

Colours

GOALS

Comprehension

Making text to self connections: Ask students if they know what colours the flowers are on the title page. Ask them to give colours of the clothing they are wearing.

Vocabulary

High-frequency Words: a, after, an, are, blue, call, can, every, has, in, is, it, look, of, other, red, see, the, there, they, this, two, up, we, what, yellow, you

Content Words: apple, banana, bird, blueberries, colours, day, engine, fire, flowers, grapes, grass, grasshopper, green, indigo, light, orange, rainbow, rain, safety, sea, seven, sky, snake, strawberry, sunlight, these, traffic, vest, violet

Phonemic Awareness

Recognise and produce words that begin with the same sound: /gr/

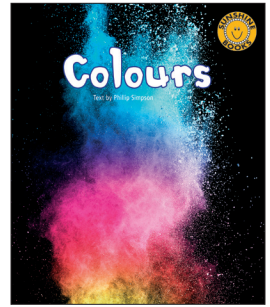
Phonics

Letters and Sounds: gr

Words to Blend and Segment: green, gran, grab, grit, grub

Fluency

Model reading of the text using expression and emphasis to show clarity of meaning. Students repeat.



The colours of the rainbow are all around us, in plants, technology, animals. See them here.

Before Reading

- Read the title to students and then read it together. Discuss the colours they see on the cover.
- Ask students what colours the flowers are on the title page. They give examples of colours of the clothing they are wearing.
- From the cover and title page photographs students predict what the text might be about. Ask: Will it be a fiction or nonfiction text? How do you know? (photos) What is the difference? (Non-fiction is true and informs.)
- Talk/walk through the pictures. Discuss what students see on each page. Discuss the colour and the things in the pictures.

Reading the Text

- Read the cover and the title page together. On page 2 discuss the picture. Ask: What do they see? Which word would say *rainbow*? How would *rainbow* start? Find the word that starts with r. Notice it is a compound word. What two words make *rainbow*? (rain and bow)
- Read the sentences together, pointing to the words as they are read. Ask: What colours can you see in the rainbow?
- Follow this pattern for each page discussing what the different colours are and the ways they are represented. Look for the initial letter of the key words before reading each page.
- Predict the colour featured on page 16 before turning the page.

After Reading

Invite students to discuss the information. Prompt if needed.

- Have students discuss the main topic of the text. (colours of the rainbow) Ask: What are the seven colours of the rainbow? Can you sing the rainbow song? What is your favourite colour?
- Students draw a rainbow and label the colours in the correct order.
- They retell the text using the rainbow and pages of the book.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /gr/. Students listen for the /gr/ sound as words are spoken slowly, then they repeat, e.g. green, grab, grit, grub.
- They listen to more words starting with the blend /gr/, e.g. grass, grape, grasshopper, groan. Students repeat these, emphasising the /gr/ sound.
- Play a game of riddles. e.g. “I am thinking of a word that starts with /gr/. It has six legs and three syllables. What is it?” (*grass/hop/per*)

Phonics

- Recognise words that begin with the sound /gr/. Write the words green, grab, grit, grub on the board to practise blending and segmenting the sounds together as a group, e.g. /gr/ /ee/ /n/.
- Students use alphabet letters to illustrate the sounds, touching letters as the sound is made.

Word Study

- Talk about the words *red, yellow, blue, every, after, two, this, look*. Read the flash cards from the inside front cover together. Ask students to locate and read these words in the book.
- Make a list of colours and illustrate the using the matching colour.
- Understand the meaning of new words in the context of the text and with picture support, e.g. *traffic, vest, safety, engine*. Discuss other new vocabulary and the meaning.
- Look for compound words in the text, e.g. *rainbow, blueberries, grasshopper, strawberry, sunlight*. Talk about the two words that make up each compound word and discuss meaning.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text, e.g. *Orange is the colour of an orange*.

Fluency

- Model reading a section of the text, emphasising the colour words and punctuation, for students to repeat.

Writing

- Have students write a new sentence using the pattern of the text, e.g. Yellow is the colour of a lemon. They start the sentence with a capital letter and end with a fullstop. They write the text and illustrate it.
- Students make a chart to show things to represent the different colours of the rainbow, e.g. Red – the colour of tomatoes.

Home/School Link

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