

# Colour Magic

## GOALS

### Comprehension

Ask questions as you read. What do I do to make a new colour, e.g. purple.

### Vocabulary

**High-frequency Words:** black, blue, call, one, or, then, they, yellow

**Content Words:** blob, happen, mix, need, paint, paintbrushes, plate, print, stroke, words

### Phonemic Awareness

Recognise and produce words that have the same vowel sound: /ow/

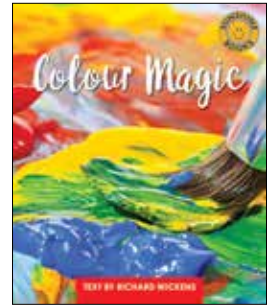
### Phonics

**Letters and Sounds:** ow (how)

**Words to Blend and Segment:** cow, how, now, vow, wow

### Fluency

Choral read the instructions with students pointing to the words as they are read – sharing information.



Learn about primary colours and how they make secondary colours.

## Before Reading

- What do students know about colours? Ask: What is your favourite colour? What do you think of when you see red? (stop sign? sunset? blood?) What does green mean to you?
- Read the title to students and then read it together. Ask: What could the title mean? Are colours magic? Discuss what they see in the pictures on the cover and title page.
- Ask: Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.) Make predictions about the text from the cover and title page photographs.
- Read the title and the table of contents to get an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss what colours are on each page and what they might be used for. Bring words like *blob*, *happen*, *mix*, *need*, *paint*, *paintbrushes*, *plate*, *print*, *stroke*, *words*, *warm* into the conversation.
- Notice the decorative page numbers. Ask: What has the designer used as a feature?

## Reading the Text

- Read the cover and the title page together. Ask: What do I do to make a new colour, e.g. purple. Sequence the steps.
- On page 2–3, look at all the different shades of colour. Ask: How many shades of pink/purple can you see?
- Read the text together, pointing to the words as they are read.
- On pages 4-5, discuss the picture. Look for tricky words like *primary*, *together*. Break the words into chunks or syllables, e.g. *prim/a/ry*. (y on the end of a word sounds like e) Ask: What are primary colours? Talk about what colour they might get if they mix red and yellow.
- Follow this pattern for each page discussing the pictures, what the different colours are before reading each page.
- On page 16, students look at the Index and find more information about secondary colours. They ask a partner questions about the index, e.g. What page is orange on?

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss what each colour is used for or how to make it.
- Discuss the ending and the use of black. What do you know about the magic of colour now? What do you think the author's purpose was for writing the book? What have you learnt from this book? What use for colour do you think is the most important?
- Talk about the colours on the back cover and how to mix them.

## **Phonemic Awareness**

- Recognise and produce words that have the same vowel sound: /ow/ Students listen carefully as you read the words, e.g. *cow, how, now, vow, wow*. They identify the /ow/ sound. They repeat, emphasising the /ow/ sound and think of more words. (*brown, town, clown, down*)

## **Phonics**

- Recognise words that have the same vowel sound: /ow/ Write words *cow, how, now, vow, wow* on the board to practise blending and segmenting the onsets and rimes together as a group. Brainstorm more words with /ow/ to add to the list. (*brown, town, clown, down*) Students record these on an /ow/ word web.

## **Word Study**

- Talk about the words *black, blue, call, one, or, then, they, yellow*. Photocopy the flash cards from the inside front cover and read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Cut the words out and have students sort them according to the number of sounds, e.g. b/l/a/c/k/.
- On a piece of paper, students draw a picture of one of the colours in the book. They write the matching sentence from the text.
- Discuss the words that are instructions in the text. Talk about the order of doing things and how this is important for the end result. (how it affects the colour)
- Students make a colour web with an example of different colours branching out from the web. They label and illustrate and share with the class.
- Students identify syllables in words and clap as they are spoken. They identify and clap one-syllable words, e.g. *paint, green* and two-syllable words, e.g. *yel/low, mak/ing, col/our*.

## **Fluency**

- Choral read the instructions with students pointing to the words as they are read.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. We can mix two colours together to make a new colour like magic. They illustrate their text and share with a partner.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.