

TABLE OF CONTENTS

| | | | |
|--|----|--|----|
| Introduction | 3 | Mini-Lesson: Beginning | 35 |
| Living Colors | 7 | Mini-Lesson: Intermediate | 36 |
| Summary and Focus | 7 | Guided Session—Reading, Writing, Science. | 37 |
| Mini-Lesson: Beginning | 8 | Assessment. | 40 |
| Mini-Lesson: Intermediate | 9 | Student Pages. | 41 |
| Guided Session—Reading, Writing, Science. | 10 | Mammal Moms and Their Young | 43 |
| Assessment. | 13 | Summary and Focus | 43 |
| Student Pages. | 14 | Mini-Lesson: Beginning | 44 |
| What Is Science? | 16 | Mini-Lesson: Intermediate | 45 |
| Summary and Focus | 16 | Guided Session—Reading, Writing, Science. | 46 |
| Mini-Lesson: Beginning | 17 | Assessment. | 49 |
| Mini-Lesson: Intermediate | 18 | Student Pages. | 50 |
| Guided Session—Reading, Writing, Science. | 19 | When It Rains. | 52 |
| Assessment. | 22 | Summary and Focus | 52 |
| Student Pages. | 23 | Mini-Lesson: Beginning | 53 |
| In All Directions | 25 | Mini-Lesson: Intermediate | 54 |
| Summary and Focus | 25 | Guided Session—Reading, Writing, Science. | 55 |
| Mini-Lesson: Beginning | 26 | Assessment. | 58 |
| Mini-Lesson: Intermediate | 27 | Student Pages. | 59 |
| Guided Session—Reading, Writing, Science. | 28 | Answer Key | 61 |
| Assessment. | 31 | Glossary | 62 |
| Student Pages. | 32 | Notes. | 64 |
| Let’s Look for Birds. | 34 | | |
| Summary and Focus | 34 | | |

Living Colors

Summary

This book explores one attribute of matter—color—and some of the ways in which it is represented in the natural world. The text also models the scientific use of *all*, *some*, *many*, *few*, and *none* as logical sets.

Science Focus

Matter

- Objects can be described in terms of the materials they are made of and their physical properties and attributes (color, size, shape, weight, texture, etc.).

INTRODUCTION TO THE READING

Vocabulary and Comprehension Mini-Lesson

Differentiated Lessons: Before you begin a mini-lesson, determine the students' levels of language proficiency (see page 4) and group students accordingly. For the activities, you will need the following materials:

- mini-lessons provided on the following pages
- *Living Colors*
- *Living Colors* photo card
- chart paper or a whiteboard
- crayons
- large index cards



Living Colors

INTRODUCTION TO THE READING Vocabulary and Comprehension Mini-Lesson

▶ LEVEL: Beginning

Content Vocabulary: all, blue, most, polar bear, white

Vocabulary Application

- Show the *Living Colors* photo card and say, “Look at the polar bear. Has anyone seen a polar bear before? Do you think all or most polar bears are white?” Accept responses. Write the words *polar bear* and *white* on chart paper or a whiteboard.
- Then say, “Now look at the water. What color is the water? Do you think all or most water looks blue?” Accept responses. Write the words *all*, *most*, and *blue* on the chart paper or whiteboard.
- Show the photo card again and point as you say, “All polar bears are white. Most water looks blue.” Have students repeat the sentences.
- As a class, repeat the vocabulary words on the chart paper or whiteboard. Provide examples for each word.

Comprehension—using descriptive attributes, nonspecific number words

- Say, “All polar bears are white. Do you know what color black bears and grizzly bears are?” Accept responses. Draw a T-chart on chart paper or a whiteboard. Write *many* on one side and *all* on the other side.
- Form sentences about different attributes of bears using the words *all* and *many*. Add sentences having to do with the color of bears, such as “Many bears are black,” “Many bears are brown,” and “All polar bears are white.”
- Then encourage students to form sentences using other attributes. For example, a student might say, “All bears have four legs,” or “Many bears are big.” Write students’ responses under the appropriate heading. After a variety of responses, read the sentences aloud as a class.

READ-ALoud

After completing the INTRODUCTION TO THE READING activities, read *Living Colors* aloud as students follow along with their individual readers.

Living Colors

INTRODUCTION TO THE READING Vocabulary and Comprehension Mini-Lesson

LEVEL: Intermediate

Content Vocabulary: all, many, no, polar bear, some, white

Vocabulary Application

- Show the *Living Colors* photo card and ask students, “Who knows what kind of bear this is?” Say, “This is a polar bear. All polar bears are white.” Have students repeat the sentences. Write the words *polar bear* and *white* on chart paper or a whiteboard.
- Ask, “Who can think of another animal that is white?” Accept a response and then ask, “Are all [animal student named] white?” Say a sentence using the correct nonspecific number word (*all, many, some, or no*) about the animal named by the student. For example, you could say, “Some dogs are white.” Have students repeat the sentence. Write the nonspecific number word that you said on the chart paper or whiteboard.
- As a class, continue naming animals and saying sentences until all of the nonspecific number words are said. Write the remaining nonspecific number words on the chart paper or whiteboard. Have students repeat the listed vocabulary words.

Comprehension—using strong verbs

- Show the photo card again and ask, “What is the polar bear doing in the picture?” List students’ responses (e.g., hunting, walking, thinking, searching, looking) on chart paper or a whiteboard.
- Have students work in pairs to form sentences about the polar bear photograph using strong verbs. For example, a student might say, “I see the polar bear hunting on the ice.” Ask for volunteers to share their sentences. Write the sentences on the chart paper or whiteboard.
- Give each student a large index card to illustrate one of the sentences. Have students attach their cards next to the appropriate sentences.

READ-ALOUD

After completing the INTRODUCTION TO THE READING activities, read *Living Colors* aloud as students follow along with their individual readers.

Living Colors

GUIDED SESSION

Choose one of the teaching points based on your diagnosis of the class’s needs. Activate background knowledge and set a purpose for reading during the discussion about the teaching point. The teaching point will determine the purpose of the reading. Here are descriptions of several teaching points for *Living Colors*.

Teaching Points

| | |
|--------------------------------------|--|
| Writing Craft | using the descriptive attribute color; using the scientific terms <i>all</i> , <i>many</i> , <i>some</i> , or <i>none (no)</i> |
| Text Features | analyzing the book cover, title page, pictures, and index |
| Comprehension Strategy | scanning, making predictions |
| Decoding and Phonics Features | using <i>br</i> and <i>fr</i> blends, cross-checking text with photos |

Writing Craft—using the descriptive attribute color

- Ask students to scan the book. Call students’ attention to the use of color, which is an attribute. Say, “Readers want to visualize. Writers describe using attribute words, such as color or size. We can do this when we write.”
- Have students work in pairs to describe the book cover photo using color words. Encourage students to notice color words when they read.

Writing Craft—using the scientific terms *all*, *many*, *some*, or *none (no)*

- Have students read page 2 with you. After reading the text aloud, say, “Notice that the author does not say ‘Some polar bears are white.’ Why do you think she does this?”
- Direct students to notice the first word of each sentence when they read.

Decoding and Phonics Features—using *br* and *fr* blends

- Ask students to read page 3 together. Point to the *br* in brown. Ask, “What sound do you hear at the beginning of *brown*? What other *br* words can you think of?” Accept responses. Follow the same procedure for the word *frogs* on page 4.

Living Colors

GUIDED SESSION (cont.)

Comprehension Strategy—making predictions

- Invite students to look through the book and talk about what they notice. Help them use the text features—book cover, title page, pictures, and index—to make predictions about the information in the book.
- Initiate a discussion by asking students, “What do you think ‘living colors’ means? What animal colors do you know?” As students read the book, have them decide if their predictions were correct.

INDEPENDENT READING

- Observe student groups as they read *Living Colors* independently. If students are struggling, provide just enough support with appropriate strategies or skills to help them continue reading independently. For students needing further reading practice and reinforcement, use the CD for an audio reading of the book. Students can follow along silently with the first reading of the story and then read aloud with the second reading.
- Address decoding problems as they arise. For example, if a student is having difficulty with the words *polar bears* on page 2, encourage him or her to cross-check the text with the photo. Ask, “What do you see in the picture?” When the student identifies the polar bear, ask, “Can you find the animal that starts with *p*?” Finish by having the student read aloud the entire sentence.

WRITING AFTER READING

Strategy: Create imagery to help readers visualize.

Target Skill: Practice using the descriptive attribute color.

- Begin by modeling this activity. Display one of the small photo cards and ask students to describe it using color words. Encourage students to focus on the people, animals, objects, etc., in the photo.
- Distribute the small photo cards to students. Ask them to describe the photos using color words.
- Then, with your guidance, have students write several sentences about the animals or objects in their photos, using color words. For example, a student might say, “The girl is wearing a purple sweater. She is gardening with her dark brown dog.”
- Encourage students to look for color-word descriptions in their independent reading. Use literacy centers and journals for further opportunities to practice this skill.

Living Colors

WHOLE-GROUP GUIDED WRITING

Strategy: Correctly use the scientific terms *all*, *many*, *some*, and *none (no)*.

Target Skill: Practice using the words *all* and *some*.

- Distribute the small photo cards (if you have not done so already) so that each student has one card. Review the use of the scientific terms *all*, *many*, *some*, and *none (no)*.
- Tell the class, "If you say 'Birds eat seeds,' that means all birds eat seeds. Is that correct? Writers must be careful when they write information."
- Encourage students to tell about something in their photos or something they know, using either *all* or *some*. Then, with your guidance, ask students to write several sentences using *all* or *some*. Use literacy centers or journals for further opportunities to practice this skill.

SCIENCE CONNECTION

- Review the text and photos from *Living Colors*. Focus on the words *all*, *many*, *most*, *some*, *a few*, *very few*, and *none (no)*.
- Show how to use these terms when they talk and write about other animals. Help them understand the difference between a sentence such as "Birds eat seeds" (implying all birds) and "Some birds eat seeds."
- Have students articulate similar sentences about their classmates. For example, a student might say, "All the students in our class have eyes. Some students have blue eyes. No students have orange eyes."

ASSESSMENT AND STUDENT PAGES

- Use page 13 to assess students' understanding of the information presented in *Living Colors*. Distribute photocopies for students to complete. Evaluate students' responses to determine progress.
- Use pages 14 and 15 to reinforce the vocabulary in *Living Colors*. Distribute photocopies for students to complete. Review answers as a class or independently.

Assessment

Living Colors

Name: _____ Date: _____

Directions: Read the story below about bears. Use the words in the Word Box to complete the story.

Word Box

All many No polar bear some white

Did you know that bears can smell well? It's true! _____₁ bears have four short legs. They also *all* have small ears and tails.

Most bears are either brown, black, _____₂, or black and white. _____₃ bears are purple or pink.

The _____₄ is a white bear that lives in cold areas near the North Pole. You can also find polar bears at _____₅ zoos. But most zoos do not have polar bear exhibits.

There are _____₆ different kinds of bears. There are black bears and brown bears. There are grizzly bears and panda bears. Out of the many bears, which one is your favorite?

Living Colors

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But most zoos do not have polar bear exhibits.

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Living Colors

Name: _____ Date: _____

Directions: In the chart below, write sentences about animals and their colors. An example has been done for you.

| All, Most, Some, No | Animal | Is/Are | Color |
|---------------------|--------|--------|------------------|
| Some | dogs | are | black and white. |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Living Colors

Name: _____ Date: _____

Directions: Read the letter below. Circle all of the color words.

Dear Sara,

Yesterday I painted my bedroom. The walls used to be white. Now they are dark orange.

My mom took me shopping to buy stuff for my room. I got yellow and pink striped sheets. I also got an ocean-blue blanket. Now I just have to find pillows! My mom also bought me a red lamp. I can't wait until you see my room!

Your friend,

Sylvia