

Unit 4

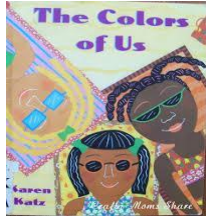


Week 2

## *The Colors of Us Read Aloud*

**Standards:**

ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1 - 3  
ELA.RL.CS.PS.1 - 3; ELA.RL.IKI.PS.1 - 2  
ELA.RL.LTC.PS.1



**Materials:**

- *The Colors of Us*

**Vocabulary:**

- baby-sitter--someone who takes care of children
- butterscotch—a type of candy made with butter and sugar
- cinnamon
- coffee toffee
- combination
- delicious—very good
- honey
- laundromat—a place where you can wash and dry your clothes
- pizza parlor—pizza store
- shade—a particular type of color that is lighter or darker or mixed with another color
- spice--a flavoring for food
- tan
- tawny—having a brownish-orange color

**First Read:**

Children will:

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice or by inserting a short definition.

- Provide comprehension asides: comment during the story about the main character’s emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. “I’m thinking....”

<p>“I have a new story to read to you today and the title is <i>The Colors of Us</i>. The author and illustrator is Karen Katz.</p> <p>“Here we see Lena and her friends Isabella and Sonia laying on their towels in the sun. Lena had just returned from a walk in her neighborhood with her mom to see how many shades of brown they could find.”</p> <p>“I am the color of <b>cinnamon</b> –a spice used to flavor food.”</p> <p>“There are lots of different <b>shades</b> of brown....”</p> <p>“Lucy has skin that is peachy and <b>tan</b>”</p> <p>“And Rosita’s skin looks like <b>butterscotch.</b>”</p> <p>“When we pass by the <b>pizza parlor</b>—a place where you can buy pizza,.....“</p> <p>“Up the street is my aunt Kathy’s <b>Laundromat</b>—a place where you can bring your clothes to wash and dry.”</p> <p>“They sound so <b>delicious</b>—so good.”</p>	<p><i>Show cover, pointing to the title, author’s, and illustrator’s names.</i></p> <p><i>Introduce the main character and the story problem, using the illustrations on the cover.</i></p> <p><i>p. 1 Point to skin.</i></p> <p><i>pgs. 3 – 4 Point to the paint colors.</i></p> <p><i>p.8 Point to skin.</i></p> <p><i>p. 11 Point to skin.</i></p> <p><i>p. 13</i></p> <p><i>p. 18 Point at the washing machines.</i></p> <p><i>p. 21</i></p>
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**Discussion Questions(s):**

- Why did Lena’s mother teach her how to mix colors?

**Second Read**

Children will:

- Demonstrate increased level of sustained and focused engagement

- Show a steady increase in the number of words in listening vocabulary
- Develop understanding of main events

Teachers will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary.
- Include words that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking

“We read this book yesterday (or last week or a few days ago) and I know you remember it....”

“Here we see Lena laying in the sun with her friends. She is remembering everybody she saw on her walk and the beautiful colors of their skin. Let’s read the story again.”

“Lena’s mother says she could eat Lena up since her skin is the color of **cinnamon** and that reminds her of **delicious** food.”

‘There are lots of different **shades** of brown....’  
--“You can make different shades of a color by adding other colors to make it lighter or darker.”

“Lucy has skin that is peachy and **tan**—it reminds me of the color of a peach, a juicy fruit.”

“And Rosita’s skin looks like **butterscotch**—the color of candy made with butter and sugar.”

“My **baby-sitter**—someone who takes care of children.....”

“Up the street is my aunt Kathy’s **laundromat**—a place where you can wash and dry your clothes...”

*Hold up the book, show cover.*

*Take children’s responses. Read and underline the title again.*

*pgs. 19-20 Re-orient children to the story.*

*p.1 Provide comprehension aside after reading the page.*

*p. 3*

*p. 8*

*p. 11*

*p. 13*

*p. 17*

**Discussion Questions(s):**

How did going on a walk before she started painting help Lena?

**Third Read:**

**Children will:**

- Jointly reconstruct the story with peers and teacher
- Recall some main events when prompted
- Ask questions for further understanding

**Teacher will:**

- Jointly reconstruct the story with children
- Expand, clarify or add more information to children’s responses
- Clear up misunderstandings
- Define words as necessary
- Deepen comprehension asides
- Model analytical thinking

“We have read this book twice and today we are going to talk about and tell the story together. If you know what is happening as we turn the pages, you can call out and tell us.”

“What is happening here?”

“And so.....”

“We remember...”

*Hold up the book and show the cover. Underline and state the title*

*Use phrases such as “We remember....” or “What is happening here?” as you point to the action on the pages.*

*Comments will be mostly in response to what children say.*

*pgs. 1-2 Read.*

*pgs. 3-4*

*pgs. 5-6*

*pgs. 7-8*

*pgs. 9-12 Read.*

<p>“And here...”</p>	<p><i>Pg. 13-14</i></p>
<p>“Lana compares the skin color of everybody she meets to food or spices but she compares her baby-sitter, Candy, to a jewel. Why does she think that Candy looks like a princess?”</p>	<p><i>pgs. 15-16</i></p>
<p>“What did Lena notice here?”</p>	<p><i>pgs. 17-18</i></p>
<p>“Here we remember...”</p>	<p><i>pgs. 19-20 Read.</i></p>
<p>“And here Lena is.....”</p>	<p><i>pgs. 21-22</i></p> <p><i>pgs. 23-24 Read.</i></p>

**Discussion Questions(s):**

- Both Lena and Dog in *Dog’s Colorful Day* go on a walk. What was different about their walks?

**Fourth Read:**

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions recall main events from the story

Teacher will:

- Ask for volunteers to act out one or more scenes from the story.
- Assign roles.
- Read the corresponding pages from the story to support children acting out the scene and reciting any dialogue.

**Discussion Questions(s):**

- On the last page, Lena, her mother, and even the cat looks excited. Why are they so excited?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
Say: "I am going to dismiss you a little differently today. You will listen for the <b>last</b> sound in your <b>first</b> name. I will say a sound and a word with this sound as its last, and if your first name ends with that sound, you may go wash your hands. For example, If I say /n/, like the last sound in the word cinnamon, Lauren would get up and wash her hands, because Lauren ends with /n/--Laure/n/."	<b>Direct</b> Phoneme segmentation Vocabulary support (last, first, word, sound).

Suggested Transition Activity Second Read	Literacy/Language Skills Supported
Say: "I am going to dismiss you a little differently this time by saying your first name without its first sound. For example, if I say 'inda,' Linda would get up and go wash her hands."	<b>Direct</b> -Phoneme segmentation and deletion

Suggested Transition Activity Third Read	Literacy/Language Skills Supported
Say: "Today I am going to dismiss you by beginning sounds in your names and the beginning sounds of foods that Lena was thinking of when she saw the skin colors of the people she met on her walk. For example, if your name begins with /b/ like butterscotch, Brendan would get up and go... because Brendan begins with /b/--/B/rendan."	<b>Direct</b> - Beginning sounds -Vocabulary support – including position term

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported

Say: "I will say your names without the beginning sound. For example, if I say "ark", Mark would get up and go..."

**Direct**

-Phoneme deletion