listen carefully as you say these three words: *seed/bead/soap*. Say the words again. **SAY** *Listen for the beginning sounds as we say each word. Two of these words begin with the same sound. Did you hear them? Seed and soap begin with the same sound. Say those two words and the sound they begin with.*

Repeat with the words *song/sing/ring; sock/sand/clock; gold/sold/sail; soup/loop/sack.*

**High-Frequency Word: I**

Write capital *I* on the board and have children identify it. Write *like* and *you* to make the sentence *I like you*. Read the sentence aloud. Call on a child to point to the word *I*.

Point to the word *I* on the Word Card, in the example sentence, and on the alphabet chart. Tell children that the word *I* is easy to remember because it is the capital letter *I*. **SAY** *Make a letter card for I. Think of a color you like. Hold up your I card and say; I like ___.*

Display *I Need a Lunch Box* and *I Went Walking*. Read each title aloud. Call on children to find and point to the word *I* in each title. Have children find *I* on other pages.
Using Color Words with Nouns

**SAY** We have talked and read about many colors. What are some colors you remember? Display the color web from Day 2, and help children review the color names.

Display *I Went Walking*. Turn through the book, helping children name the animals and their colors. As each animal is named, have one child point to the color on the web as you repeat the sentence, *I saw a (color) (animal) looking at me*. Have children repeat after you each time.

Lead children on a color walk around the classroom. Stop in front of a familiar item that is mostly one basic color. **SAY** *I went walking*. The group should ask *What did you see?* **SAY** *I saw a (color) (object)*. When children understand the pattern, have them take turns leading the walk.

Help children chorally summarize what they did on the color walk: *We went walking. What did we see? We saw a (color) (object)*. Help children notice that the color word comes before the naming word each time.

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**Vocabulary**
walking, black, brown, red, green, pink, yellow

**Materials**
- red paper circle
- green paper circle
- color web from Day 2

**Beginning/Preproduction**
See Master ELL 2–1.

Recite “Red Means Stop!” with children, using the motions used on Day 1. Hold up the red and the green circles at the same time.

Have children point to the color that means “stop” and the color that means “go.”

Hold up the green circle. Lead children in a slow walk around the classroom or playground.

Have them chant *Green means go* as they walk. Then hold up the red circle. Have children stop and chant, *Red means stop*. Continue for several stops and starts.

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**Tell About It**

Help children chorally summarize what they did on the color walk: *We went walking. What did we see? We saw a (color) (object)*. Help children notice that the color word comes before the naming word each time.

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**Multi-Level Response**

**Beginning/Preproduction**

**SAY** Point to something in the room. *What color is it?* Model a response: *It is ___ (color)*. If possible, have children name the object as well.

**Early Production/Speech Emergent**

**SAY** *I will name a color. You name something that is that color*. After several children respond, have them name the colors while you name matching objects.

**Intermediate/Advanced**

Assign partners. **SAY** *Pick out a picture book. Choose one thing. Walk your fingers over it and say, I went walking. Your partner asks What did you see? Then you say I saw a (color) (noun). Then have partners switch roles.*
Phonics Library

“My Red Boat,” pages 1–7

Distribute or display the Theme 2 Phonics Library book. **Say:** We will look through “My Red Boat.” Help children tell the story.

- Tell about the boy and the man. Where are they? What are they doing?
- Where are the man and the boy now? How do the boy and the man feel at the end of the story? Why do they feel that way?

**Concepts of Print**

**Capitalize First Word/End Punctuation**

**Write** an action word, such as run, jump, sing, on an index card. Use Word Card I, the action word card, and Punctuation Card period to make a sentence. Give one card to each of three children. Arrange them to form the sentence.

**Read** the sentence together. Point to I. Explain that this is the first word in the sentence. Say that the first word in a sentence always begins with a capital letter. Point out that the word I is always a capital letter. Show page 3 in I Need a Lunchbox for examples of I in both places.

**Point to** the period card. **Say:** This mark is called a period. We use a period at the end of a sentence. Have a child point out periods in a book.

**Show** the card for We. Read it aloud. Replace I with We. Repeat for You.

**Language Transfer Support**

Some children may not be familiar with the order of nouns and the adjectives that describe them in English. In some languages, modifiers follow rather than precede the nouns they modify.
Using *This is* and *These are*

**SAY** We have talked and read about color—the colors of things we see around us. Display the color web and review the color names with children.

Hold up one object from a set, such as a red marker. **SAY** *This marker is red.* Then hold up two or three objects from the same set, and say **These markers are red.**

Tell children to listen carefully for the differences between the two sentences as you say them again. If necessary, point out the difference between *This is* and *These are.* Also help them note the /s/ or /z/ endings on words in the sentence that tells about more than one thing. Then have children name other single objects and groups of identical objects.

**Use these sentence frames.** Have children complete them with you and then on their own: *This (item) is (color).* *These (items) are (color).*

**Stop It**

Standing in place, children move and wiggle when the leader holds up a green circle and says *This is green. Go.* Children must immediately freeze and stop wiggling when the leader holds up a red circle and says *This is red. Stop.* Lead the game yourself for a few rounds. Then call on different children to take turns as the leader.

**Beginning/Preproduction**

Display and reread the rhyme “Red Means Stop!” using the paper circles and the stop and go motions from Day 1. Read the rhyme again, pausing to have children supply the color words. On another recitation, read the color words yourself, and have children supply stop and go.

**Early Production/ Speech Emergent**

**Intermediate/ Advanced**

**MULTI-LEVEL RESPONSE**

**Beginning/ Preproduction**

Hold up one red crayon. **ASK** What color is this? Hold up two objects from another group. **ASK** What color are these? What is your favorite color? Hold up some items that are that color and tell what they are.

**Early Production/ Speech Emergent**

Mix up the items from the whole-group activity. Have children arrange the items into sets. As they do so, have them identify the objects, such as *This is a blue marker.* *These are blue markers.*

**Intermediate/ Advanced**

**SAY** Name some things that come in twos. **DO** Do you have these things? **DO** What color are they? **DRAW** Draw a picture of these things. **TELL** Tell the group about your picture.
Big Book Science Link
“What’s My Favorite Color?” pages 33–38

Display I Went Walking opened at page 33. Read aloud the title of this Science Link. Turn the pages for a picture walk, pausing to have children name the pictured fruits and their colors. For each color named, ask children if that is one of their favorites. For page 38, ask if they can tell which fruit the girl is eating. **ASK** Do you think the girl likes this fruit? What do you think the girl’s favorite color might be? Why do you think that?

Comprehension

Sequence of Events

**Demonstrate** picking up a book, opening it, and reading. Repeat the action, describing the order of steps as you perform them. **SAY** First, I pick up a book. Next, I open it. Last, I read it. What did I do first? next? last? Have children repeat the words first, next, and last with you. Then repeat the questions, this time in a different order.

**Repeat** the procedure with a few other simple three-step actions, such as taking a coat from a hanger or hook, putting it on, and buttoning or zipping it up.

**Tell** children that thinking about what happens first, next, and last as they listen to or read stories will help them better understand and enjoy the stories.

**Skill Objective**

Children identify sequence, using the clue words first, next, and last.

**Materials**

- classroom book
- Phonics Library selection “My Red Boat”

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Display “My Red Boat.” **SAY** Point to the pictures that show what the boy and his dad do first. Show the picture of what they do next. Show the picture of what they do last.

**Early Production/Speech Emergent**

Perform a three-step action, without words. Stop after each step. Ask children what you did. Then ask if children can tell about all three things. Prompt: First, ___. Next, ___. Last, ___.

**Intermediate/Advanced**

Display “My Red Boat.” Have children look at the pictures and tell what the boy and his dad do first, next, and last. Ask children to describe something they do using first, next, and last.
Pulling It All Together

**SAY** This week we read about colors. Let’s look back at those colors now.

Revisit “Red Means Stop!” Have children name the colors in the rhyme. Display the color web and invite children to name the colors as you point to them. Add any new colors children have encountered in the past five days, such as orange from the Science Link “What’s Your Favorite Color?”

Name and show pictures of foods that are different colors. Have children describe the foods.

Gather together a variety of objects, or pictures, that are different colors. Have children place the various objects or pictures in plain sight throughout the room. Then teach children to play “I Spy,” using color clues such as *I spy something blue beside something red*, or *I spy something yellow and green near the window*. Give a clue and have the group guess which object it is. Model the first few clues. When children understand the pattern, they can take turns “spying” objects and giving their own color clues. Prompt as needed, naming objects and colors.

**Vocabulary**
colors, your, favorite, spy, clue

**Materials**
- red and green paper circles
- color web from Day 2
- a variety of familiar pictures and objects that are different colors
- Master ELL 2–1
- ELL Picture Cards
  - red fruit, green vegetables
  (See Master ELL 2–2.)

**BEGINNING/PREPRODUCTION**

See Master ELL 2–1.

Review the rhyme “Red Means Stop!” Hold up the red circle and say, *This is red.* Have children repeat the sentence a few times. Next, point to something else that is red and say, *This is red.* Again have children repeat the sentence. Then have children take turns finding other red objects in the classroom as they repeat the sentence. Then repeat for *green.*

**MULTI-LEVEL RESPONSE**

**BEGINNING/PREPRODUCTION**

Give each child a few items from the whole-group activity. **ASK** Who has something (color word)? Hold it up. Name the color. Respond with *(Child’s name) has a (color name) (object name).*

**EARLY PRODUCTION/SPEECH EMERGENT**

**ASK** What food is red? Name some other things that are red. Tell us about your favorite food. Tell what color it is and why you like it.

**INTERMEDIATE/ADVANCED**

Have each child make picture cards showing single objects and groups of objects. Have them use a single color per card. **SAY** Show a card. Tell what is on it. Model for children: *This is a (color) (object) or These are (color) (objects).*
Phonics/Phonemic Awareness

Initial Consonant s /s/

Display all the Picture Cards mixed in rows. Place Letter Card s on a desktop near the pictures. Invite children to play a riddle game. Ask them to listen to these clues. SAY I begin with the letter s. I am a number. What am I? (six) Have a child find the card, show it, and name it. SAY Put the card with the letter s.

Continue giving clues until all the s pictures are on the desk. SAY Look at the pictures on the desk. How are they all alike? What letter do they all start with?

Show several initial s pictures beside Alphafriend Sammy Seal. Help children name each picture. Write the name on the board. Have the group chant the picture names as you point to them.

Words in Oral Sentences

Remind children that when we speak, we say words one after another to make sentences. Ask children to listen as you say a sentence. Say the following, pausing briefly after each word: I went walking. Ask children to say the sentence with you. Then show page 2 of I Went Walking. SAY Let’s look at that sentence in this book. How many words are in the sentence? Let’s count them together. Listen again. What is the first word in the sentence? the next word? the last word? Repeat with the four-word sentence What did you see? on page 3.

Tell children that when we speak, we usually don’t pause between words. Sometimes we must listen very closely to hear the different words in sentences. Demonstrate by repeating, in a normal speaking voice, the sentences above.
Making a Color Chart

ASK Last week we talked about the colors red and green. This week we will find out about other colors.

Display the rhyme “What Is Blue?”

Draw a circle around each color word with a marker of the same color. Stress each color word as you read the rhyme aloud. Ask children to listen to the rhyme again and to jump up each time they hear a color word.

Start a color chart based on the rhyme. As the children repeat the rhyme slowly with you, write the color words in the first column (blue, red, green, brown, pink). Use markers of the same color for the words.

Assign a color to each child. SAY Name your color. Then find or draw and cut out pictures of something that is your color. Children can paste their pictures in the second column beside the matching color word in the first column. Save this chart for later use.

MULTI-LEVEL RESPONSE

BEGINNING/ PREPRODUCTION
Cut paper “color tickets” in the chart colors. SAY Choose a color ticket. Match it to things in the room. Say the color name.

EARLY PRODUCTION/ SPEECH EMERGENT
Have children name a color, name two things that are that color, and draw a picture with a crayon of that color.

INTERMEDIATE/ ADVANCED
Have partners add to the list of colors on the chart. Have them draw small pictures of their answers to add to the chart.
Caps of Many Colors
Teacher’s Edition pages T86–T87
Display page T87. Ask: What does the man have on his head? Yes, caps. The man walks from town to town selling his caps. What is he doing in the picture? Point to the tree. Ask: What animals are hiding in the tree? What do you think the monkeys will do with the caps?

Phonemic Awareness/Phonics
Beginning Sounds
Tell children to listen carefully and then to repeat these two words: map/men. Say: Listen for the beginning sound of each word. Map and men begin with the same sound. Let’s say that beginning sound together, /m/. Repeat the sound several times. Repeat the words together, stretching out the beginning /m/.

Repeat, using the word pair map/sap. Ask: Do map and sap begin with the same sound? Which word begins with /m/? Continue with these pairs: mug/moose, man/ten, much/mop, and six/mix.

Display, in mixed order, pictures for map, mat, mule, salt, seal, and six or other initial m and initial s words. Help children name the pictures. Then have them sort the cards into two piles by beginning sounds.

Initial Consonant m /m/
Introduce Alphafriend Mimi Mouse. Repeat her name, stretching out the initial /m/. Then have children do the same. Ask: Do the words Mimi and Mouse begin with the same sound? What sound is that? Stand up if your name begins with /m/. Say your name. Write the names on the board, pointing to each capital M. Say: The letter M stands for the /m/ you hear at the beginning of Mimi, Mouse, and (a child’s name).

Show several initial m and s pictures in mixed order beside the picture of Mimi Mouse. Help children name each picture. Write the name on the board. Say: Find a picture that does not begin with /m/. Take it out of the pile. Point to the name on the board and cross it out. When only m/m/ pictures remain, have the group chant the picture names as you point.
We have been learning about different colors and the many things we see around us that are those colors. Today we will find out about fish of different colors.

Display the color chart from Day 1. Distribute one set of paper fish cut-outs. Point to and say a color word from the list. Have children who have a fish that color move in a swimming motion up to the chart to tape their fish beside other pictures that are that color.

Invite children to describe each fish color: The fish is blue. The fish is red. Repeat for other colors. Be sure to identify any additional colors and add these words to the chart.

Pool the second set of fish cut-outs into a fishbowl or other container. Pick a fish shape. What did you catch? Have the child reply, I caught a (color) fish. Continue until all the children have had a chance to catch and describe several fish. You may want to put paper clips on the fish shapes and let children use a magnet tied to a string to catch the fish.
**PRETEACH**

**LITERATURE FOCUS** 10–15 MINUTES

**In the Big Blue Sea**

Read aloud the title and turn to the title page. **ASK** Where do you think the big blue sea is? What lives in the sea? Let’s take a picture walk to find out. Use these prompts:

**Page 1:** Who are these people? What are they getting ready to do? Have you ever done that?

**Pages 2–15:** What color are these fish? If you could be a fish, which of these would you be? Why? If you could swim in the sea like a fish, what sounds would you make?

**Pages 16–17:** What did the man and the children ride in? Have you ever seen a boat like this one? Where?

**Pages 18–19:** Read aloud the names of the fish. Have children find their favorites on previous pages.

**SKILL FOCUS** 10–15 MINUTES

**Phonemic Awareness/Word Work**

**Beginning Sounds**

**Tell** children to listen carefully as you say three words: make/kite/mile. Say that you will repeat the two words that begin with the same sound: make/mile. Have children say the two words and the sound that they begin with: make, mile, /m/.

**Repeat** the procedure, using sell/must/melt; man/tan/mitt; mat/rat/milk; sand/mark/mole.

**High-Frequency Word: see**

**Write** the sentence frame I see ___. Point to I, and ask children to read it. Point to see, and read it aloud. **SAY** Point to what you use to see. Use the words I see to name some things you see in the room.

**Display** Word Card see. Ask a child to match it to a word on the board. **ASK** What is the sound at the beginning of see? Look at the word see. Name the letters with me: s, c, e. What letter is at the beginning of the word see? Display I Went Walking. **SAY** Find the word see on page 3. Find see on other pages.

**Write** sea on the board below see. Point to and read sea aloud, explaining its meaning. Tell children that some words sound alike but they mean something different and have some different letters. Point to sea and see. **ASK** How are these words alike? different?
**Color Words with Nouns**

**Vocabulary**
big, sea, orange, white, purple, black

**Materials**
- color chart from Day 1
- an empty fish bowl or tank
- fish shapes cut from different color paper
- colorful props
- Big Book *In the Big Blue Sea*

**PRETEACH**

**LANGUAGE DEVELOPMENT** 15–20 MINUTES

**Beginning/Preproduction**

See Master ELL 2–3.

Revisit the rhyme “What Is Blue?” Have children follow along and chime in on color words when they can. Then ask: What is blue? Help children reply with a sentence from the rhyme: The sky is blue. Have children, individually and as a group, practice saying the sentence. Repeat the procedure with other color questions and answers from the rhyme.

**Early Production/Speech Emergent**

**ASK** Which fish is the same color as grass? as a carrot? Find the red fish on the chart. Name three more things that are red. Then have children draw the part of the rhyme they liked best.

**Intermediate/Advanced**

Have partners take turns thinking of a familiar object and using the language patterns from the lesson: I’m thinking of a ____. The ____ is the same color as (something named in the rhyme). What am I thinking of?

**Display the chart from Day 1. Help children name the colors listed so far. Then page through *In the Big Blue Sea*.

Have children identify the colors of the fish. As each color is named, point to it on the chart. When you come to orange, white, purple, and black, add these color names in the first column. Quick-draw or have children add pictures of orange, white, purple, and black objects to the chart. Be sure to include fish shapes in those colors.

Play a guessing game, using vocabulary from the color chart. Provide a model such as the following. Point to the words on the rhyme as you use them.

**I’m thinking of a fish.**
**It is the color of the sky.**
**Which fish is it?**

After a few practice tries, children can make up their own clues. Provide prompts as needed.
Phonics Library
“Look at Me!” pages 9–15

Distribute or display the selection. SAY Here is another short story told only in its pictures. We can take a picture walk through this one too.

Read the title aloud. Ask who might be saying Look at Me! Read aloud the sign. Help children identify things on the table. Help them see that each child is different but that the same person is painting all the faces. SAY Tell about each child’s painted face. Why might a clown do a good job of painting faces?

Concepts of Print
Capitalize First Word/End Punctuation

Remind children that the first word in a sentence always begins with a capital letter. Remind them, also, that sentences usually end with mark such as a period or a question mark.

Display I Went Walking, page 22. Ask a child to point out the first word in the sentence and to read that word. Ask another child to point to the period.

Ask children to look at page 23. Have a child point to the first word and to the first letter in that word. Read the question aloud. Then point to the question mark. Explain that we use a question mark to end a sentence that asks a question. Have children find other questions. Ask how they will find the questions.

Skill Objectives
Children
- identify capital letters at the beginning of sentences
- identify periods and question marks

Academic Language
- question
- question mark

Materials
- Big Books I Went Walking and In the Big Blue Sea
- Phonics Library selection “Look at Me!”

Language Transfer Support
Some children may have difficulty identifying asking sentences in printed text since in English, the question mark appears only at the end of the question and not at the beginning too, as it does in Spanish.

Phonics Library
Colors All Around
Each wordless story offers children opportunities for oral language development during the week.
Taking Color Pictures

**SAY** We have been reading and talking about colors. We saw photos of real fish that are different colors. Let's practice taking our own photos of different things around our room.

**Hold up a toy camera or a replica of one. Demonstrate how to take a picture or photo by aiming the camera at an object and saying, **Click**.**

**ASK** What did I take a picture of? What sound did I make for the camera sound? What color will the photo show that the (object) is?

**Give the camera to a child and whisper a color name to him or her. Have the child choose an object of the whispered color that is visible in the classroom and snap a picture of it, making the sound **Click**. Tell the child to ask the group **What did I take a picture of?** Then have the group name the object and its color. Continue until all children have had a chance to take a photo.

**Take the group outside and repeat the activity with the toy camera. Upon returning to class, have the group contribute to a list of things they photographed and the colors of those things.**
**Big Book Science Link**

“*What Do You Do, Norbert Wu?”* pages 21–26

Explain that this selection tells about Norbert Wu, the man who took the photographs for *In the Big Blue Sea*. **ASK** Where is Mr. Wu? He is holding a camera. **What does Mr. Wu do with his camera?** What sea animals is Mr. Wu taking pictures of? Turn back into *In the Deep Blue Sea*. **SAY** Show your favorite photo. **Would you like to be a photographer?** Tell why.

**Comprehension**

**Making Predictions**

**Display** page T147. **SAY** I see some animals. Let’s name them. **Where are these animals?** Tell children that a picture like this is often on the cover of a book. The picture has clues that can help them figure out what a book is about. **ASK** Who will be in this story? Where will the story take place?

**Tell** children the title of the story: *How the Birds Got Their Colors*. **ASK** What color are the birds? **What will the animals do?** What will happen to them?

**Point** out to children that even though they have not yet heard this story, they can figure out a lot about it. Tell them that thinking ahead about what will happen in a story will help them better understand and enjoy it.

**Skill Objective**

Children make predictions about a story.

**Materials**

- Teacher’s Edition, page T147
- a variety of picture storybooks

**MULTI-LEVEL PRACTICE**

**Beginning/ Preproduction**

Draw a dark gray cloud and a fluffy white one. **SAY** Clouds sometimes mean it will rain. Which cloud will bring rain? Look outside. Will it rain today? You made a prediction!

**Early Production/ Speech Emergent**

Choose a picture book, and display it for children. Read the title. **ASK** What will this book be about? Use the title and the picture on the cover to decide. Share your predictions.

**Intermediate/ Advanced**

Distribute several picture books from the classroom library. Have partners take turns choosing a book and predicting from the cover illustration what it will be about.
Pulling It All Together

SAY This week we worked more with colors. We read a rhyme about colors.

Display “What Is Blue?” and invite children to recite it with you as you read it again. Then display the color chart from Day 1. Have children name the colors as you point to them on the chart.

Read aloud sentence frames such as these:

The boys played on the ___ grass.
The teacher picked a red ___.
The farmer fed the ___ pig.
The bird flew in the ___ sky.
The dog dug holes in the brown ___.

Call on children one at a time to choose a sentence to finish with a color word or a word from the rhyme that makes sense. Repeat the completed sentence aloud with each child. Tell children that they can use naming words and color words from the rhyme “What Is Blue?” and from the color chart.

Have children make up their own sentence frames following the pattern of the frames above. Help them form sentences that require a color word and an object word. Write their ideas on the board and invite the group to complete several.

Vocabulary
boy, play, teacher, pick, farmer, feed, bird, fly

Materials
• color chart from Day 1
• Master ELL 2–3
• ELL Picture Cards
  sky, rose, grass, pig
  (See Master ELL 2–4.)

BEGINNING/PREPRODUCTION
See Master ELL 2–3.

Display the rhyme “What Is Blue?” Encourage children to recite the rhyme with you. Then distribute color strips in blue, red, green, brown, pink, and display ELL Picture Cards sky, rose, grass, dirt, pig. Have children match the colors to the objects they go with in the rhyme. Help children as needed as they show the color rhyme-line match.
Phonics/Phonemic Awareness

Initial Consonants /m/ and /s/

Display in random order the Picture Cards for /m/ m and /s/ s. Hold up a picture and have children name it with you, stretching out the beginning sound. Write the picture name on the board. Point to the letter at the beginning of the word and have children name it. Repeat with the remaining pictures.

Mix the pictures and place them facedown in a single pile. Display Sammy Seal and Mimi Mouse. Have children draw one Picture Card at a time, name it, and place it with the Alphafriend whose name begins with the same sound.

Words in Oral Sentences

Tell children to listen as you say a sentence. Explain that you will clap for each word you say. Clap four times as you slowly say I see a boy. Then ask children to say the sentence with you, clapping for each word. Repeat with the sentence I see a girl.

Remind children that they have learned to read the two words I and see. Ask a child to say I see and complete the sentence with a word that names something she or he can see. Ask listeners to tell how many words the child said. Repeat the sentence, clapping for each word and having children count the claps so they can check how many words were spoken. Then have children clap for each word as they repeat the sentence.
Matching Colors to Objects

SAY Last week we talked about fish of different colors. This week we will find out more about colors—the colors of birds.

Display the rhyme “Birds of a Feather” on chart paper. SAY Listen and watch as I read this rhyme about birds of many colors. Read the rhyme aloud, using these actions: line two, flap arms on Fly; line three flap arms on flying; line four, dip one hand down steeply toward floor on low and up high toward ceiling on soar; line six, flap arms on flying. Then read the rhyme again, having children join in on the actions.

Talk about any unfamiliar words in the rhyme, such as glide and soar. Demonstrate and then have children act out the meanings.

Start a list of birds children see outside. Write sentences identifying the child and the color of the bird. Example: (Child’s name) saw a (color) bird. Encourage children to circle the color words with markers of the same color and to illustrate the sentences.

MULTI-LEVEL RESPONSE

BEGINNING/ PREPRODUCTION

Have each child draw a bird. SAY I see a (color) bird. Have children whose birds are that color hold up their pictures and repeat the sentence. Repeat for all colors.

EARLY PRODUCTION/ SPEECH EMERGENT

SAY Name some colors for birds. Show us what birds can do. Now tell about what birds can do.

INTERMEDIATE/ ADVANCED

ASK How are birds different from other animals, such as fish, cats, or dogs? What kind of bird do you like best? Would that be a good pet? Why?
How the Birds Got Their Colors

Teacher’s Edition, pages T146–T147

Hold up page T147. SAY This picture goes with a story about some forest animals. What do you think the animals will do? Use prompts such as the following:

• Where are the animals in this picture? We call a place with many trees a forest or the woods.
• What are the birds doing? What color are they? Are all real birds these colors? What other colors can birds be?
• Identify the raccoon and the wolf. ASK What is the raccoon doing? The wolf? Have children tell about the raccoon’s tail and face. Then tell them that real raccoons have striped tails.

Phonemic Awareness/Phonics

Beginning Sounds

Introduce Alphafriend Reggie Rooster. Repeat his name, stretching out the initial /r/ at the beginning of each word. Have children do the same. ASK Do the words Reggie and Rooster begin with the same sound? What sound is that?

Display the Picture Cards rake, rope, rug, and run. Help children name each picture. Tell them to listen for /r/ at the beginning. SAY Now listen carefully to these two words: rope, rug. Listen for the beginning sound as you say them with me. Rope and rug begin with the same sound: /r/. Repeat the sound several times. Repeat the words together, stretching out the beginning /r/.

Repeat the process using the picture and word pair run/sun. ASK Do run and sun begin with the same sound? Which word begins with /r/? Then have children listen for matching sounds in these pairs: rock/lock; face/race; room/tune; side/ride; sock/rock.

Initial Consonant r /r/

Ask children whose names begin with R to stand and say their names. Write their names on the board. If necessary, add and read aloud other first names with R. Point to each capital R. Invite children to repeat the names with you.

Show several initial r pictures beside the picture of Reggie Rooster. Call on a children to hold up each picture and name it. Write the picture names below the children’s names on the board. Point to the initial r in each word. Ask children to name the beginning letter and say its sound.

Skill Objectives

Children
• identify words that begin with the same sound
• begin to associate /r/ with r

Materials
• Letter Cards R, r
• Picture Cards map, mat, mop, rake, rope, rug, run, seal, six, sun
• ELL Picture Cards Alphafriend Reggie Rooster (See Master ELL 2–6.)

Language Transfer Support

Some children may have difficulty reproducing the sound represented by the letter r in English. Accept approximations of this sound as they practice.
Using Color Words to Describe

SAY We have been learning color words. Color words help us tell about things we see around us, such as fish and birds. Now let’s put some color words together with some words that name animals to make up some silly new animals.

Begin a chart like the one shown:

<table>
<thead>
<tr>
<th>Color</th>
<th>Animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>purple</td>
<td>cow</td>
</tr>
<tr>
<td>pink</td>
<td>owl</td>
</tr>
</tbody>
</table>

Review the color words and animal names with children. Model how to complete the sentence frame with a color in the second column and an animal in the third column. Example: I see a purple cow.

Call on a child to repeat the sentence. Then have that child create another silly animal by dictating a color word and an animal word. Write each word in the appropriate column. Continue until all the children have dictated a silly sentence for the chart.

Have children draw or cut out pictures that illustrate the sentences. Have them attach their pictures beside the appropriate rows on the chart.

MULTI-LEVEL RESPONSE

BEGINNING/PREPRODUCTION
Reread the list of silly animals. Have each child draw one. Then help children tell the group about their animals. SAY (Name) drew a (color) (animal). Have children repeat the sentence.

EARLY PRODUCTION/SPEECH EMERGENT
SAY Name an animal you have seen. Tell what color it really is. Which silly animal from the chart do you think is the silliest? Why?

INTERMEDIATE/ADVANCED
Have children create sentences, using the pattern from I Went Walking. Model, I saw a red bird flying over me. I saw a blue cow walking past me. I saw a purple rabbit hopping past me.
I Went Walking and In the Deep Blue Sea

Place the two Big Books side by side. Read the titles with children. Point out that in one book, the pictures were painted by an artist; in the other, the pictures were taken by a photographer with a camera. Ask children to identify each one. Have them find pictures to support their answers to these questions.

- Which book shows someone swimming? someone walking?
- Which book shows three different children? Which book shows the same child all through it?
- Which book did you like best? Why?

Phonemic Awareness/Word Work

Beginning Sounds

Tell children to listen carefully as you say these three words: row, bow, rope. Say the words again, asking children to listen for the beginning sounds as they say each word after you. SAY Two of these words begin with the same sound. Did you hear them? Row and rope begin with the same sound. Say those two words and the sound they begin with: row, rope, /r/.

Repeat with several other sets of words, such as, rug/rest/nest; mole/roll/roof; make/rest/rake.

High-Frequency Words: I, see

Build the rebus sentence I see Reggie Rooster using the Materials listed. Read the sentence aloud. Then have a child replace Reggie Rooster with Mimi Mouse. Have children read the new sentence aloud with you. Repeat with Sammy Seal.

Ask each child to copy the words I see from the board onto the top of a sheet of paper. Then have them draw a picture to complete the sentence. Remind them to put a period at the end of the page. When children have finished, they can take turns showing their work and reading their sentences aloud.

Display the Science Link on page 23 in In the Big Blue Sea. Help children identify the animal in the photo as a shark. Then ask a child to read aloud the first sentence on this page. (I see a shark!) Repeat for pages 24 and 25.
Using and

**SAY** We have talked and read about many colors. Many things we see around us have more than one color. Now we will learn to use the word and to tell about these things.

Choose a child who is wearing a solid color shirt and another who is wearing a patterned shirt. **SAY** (Child’s name) has a (blue) shirt. **SAY** (Child’s name) has a (red and white) shirt. What word did I use between the two color words for (Child’s name) shirt? Have children practice saying and.

Distribute two crayons of different colors to each child. Have children name their colors using the word and to connect the color words.

*Act It Out* Have one child at a time choose a fish in the book. Have them identify the colors of the fish, using this language pattern: I am a ___ (color) and ___ (color) fish. Then have them move to the back of the room with a swimming motion. When all the children are at the back of the room, have them “swim” back to their places.

**BEGINNING/PREPRODUCTION**
- Take a color walk around the room.
- Pause and point to a red object. Have the group tell its color.
- Continue until four or five colors have been identified. Then have a child lead the walk.

**EARLY PRODUCTION/SPEECH EMERGENT**
- **SAY** Point to something that has two colors. Name the colors. Name your two favorite colors. Where have you seen those colors together?

**INTERMEDIATE/ADVANCED**
- **SAY** When something has three or more colors, we use and before the last color we name. Our flag is red, white, and blue. Now describe other things with three colors.
Phonics Library

“The Parade,” pages 17–23

Distribute or display “The Parade.” Read the title aloud. **Ask:** What do you know about parades? What are these animals doing? **Say:** These are called musical notes. They show that the animals are making music. Point to the musical instruments and help children name them.

Lead a picture walk, helping children see that new animals are added as the parade moves along. Ask about the animals, which one has joined the parade, and what instrument each one is playing. **Ask:** What do the other animals think of the elephant’s music? What is the elephant using to make its music?

Concepts of Print

**Capitalize First Word/End Punctuation**

**Display** “The Parade.” Tell children that you are going to help them write sentences to go with the pictures in the book.

**Write:** What can Pig do? Read the question for children, pointing out the capital letter at the beginning and the question mark at the end. Have children suggest an answer. Write the response. Ask a child to identify the beginning capital letter and the end punctuation mark. Repeat for the rest of the story.

**Skill Objectives**

**Children**
- identify capital letters at the beginning of sentences
- identify periods at the ends of sentences

**Academic Language**
- question
- question mark

**Materials**
- cut up take-home versions of the Phonics Library selection “The Parade”
- Read Aloud I Need a Lunch Box
- Big Book Science Link “What’s My Favorite Color?”

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Give children the cut up copies of “The Parade.” Read the sentences above. Have children paste the pictures in the place. Have children point out capital letters and end punctuation marks.

**Early Production/Speech Emergent**
Display pages 2–3 of I Need a Lunch Box. **Say:** Count the sentences. Show where each sentence begins and ends. Review that people’s names also begin with capital letters. Read the three sentences.

**Intermediate/Advanced**
Have children find telling sentences and a question in “What’s My Favorite Color?” Ask children to dictate answers to the question on page 38. Write their answers, having them add the end punctuation.

**Phonics Library**

Colors All Around
Each wordless story offers children opportunities for oral language development during the week.
Naming Foods and Their Colors

ASK What things have we told about this week using color words? Today we will talk about our favorite colors in foods again.

Ask children to think about some foods they like and their colors. Start a chart like the one shown by writing the color words across the top with markers of the same colors. Read each color aloud. SAY I like apples. I know many apples are red, so I’ll write apple under the color word red. Now you tell me your food and the color I should write it under. Help children name the foods and provide the appropriate color words if necessary. Ask a child to draw a circle around the food word they name in the same color. When each color column has two or more foods, have children join you in naming a color and all the foods listed below it.

<table>
<thead>
<tr>
<th>Color</th>
<th>Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>apple</td>
</tr>
<tr>
<td>Yellow</td>
<td></td>
</tr>
<tr>
<td>Green</td>
<td></td>
</tr>
<tr>
<td>Orange</td>
<td></td>
</tr>
</tbody>
</table>

NAME IT Have each child name a food and tell what color it is. Model this pattern: The ___(food name) is ___(color). Then have each child name a favorite food and tell its color. My favorite food is ___. It is ___.

BEGINNING/PPREPRODUCTION Give each child a small piece of paper. Have each child name a color. Read the list of foods of that color from the chart. SAY Choose one food and draw it. Have children attach their drawings beside the foods they drew.

EARLY PRODUCTION/SPRCE EMERGENT ASK What foods are yellow? red? green? Name an orange food. Name a white food. Draw your favorite food. Label children’s drawings with them.

INTERMEDIATE/ADVANCED SAY Draw a picture of a lunch or dinner meal with foods of three different colors. Be ready to tell us about what you drew. Help children label their drawings.
Big Book Science Links
“What’s My Favorite Color?” and “What Do You Do, Norbert Wu?”

Display the Science Links open to the title pages. \textbf{SAY} Both titles are questions. \textit{How can you tell that? Let’s answer each question.}

After children respond, help them compare the two selections and find pages to support their responses. \textbf{ASK} What do most of the pictures in “What’s My Favorite Color?” show? How are they different from the pictures in “What Do You Do, Norbert Wu?” Which story did you like best? Why?

Comprehension
Sequence of Events/Making Predictions

\textbf{Display} \textit{How the Birds Got Their Colors}, pages T146–T147. Review how children used the picture and the title to help them figure out what the story would be about.

\textbf{Read} the third paragraph on page T146. \textbf{SAY} Wolf chased Rascal Raccoon. \textit{What did Wolf do next? Ask what happened after Wolf went to sleep.}

\textbf{Reread} the last sentence of the third paragraph on T146. \textbf{SAY} Wolf is asleep. \textit{What do you think Raccoon will do? Why do you think that?} Tell children that thinking about the order in which things happen will help them understand a story; it will also help them predict what may happen next.

\textbf{Skill Objectives}
Children
- identify the sequence of events in a story
- make predictions about what will happen next

\textbf{Materials}
- Teacher Read Aloud \textit{How the Birds Got Their Colors}
- Phonics Library selection “The Parade”

\textbf{MULTI-LEVEL PRACTICE}

\begin{itemize}
  \item \textbf{Beginning/Preproduction}
    Do a simple action, such as picking up a pencil and going to the sharpener. Ask children to show or tell what they think you will do next. Repeat with other actions.
  \item \textbf{Early Production/Speech Emergent}
    Display “The Parade,” pages 22–23. \textbf{ASK} What clues in the story made it easy to know another animal would join the parade? Why was it not as easy to predict the ending?
  \item \textbf{Intermediate/Advanced}
    Use the activity for Early Production. Have children take turns suggesting different endings. Ask the group if each ending is an ending they might predict.
\end{itemize}
Pulling It All Together

SAY We have learned lots of color words. We used them to tell about fish, birds, other animals, and foods. Let’s look back at some of the things we did.

Display the rhyme “Birds of a Feather,” and reread it with children. Have them repeat the color names from the rhyme.

Display other charts developed and pictures collected over the theme.

Review naming words and color words that children have learned.

Remind them that they can use color words in different ways. Model a few examples and have children give others:

This carrot is orange. This is an orange carrot.
These cherries are red. These are red cherries.

Review how to play “I Spy” from Week 1, Day 5. Change the rules a little by telling children that they have to use two color words in their clues.

Vocabulary
overall review of Theme 2

Materials
• paper strips of different colors
• charts and pictures from the theme
• Master ELL 2–5

IF NEEDED...

Beginning/Preproduction
See Master ELL 2–5.

Display the rhyme “Birds of a Feather.” Encourage children to recite the rhyme and perform the actions on their own. Provide prompts as needed. Then hold up a strip of red paper, point to a window, and flap your arms. Say: I see a red bird. Have children hold up a matching color strip and repeat your words and actions. Repeat for other colors.

LANGUAGE DEVELOPMENT 15–20 MINUTES

MULTI-LEVEL RESPONSE

BEGINNING/ PREPRODUCTION

Distribute strips of paper of different colors, one to each child. Have children sit in a circle. SAY, I see a (color) bird. Have children holding that color stand up, flap their arms like wings, and echo the color word.

EARLY PRODUCTION/ SPEECH EMERGENT

Have children browse through the books for this theme, picking out favorite images. Let each child describe a picture, using at least two color words.

INTERMEDIATE/ ADVANCED

SAY Think about what it would be like if everything around us was dull and gray like the birds in How the Birds Got Their Colors. Would you like that? Why? Show a crayon in your favorite color. Tell what you could draw with it.
**Phonemic Awareness/Phonics**

**Initial Consonants r /r/, m /m/, s /s/**

Ask children to make their own sets of letter cards for r, m, and s. Then display the Picture Cards listed under Materials. Ask a child to select a picture and name it. Write the word on the board. Have others in the group hold up that letter and say the picture name and the letter name aloud with you.

Check that children are holding up the correct letter. Then continue until all the pictures have been identified.

Mix the Picture Cards and place them facedown in a pile near Letter Cards s, m, and r. Have children take turns drawing a Picture Card and naming it. Point to the corresponding word on the board and ask the group to tell the child which Letter Card he or she should place it with.

**Words in Oral Sentences**

Display page 18 of “The Parade.” Ask children to listen as you say a sentence about this picture. Say Pig plays. Ask children how many words are in the sentence Pig plays. If needed, repeat the sentence slowly, pausing briefly between words. Then repeat, clapping on each word.

Follow a similar procedure for pages 19–21, using these sentences: Pig and Duck play./Pig, Cow, and Duck play./Pig, Cow, Duck, and Frog play. If necessary, put a check mark on the board for each word you say, and help children count the checks.