

Family Literacy Guided Lesson

For My Colors / Mis Colores

NY State Learning Standards

Learning Standard

1 for Languages

Other Than English:

Students will be able to use a language other than English for communication.

Learning Standard

1 for Languages

Other Than English:

As speakers and writers, students will use oral and written language to acquire, interpret, apply, and transmit information. As speakers and writers, students will use oral and written language for self-expression and artistic creation.

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About the Book

My Colors / Mis Colores

Rebecca Emberley, Author

A scoop of chocolate ice cream dotted with dark chocolate chips sits on a honey brown cone crisscrossed with ginger-brown lines. This picture of an ice cream cone painted in shades of brown stands facing a page covered completely with a single brown hue. The words *brown*, *café* and *ice cream*, *el helado* printed in bold lettering name in English and Spanish the color and the object. The sturdy cardboard pages in this simple concept book introduce children to nine colors: red, yellow, blue, green, purple, orange, black, brown and white. Each color is illustrated with an object commonly associated with the color, red apple, la manzana rojo; and identified in both English and Spanish.

Contents

- 1.....About the Book
- 1.....The Language/Literacy Connection
- 1.....NY State Learning Standards
- 2-3..... PLS-4 Related Skills
- 2.....Early Childhood Education
 - Infant/Toddler Level
- 3.....Early Childhood Education – Preschool and School Age Levels
- 4.....Parenting Education Activity
- 5.....Interactive Literacy Between Parents and Their Children
- 6.....Adult Literacy – ABE Level
- 7.....Adult Literacy – GED Level
- 8.....Adult Literacy – ELL Lesson

The Language/Literacy Connection

Words that Describe

Color words are a category of descriptive language. Called adjectives, these words give specific details about people, places and things. Red-faced Mr. Smith, blue sky, and green car are examples. Essentially, anything that can be observed about a person, place or thing – how it looks, smells, sounds, tastes, or feels is described with an adjective. Through interesting conversations and purposeful instruction, children learn the meaning of descriptive words like big truck, loud bell, sweet perfume, spicy sauce, smooth silk, and how to use them correctly in sentences. In English, adjectives can be placed before the noun they describe, “the green grass”, or after the noun and a form of the verb to be such as “the grass is green.” In Spanish adjectives follow the word they describe and must change in gender and number to agree with the nouns they modify.

Early Childhood Education-Infant/Toddler Level

Color, Sound and Shape Shakers

Before the Visit

PLS-4 Skills

Auditory

Comprehension

- 9. Shakes and bangs objects in play
- 31. Understands simple descriptive concepts

Expressive

Language

- 35. Uses a variety of nouns, verbs, modifiers and pronouns in spontaneous utterances

Gather Needed Materials

- ♦ Toilet paper tubes
- ♦ Ribbon cut into strips from 3 to 6 inches long
- ♦ Construction paper
- ♦ Rice, macaroni and very large buttons
- ♦ Packing tape
- ♦ Magic markers
- ♦ Glue
- ♦ Clear contact paper

Prepare Lesson Props

- ♦ From the construction paper, cut a variety of circles, squares and triangles.
- ♦ Follow the directions to the right to make a shaker to use as a model.

Language to Use When Making Shakers

- ♦ With the parent and child, make shakers, one for the parent and one for the child.
- ♦ While making the shakers talk about the colors and shapes used to decorate the tubes. Say: *Find a big red circle, or I like the yellow square you glued on your shaker.* Compare the lengths of the ribbon streamers. Say: *Find the long green ribbon, or the short purple ribbon.*

Directions to Make Shakers

- ♦ Place the toilet paper tubes, construction paper, ribbons, noise-makers, tape, and glue on the workspace.
- ♦ Cut two circles, the size of the opening of the toilet paper tube, from construction paper.
- ♦ Place one circle over one opening of the tube and secure it with packing tape.
- ♦ Place a noise-maker (buttons, rice or macaroni) inside the tube.
- ♦ Place a construction paper circle over the other opening and tape it securely closed.
- ♦ Color the tube with magic markers. The child can do this step.
- ♦ Glue construction paper shapes onto the tube. The child can do this step.
- ♦ Glue or tape ribbon strips onto the ends of the tube to make streamers.
- ♦ Cover with clear contact paper to make the shaker safe for mouthing.
- ♦ Provide adult supervision when child plays with the shakers.

During the Visit

- ♦ With the parent and child sitting together, look at the book *My Colors / Mis Colores*. Talk about each page. Name the objects and use descriptive language to expand on the object's name. For example, say: *This is a big red apple. I bet it tastes delicious.* Or, if the child says apple, respond with: *Yes, it's a big red apple.* Ask yes/no questions that include a descriptive word. For example, ask: *Is this a red apple?* For preverbal children provide both the question and answer.

Family Literacy Guided Lesson: [My Colors/Mis Colores](#)

Shaker Play

- ♦ Challenge the child and parent to shake the shakers in a variety of ways.

Shake it high over your head.

Shake it close to the floor.

Shake it by your knee, your elbow, and your nose.

Shake it fast and shake it slow.

Shake it while you turn around, bend over, and sit down.

- ♦ Ask the parent and child to suggest ways to shake the shaker.
- ♦ Say to the parent: *When you talk to (child's name) about books, art projects, or daily routines use many descriptive words. The more words (child's name) hears, the more words he/she will learn to say.*

Early Childhood Education-Preschool and School Age Levels

Color Words

PLS-4 Skills

Auditory Comprehension

- 36. Identifies colors
- 48. Understands noun + two modifying adjectives

Expressive Language

- 52. Uses adjectives to describe objects

Before the Visit

Gather Needed Materials

- Construction paper in a variety of colors
- Magazines
- Glue
- Scissors
- Hole punch
- Large metal ring
- Box of crayons

Prepare Lesson Props

- From the construction paper, cut crayon-shaped pages for a shape book. Make each page 10 by 5 inches.
- Make pages in three colors for preschool children. Add additional color pages for school age children.

During the Visit

- Say to the parent: *Although the age at which children learn color names varies widely, most children recognize and name colors when they are between three and four years old. Books like My Colors / Mis Colores provide opportunities to talk about specific colors and shades of colors. With the parent and child sitting together, look at each of the illustrations. Point out that while each page features a specific color, some illustrations contain several shades of a color. Look at the illustration of the frog / la rana. Ask: How many shades of green do you see on the frog? (three) Say: Point to the light green. Which one is the dark green?* Look at the remaining illustrations and draw attention to the shades of colors.

Make a Crayon-Shape Book

- Show the crayon-shaped pages to the parent and child. Check the child's knowledge of the colors. Say: *These are pages for a crayon book that we will make. Do you know the names of these colors? Which page is red?* Point to the yellow page. *What color is this page?* Review the colors as necessary.
- Place several magazines on the workspace. Say: *Your job is to find magazine pictures of things that are the color of each page in your book, yellow for the yellow page, blue for the blue page, and so on.* With the parent and child, look through the magazines for pictures of each color. Talk about the colors you find. Say things like: *That's a great yellow flower. It has light yellow in the middle of the blossom and a darker shade of yellow around the edge.*
- Print the English and Spanish color words on each page.

Red	.....	Rojo
Yellow	.....	Amarillo
Blue	.....	Azul
Green	.....	Verde
Purple	.....	Morado
Orange	.....	Anaranjado
Black	.....	Negro
Brown	.....	Café
White	.....	Blanco
Pink	.....	Rosado
Gray	.....	Grís

- Glue several pictures that illustrate the color or shades of the color, on each page.
- Punch a hole at the bottom of each page and fasten them together with a large metal ring.

Color Match

- Place the box of crayons on the workspace. Say: *Match the crayons to the color pages in your crayon book.*

Parenting Education Activity

Adjectives are special words used to describe everything we see, hear, smell and touch. Expand your speech with adjectives to add zing to conversations with your children. When children are exposed to descriptive language, they learn words and later recognize and understand them when reading.

A Poem with Descriptive Words

- ♦ Say: *Poetry often uses descriptive language. Repeating poems to children is one way to expose them to sophisticated language and unique words. Listen to this poem that describes sounds you hear when it rains and figure out the descriptive words. What sounds do the raindrops make? How does the wind sound?*
- ♦ Ask: *What poems, nursery rhymes and songs do you know that use descriptive language? Help the parent make a list of descriptive language ideas he/she can repeat to his/her child. Nearly all songs, nursery rhymes, and poems make use of descriptive words.*

Summer Thunder Storm

by Patricia Ward

Noisy splish, splash drops of rain
Fall loud against my windowpane.
A whipping whistling windy breeze
Roars wildly through the backyard trees.
Rumbling clouds roll through the sky.
White lightning-bolts flash nearby.
It's a booming summer thunderstorm, you see,
Pouring soggy raindrops down on me.

A Thousand Words for One Picture

- ♦ Cut several appealing pictures from magazines to use in this activity. Mount the pictures on construction paper. Show one picture to the parent.
- ♦ Say: *Here is a language game you can play with (child's name). There is an expression, "one picture is worth a thousand words." The expression usually means that no language is necessary to describe the picture. In this game, however, we change the meaning of the expression to suggest that one picture can inspire a thousand words.*
- ♦ Say: *Look at the picture. What one word can you say that describes it in some way? (Perhaps the word red if the color red is used in the picture, or boy if there is a boy in the picture.)*
- ♦ Say: *Now I'll take a turn. My word is _____. (Say another word inspired by the picture.)*
- ♦ Continue taking turns naming words until you have exhausted the possibilities. As you name words, write them on a sheet of paper. Did you reach a thousand?
- ♦ Say: *School age children will enjoy the challenge of getting a thousand words or at least filling a page of paper with words. As you play the game you will be increasing (child's name)'s vocabulary.*

Use Unique Words

Say: *The more words that children hear, the more words they can say, and later read. Using unique words in conversations is a good way to expose children to new vocabulary. A unique word is one that is new to your child but not*

necessarily new to you. When dressing your toddler, instead of saying, "put your hand in the sleeve", say, "put your left hand in the sleeve of this pretty yellow dress." Although not new to you, the words left, pretty, and yellow may be unique to your toddler. Here

are some things that parents typically say to children. Expand them with a few unique descriptive words.

- ♦ Eat your food.
- ♦ Pick up your toys.
- ♦ Hang up your clothes.
- ♦ See the dog?
- ♦ Look at the bus.

Interactive Literacy Between Parents and Their Children

Play these games with your children to increase their inventory of descriptive words, and of course to have fun learning new language together.

Flashlight Game

- ◆ Shine the beam of a flashlight on something in the room. Ask: *What color (or shape, size, pattern) is (name the object in the flashlight's beam)?* The person who answers correctly is the next player in charge of the flashlight. He or she shines the beam on an object and asks others for a descriptive word.
- ◆ To help younger players, give them a choice between two possible adjectives. For example, say: *Is that shoe big or little? Or: Is that flower red or yellow?*

Scavenger Hunt For Things Described By An Adjective

- ◆ Make a list of 10 descriptive words. Then send the family in teams of two to find items that fit the words on the list. Use these words or make your own list.

For Beginning

Scavengers

1. Rough
2. Shiny
3. Round
4. Hard
5. Blue
6. Flat
7. Heavy
8. Sweet
9. Long
10. Sticky

For More Language Experienced

Scavengers

1. Pungent
2. Twisted
3. Tacky
4. Rotund
5. Velvety
6. Glossy
7. Patterned
8. Ornate
9. Abrasive
10. Organic

- ◆ When the scavengers have reassembled, ask the teams to explain how their items fit the words on the list. For example, *The bark is rough because it feels uneven and bumpy. Or, The ring is shiny because it sparkles in the sun.*

A Thousand Words for One Picture

- ◆ Think of ways that the items found on the scavenger hunt can be described by a different adjective. For example, a marble could be described as both round and hard. If it is a blue marble, it can also be described by the word blue.
- ◆ Make three or four big categories like flat, round, blue. Can all of the scavenger hunt finds be placed in just these three categories?

Up Your Senses

- ◆ Put some items in a paper bag. They could be the same items collected on the scavenger hunt. Then, taking turns, close your eyes and use your other senses to discover characteristics about the items. Describe how each item feels, smells or sounds. A *stone* might feel *hard*. A *stick of gum* might smell *spicy*.

Adult Literacy - ABE Level

Using Adjectives to Clarify Situations

Adjectives are words that give specific details about people, places, and things. Besides making language more interesting, adjectives are useful in helping speakers give precise information that lets the listeners know important details about the topics being discussed. Here is an example.

Mary was busy preparing the evening meal and needed a spoon to stir the soup. "Please bring me the spoon", she said to her husband. In a moment he was at her side with a teaspoon. Mary was annoyed. She could not use a teaspoon to stir the soup. Her husband was confused. He always thought of teaspoons when he thought about spoons. Both were irritated. Adjectives could have saved the day. If Mary had said, "please bring me the large mixing spoon with the black handle," her husband would have known exactly how to help.

Listen for Adjectives

Say to the learner: *Listen to these sentences.*

Each time you hear an adjective, raise your hand.

1. The night was dark and stormy.
2. The black dog wagged its funny, short tail.
3. It was the yellow Volkswagen with the orange strip that created the snarled traffic jam.
4. Under the oak tree with the spreading limbs you will find a tiny, capped nut.
5. When my dear grandfather was an old man he only ate soft food.
6. Parents have important responsibilities when it comes to their young children.
7. For Thursday night's dinner I prepared whipped potatoes, brown gravy, sweet peas, and chocolate pudding.
8. The grass is green, the sun is warm, the sky is blue; its a perfect spot to eat our tasty picnic lunch.
9. There was a long, shiny, green, poisonous snake in the water.
10. Little John, please bring the big shovel with the wooden handle to me.

Use Adjectives to Modify Words

Say to the learner: *Here are some sentences that give listeners directions. Make the directions more precise by adding adjectives. The first sentence is modified to give you an example.*

1. Go to the corner and turn.
Go three blocks to the busy corner at Vine and Thatcher and turn right by the store with the blue sign.
2. Get the rake from the garage.
3. Wear your dress to the party.
4. Mop the floor with detergent.
5. Buy beans for dinner.
6. Find buttons to sew on your dress.
7. Look for the picture of Grandpa.
8. Put the blanket on the bed.
9. Ride the bus to the library.
10. Feed the children.

More Practice with Adjectives

Say to the learner: *Look at the illustrations in My Colors / Mis Colores and use adjectives to describe each picture. For example, you might describe the fish as follows. The fish is blue and purple. It has a round eye, an oval body and a triangular tail fin. Its big mouth is open and smiling. Its dorsal fin is large and its pelvic fin is small.*

Adult Literacy - GED Level

Using Adjectives to Make Comparisons

- Adjectives can express degrees of comparisons between two objects or people, or among three or more objects or people. The degrees of comparison are known as the positive, the comparative, and the superlative.
- Here is an example.
- *My father is a rich man, but Arnold Schwarzenegger is richer than father, and Bill Gates is the richest man of all.*

Degrees of Comparison

- Write the comparative and superlative forms of the following adjectives by adding the suffix **-er** or **-est** to the positive form of the word. Most one-syllable comparatives are formed in this way.

Positive	Comparative	Superlative
Dark	Darker	Darkest
Cold	_____	_____
Bright	_____	_____

- Write a sentence using the three forms of one of the words. Use the example of the rich, richer and richest men as a guide. Notice that the word than is used with the comparative form of the adjective. Arnold Schwarzenegger is richer than father. The is used with the superlative form of the adjective. *Bill Gates is the richest man of all.*
- To form the comparative and superlative form of two-syllable adjectives that **end with y**, **change the y to i** and add the suffixes **-er** and **-est**.

Positive	Comparative	Superlative
Happy	<i>Happier</i>	<i>Happiest</i>
Friendly	_____	_____
Pretty	_____	_____

- Write a sentence using the three forms of one of these words. Remember to use than with the comparative form and the with the superlative form.
- If an adjective has **two or more syllables**, such as beautiful, use the word **more** in front of the comparative form and **most** in front of the superlative form to show comparisons.

Positive	Comparative	Superlative
Beautiful	<i>More beautiful</i>	<i>Most beautiful</i>
Anxious	_____	_____
Expensive	_____	_____

- Write a sentence using the three forms of one of these words. Remember to use than with the comparative form and the with the superlative form.
- Some adjectives have irregular comparative and superlative forms. Write a sentence for one of the following.

Positive	Comparative	Superlative
Good	Better	Best
Bad	Worse	Worst

Adult Literacy - ELL Lesson

Comparison Words

Teach comparison words that English language learners can use in everyday situations.

Vocabulary

- ♦ Fast
- ♦ Slow
- ♦ Heavy
- ♦ Light
- ♦ Small
- ♦ Large

Lesson Props

- ♦ Six paper lunch bags with the following items inside (one item per bag): cotton ball, feather, strip of newspaper, stone, sand, and rice
- ♦ Pictures of a mouse, bird, elephant, and pig
- ♦ A child's tee shirt, hat, shoe, and a man's tee shirt, hat, shoe
- ♦ Large and small French fry containers from a fast food restaurant
- ♦ Ice cream, ice cream scoop, two bowls and two spoons

Introduce Vocabulary Heavy and Light

- ♦ Place the lunch bags on the workspace. Do not show the contents to the learner. Pick up the bag with the stone inside and say: *This is heavy*. Give the bag to the learner and say again: *This is heavy*. Motion to the learner to repeat: *This is heavy*. Pick up the bag with the cotton ball inside and say: *This is light*. Give the bag to the learner and say again: *This is light*. Motion to the learner to repeat: *This is light*. Continue, picking up each bag and saying: *This is heavy*. Or: *This is light*. Give each bag to the learner and motion for him or her to repeat: *This is heavy*. Or: *This is light*.

- ♦ Remove the items from the lunch bags and place them on the workspace. Pick up the stone and ask: *Is this heavy?* Say: *Yes, this is heavy*. Give the stone to the learner and ask again: *Is this heavy?* Motion for the learner to repeat: *Yes, this is heavy*. Continue, giving each item to the learner and asking: *Is this heavy?* Or: *Is this light?* Motion to the learner to repeat: *Yes, this is heavy*. Or: *Yes, this is light*.
- ♦ Place the animal pictures on the workspace. Point to the mouse and ask: *Is this heavy?* Say: *No, this is light*. Ask again: *Is this heavy?* Motion to the learner to repeat: *No, this is light*. Continue, pointing to each picture and asking: *Is this heavy?* Or: *Is this light?* Motion to the learner to answer: *No, this is heavy*. Or: *No, this is light*.

Introduce Vocabulary Fast and Slow

- ♦ Walk across the room at a fast pace. Say: *This is fast*. Take the learner's hand and together move at a fast pace. Say: *This is fast*. Motion to the learner to repeat: *This is fast*. Walk across the room at a slow pace. Say: *This is slow*. Take the learner's hand and together move at a slow pace. Say: *This is slow*. Motion to the learner to repeat: *This is slow*.
- ♦ Clap your hands rapidly. Ask: *Is this fast?* Say: *Yes, this is fast*. Ask again: *Is this fast?* Motion to the learner to repeat: *Yes, this is fast*. Clap hands slowly. Ask: *Is this slow?* Say: *Yes, this is slow*. Ask again: *Is this slow?* Motion for the learner to repeat: *Yes, this is slow*.
- ♦ Stomp your feet rapidly. Ask: *Is this slow?* Say: *No, this is fast*. Ask again: *Is this slow?* Motion to the learner to repeat: *No, this is fast*. Stomp your feet slowly. Ask: *Is this fast?* Say: *No, this is slow*. Ask again: *Is this fast?* Motion to the learner to repeat: *No, this is slow*.

Introduce Vocabulary Large and Small

- ♦ Place the clothing items on the workspace. Point to the child's shoe and say: *This is small*. Motion to the learner to repeat: *This is small*. Point to the man's shoe and say: *This is large*. Motion to the learner to repeat: *This is large*. Repeat procedure using other clothing items.
- ♦ Place the French fry containers on the workspace. Point to the large container and ask: *Is this large?* Say: *Yes, this is large*. Ask again: *Is this large?* Motion to the learner to repeat: *Yes, this is large*. Point to the small container and ask: *Is this small?* Say: *Yes, this is small*. Ask again: *Is this small?* Motion to the learner to repeat: *Yes, this is small?*
- ♦ Place the bowls and ice cream on the workspace. Scoop a large serving of ice cream in the first bowl and a small serving in the second bowl. Point to the first bowl and ask: *Is this small?* Say: *No, this is large*. Ask again: *Is this small?* Motion to the learner to repeat: *No, this is large*. Point to the second bowl and ask: *Is this large?* Say: *No, this is small*. Ask again: *Is this large?* Motion to the learner to repeat: *No, this is small*.