

## Strand: Matter

## Theme: Colors

**Purpose for Reading:** To identify and respond to the color red in the world.

**Comprehension Strategies:** Making connections to self and world, predicting.

### Vocabulary

*Dictionary Words:* chili pepper, flower, notebook, strawberry, tomato, wheelbarrow

*Vocabulary Words:* cover, fruit, petal, pod, skin, tray

*High-Frequency Words:* a, at, is, it, look, the

### Before Reading

- Discuss with the students all the things they know that are red. Make a chart with the word *red* in the middle and all the students' suggestions around it.
- Read the title and ask the students to predict what the book will be about. Add *strawberry* to the chart if it was not already there.
- Turn to the title page. Have the students name the red thing. Add *tomato* to the chart if it is not already there.

### Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Have them look at each photo and see if they can name the object. Read the labels together. Add any new objects to the chart.

### Take a Photo Walk

- Pages 4–5: Ask the students to discuss the photo and identify what part of the flower is red. Read the label together to see if they had correctly named *petal*. Ask the students if they know the name of the

flower. Have them share anything else they know about roses.

- Pages 6–7: Ask the students the name for the part of this notebook that is red. Invite volunteers to share the name of a book they know that has a red cover.
- Pages 8–9: Have the students predict what the label will say. Read the label together to confirm their predictions.
- Pages 10–11: Invite the students to discuss wheelbarrows. *What are they used for? Who would have one? Where are they kept?* Ask the students to name the parts of a wheelbarrow. Read the label to see if they correctly predicted the word *tray*.
- Pages 12–13: Have the students discuss chili peppers. Invite volunteers to say when they have eaten a chili pepper. *What did it taste like?* Read the label together to identify the red part of a chili pepper.
- Pages 14–15: Invite the students to talk about strawberries. *How many students have eaten a strawberry? Who liked the taste and who didn't?* Read the label together to find out which part of the strawberry is red.

### Read the Book

- Ask the students to return to the title. Read the title together.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.
- Turn to pages 4–5. Invite the students to read page 4 independently. Remind them to point as

they read. Remind them where to start reading the second line.

- Ask the students to continue reading the book independently. Provide support where necessary.

## After Reading

### Comprehension

- Discuss with the students the red things in the book. Ask where in the environment they would be most likely to find each red thing.
- Have the students suggest some other things in the environment that are red. Check back with the original chart. Ask where they would find these things. *Which things are natural and which are man-made?* Make a two-column table of things that are red. Head one column *Natural Things* and the other *Man-Made Things*. List the things under the appropriate headings.

### Vocabulary and Word Recognition

- Write the word *a* on a card and hold it up. Ask the students if they know what it is. Ask them to find *a* on each page of the book. When they find it, have them point to the word and say it aloud.
- Have the students revise the following high-frequency words – *a, this, my, can, look, in, we, here, big, is, the, at, it, an, go, to*. Prepare a set of cards with one high-frequency word written on each one. Show the cards to the students one at a time and see who can be first to say the word correctly. Give that student the card. The student with the most cards is the winner and becomes the next one to be the teacher.
- Expand on the concept of books. Have each student hold a book. Point to and name the parts of

a book, e.g. front cover, back cover, spine, pages, author, illustrator, words, illustrations, etc.

### Oral Language

- Have the students take turns with a partner to make up and guess the answers to red riddles, e.g. I am a fruit that you eat. I am sweet and juicy. I am red. What am I?

### Writing

- Ask the students to draw a picture of something red.
- Ask them to write a sentence using one of the following sentence starters.

I am \_\_\_\_\_.

Here is \_\_\_\_\_.

This is \_\_\_\_\_.

Look at \_\_\_\_\_.

### Creative Extension Activities

- Explore the idea of hot/cold colors. Discuss why red is a hot color.
- Hold a Red Day at school. Drink cranberry juice and eat red food. Decorate the room with red flowers, balloons, and streamers.
- Draw/paint red sunsets and sunrises. Discuss the meaning of the poem,  
Red sky at night, shepherds' delight;  
Red sky in the morning, shepherds' warning.
- Make a Red display table. Ask the students to bring one red object to school to go on the table.

### Independent Follow-Up Activities

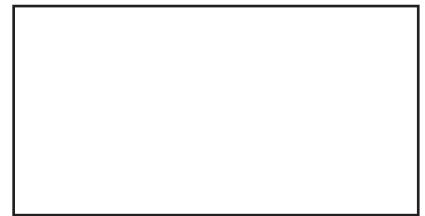
- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: \_\_\_\_\_

Read the words.

Draw the matching pictures.

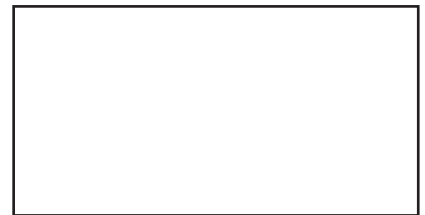
Look at the red flower.



Look at the red notebook.



Look at the red tomato.



Look at the red strawberry.



Look at the red chili pepper.



Name: \_\_\_\_\_

Draw the object that has red skin.

Label your picture.



Draw the object that has a red cover.

Label your picture.

