

Strand: Matter

Purpose for Reading: To develop understandings of how different colours are made.

Comprehension Strategies: Making connections to the world, visualizing, identifying cause and effect, applying knowledge.

Vocabulary

Dictionary Words: blue, green, purple, red, yellow

Vocabulary Words: carrots, petal, place mat, plants, plate

High-Frequency Words: be, but, do, get, if, little, make, of, some, that, them, will, with

Before Reading

- Have students brainstorm all the colours they know. List responses on board. Go through each colour and have students suggest things that match each one.
- Read the title and discuss the photo of the jellybeans. *What do you notice about the colours of the jellybeans? Why do you think jellybeans and other sweets are colourful? How do you think they colour sweets? What do you think this book might be about?*
- Read the title page together and ask students what is in the photo. *What do you notice about the paint in the photo? What do you call a board or tray that holds the paint? Prompt students to the word palette.*

Introduce the Picture Dictionary

Have students turn to the picture dictionary. Read and discuss the photos and labels. Ask students to identify the item/s in each photo to build knowledge of the vocabulary in this text. Use

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questions such as, *What can you see that is purple? What do we call a mat that you put a plate or bowl on? What part of the flower is purple?*

Take a Photo Walk

- Pages 4–5: Ask students to look at the photo and discuss what they notice about the colours. Read the caption and discuss the words *primary colours*. Explain that these colours cannot be made by mixing other colours. Ask students to suggest things they know that are red, yellow or blue.
- Pages 6–7: Invite students to look at the photo. Read the caption. Ask students to suggest other things that are orange.
- Pages 8–9: Ask students to look at the photo and identify the colours they see. Read the caption and discuss which plants have light green leaves and which have dark green leaves.
- Pages 10–11: Invite students to look at the photo and identify the purple items. Read the labels and caption. Ask students what they notice about the words *purple, plate, place mat and petal*.
- Pages 12–13: Ask students to look at the photo and think about what it shows. Read the captions and ask students what they would mix with blue to make light blue, and what they would mix with blue to make dark blue.
- Pages 14–15: Invite students to say the colours of the rainbow starting at *red* and working outwards. Ask students which colours cannot be made by mixing colours. *Which colours are made by mixing colours?*

Read the Book

- Ask students to close the book and read the title independently.
- Turn to pages 2–3. Read the dictionary words on page 2 and the sentences on page 3.
- Turn to pages 4–5. Have students read these pages independently. *Remember to use your eyes, and point only if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Have students return to the book and explain which colours make orange, green and purple.
- Have students turn to page 13 and ask what happens when white is mixed with a colour. Ask students to think about what would be made by mixing red with white. *What quantities of red and white would we need to make light pink? What quantities would we need to make dark pink?*
- Have students explain how to make colour shades darker.
- Use the example of red and pink to generalize that white is mixed to lighten colours and black is mixed to darken colours.

Vocabulary and Word Recognition

- Have students find the word *can* on page 4. Ask students to think of words that rhyme with *can*. Call on students to take turns adding rhyming words to the board. Read through the words together.
- Ask students to find the words *you*, *can* and *make* on page 4. Have them write three sentences beginning with *You can make . . .* about colours from the book. For example, *You can make orange by*

mixing red and yellow.

Oral Language

Have students turn to page 15 and chat to a partner about how to make each of the colours of the rainbow.

Writing

Have students write a table about things in the classroom using the headings *Red, Yellow and Blue.*

Creative Extension Activities

- Give students a palette with white and one other colour. Have them see how many shades of the other colour they can make by mixing white.
- Have students draw or paint a picture using their favourite colours. Have them write labels to show the colours.

Independent Follow-Up Activities

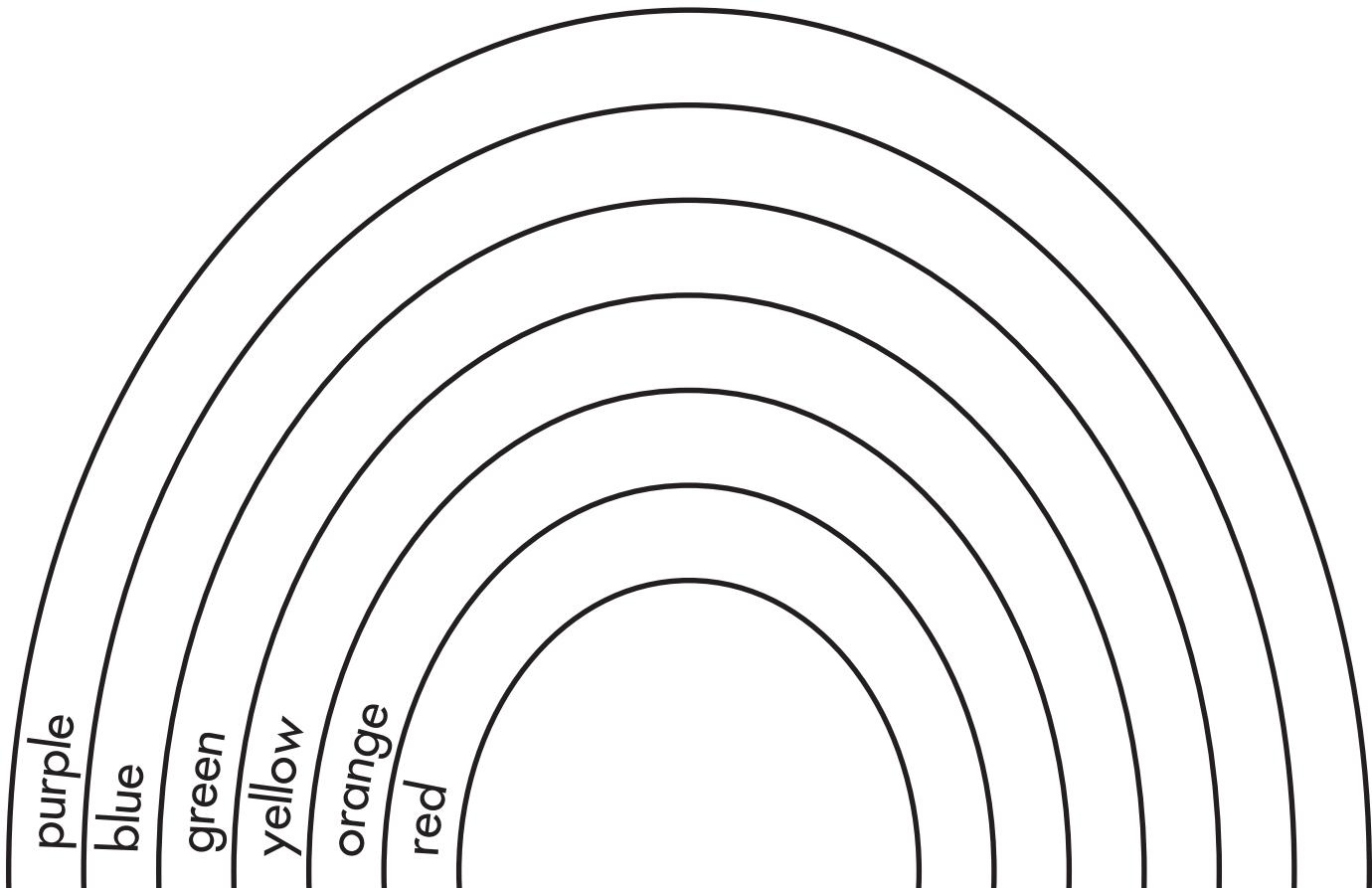
- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

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Write things that match each colour of the rainbow.

Use coloured pencils or pens to write the words.

For example, write things in the red arch using red pencil or pen.

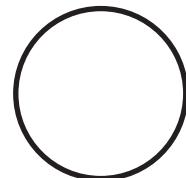


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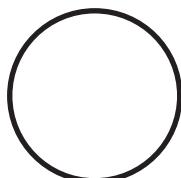
Unjumble these colours.

Colour the circle beside each word to show the colour.

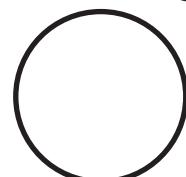
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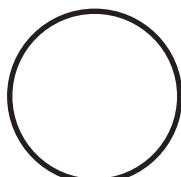
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angeor



urpurple



My favourite colour is _____

because _____

Write and draw things that are your favourite colour.

Write and draw them on a separate sheet of paper.