Guide for Teachers and Parents

Book 21: Tommy Goes to Yellowland

This is the twenty-first in the ***Tommy Tales*** series of illustrated books available on the **Learning Page** Web site for downloading and printing free of charge. A new book in this series will be published regularly.

These books are written to a second- or third-grade reading level, but children in pre-kindergarten through first grade will also love having the stories read to them.

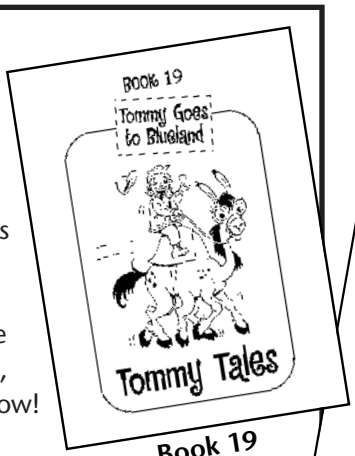
Introduction

If possible, make enough copies of the book for each member of the class or group. See pages 2 and 3 of the Teaching Notes for Book 1, ***The School Lunch Room,*** (http://www.learningpage.com/pages/memberpdfs/ewe_books/teaching/part1_te_serial.pdf) for directions on how to make the book . If you download and copy the pages in advance, students can assemble the pages and tape or staple them together. Before starting the reading, have students color the covers of the books in any way they choose. As students color, initiate a discussion on what the title could mean and what the next adventure might be.

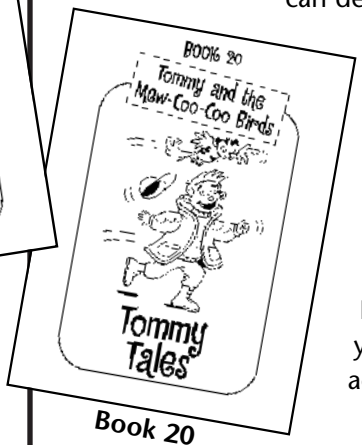
Before starting to read ***Tommy Goes to Yellowland***, share with the class that this book is one in a series and that this story is part of a much longer one.

THE STORY SO FAR . . .

In the last **Tommy Tales** adventure, Tommy and Bongo escaped from a prison in Blueland and were searching for RK-5 so that they could free their friends. As Tommy wandered, he encountered a very strange but friendly blue mew-coo-coo bird. He followed the bird to a river. To Tommy's surprise, everything across the river was yellow! A yellow mew-coo-coo bird joined with the blue one, and soon they had twisted together a vine that allowed Tommy and Bongo to cross the river. But things were not safe in Yellowland, as Tommy was soon to find out.



Book 19



Book 20

Planning with Tommy Tales Books

As you begin your planning for the year, you can depend on **Learning Page** and this delightful serial story to add variety and fun to your reading routines. New books are added regularly, and accompanying teachers' materials and **Fun Sheets** supplement your other classroom activities and curricula.

Preparing for Reading

Tommy Goes to Yellowland is the continuation of a multi-part **Tommy Tales** adventure, which began with ***Tommy Goes to Blueland*** and continued in ***Tommy and the Mew-Coo-Coo Birds.*** Ask students what they remember from the previous installements. Then ask them to imagine what might happen in this new part of the adventure.

Reading Guide

You may structure the reading time in many ways. Check out page 2 of any previous **Tommy Tales** Teaching Notes for ideas.

Nature's Colors: Fruits and Flowers

Even though it's from another planet, Tommy's delicious yellow fruit doesn't sound unusual to us. Bananas, lemons, apricots, squash, honeydew melons, peppers, and pineapple are all delicious, familiar yellow fruit—fruit in the sense that they are the fleshy parts of the plants that hold the seeds. Fruits are almost always colorful—red, yellow, orange, peach, and even multicolored. People prefer fruits that are brightly colored. Deep red strawberries look much more delicious than whitish-green ones.

These appetizing colors are meant to draw attention. Fruit is a plant's way of spreading its seeds. When a person or animal eats a fruit, the seeds are either spat out (as in watermelon seeds and cherry pits) or passed harmlessly through the digestive system (as in raspberry and tomato seeds). In either case, the person or animal moves the seeds to a location away from the parent plant. Seedlings grow much better when they are not in competition with the parent plant, so eating fruit is not only healthy for people, it's healthy for the plants. It is in a plant's interest to offer flashy colors.

Even fruits that aren't bright when ripe, such as dark berries, have a bright stage just before they ripen. People and animals notice these red berries and remember that a delicious treat will be there in a few days. Have your students make a diagram that classifies fruit according to color. Don't forget "vegetable" fruits such as squash, pumpkins, and peppers. Which colors are the most common? Why would these colors be so popular?

2

Tommy's friends were locked in a cell in Blueland. Their jailors had not noticed that one of the children was missing. Tommy had escaped. He went to look for RK-5. RK-5 was the only one who could help them get out of the fix they were in.

While looking for RK-5, Tommy and Bongo had been led to Yellowland by a friendly mew-coo-coo bird. Tommy and Bongo were enjoying delicious yellow fruit. They had picked the fruit from the yellow trees that were everywhere around them.

Flowers are brightly colored for precisely the same reason: to attract the attention of people and animals. However, flowers don't want to be eaten; they want to be pollinated. Most flowers offer sweet nectar as food for pollinators.

Bees and other insects love colors; their multi-chambered eyes see it vibrantly. Flowers with stripes, colored edges, and patterns guide the insect toward the center of the flower where the nectar and pollen are located. Scientists have found that flowers even have hidden colors just for bees. Bees, unlike humans, can see invisible ultraviolet rays. When some flowers are held under ultraviolet or "black" lights, new patterns and colors glow. If you have a black light available, have your class view a flower under normal sunlight, then under the black light with other lights darkened. They may see previously invisible patterns and colors.

It must be difficult for bees to find their way to flowers in Yellowland, where everything is the same hue!

Check out http://www.5aday.com for information on the many health benefits of eating colorful fruits and vegetables.

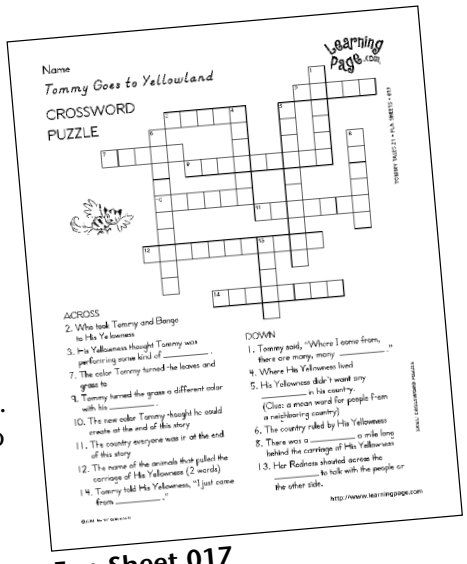
"We'd better go back to Blueland and look for RK-5," said Tommy as he walked to a nearby tree to pick yet another yellow fruit.

As he walked across the yellow grass, he noticed something strange happening. Where he had walked on the grass, his footsteps had turned the yellow grass to green. He looked at Bongo's footprints. They were also green.

Tommy put his hands on the grass to see what would happen. His handprints turned the grass green. He tried touching the leaves on the trees. The leaves turned various shades of green, too.

Crossword Puzzle

The crossword puzzle for ***Tommy Goes to Yellowland*** **(Fun Sheet 017)** includes many details from this **Tommy Tales** story. Reading the puzzle clues gives students the opportunity to think verbally as well as visually, which helps to reinforce their knowledge. The crossword puzzle also reinforces comprehension of the story.


Name
Tommy Goes to Yellowland
CROSSWORD PUZZLE
Learning Page .com
ACROSS
2. Who took Tommy and Bongo to His Yellowness
3. His Yellowness thought Tommy was performing some kind of _____.
7. The color Tommy turned the leaves and grass to
9. Tommy harmed the grass a different color with his _____.
10. The new color Tommy thought he could create at the end of this story
11. The country everyone was in at the end of this story
12. The name of the animals that pulled the carriage of His Yellowness (2 words)
14. Tommy told His Yellowness, "I just came from _____."
DOWN
1. Tommy said, "Where I come from, there are many, many _____."
4. Where His Yellowness lived
5. His Yellowness didn't want any _____ in his country. (Clue: a mean word for people from a neighboring country)
6. The country ruled by His Yellowness
8. There was a _____ a mile long behind the carriage of His Yellowness
13. Her Rudeness shouted across the _____ to talk with the people on the other side.
http://www.learningpage.com

Fun Sheet 017

Non-Green Plants

Not surprisingly, Tommy considers it normal that plants are green. This is because chlorophyll, the chemical that plants use to change sunlight into energy, is green. But there are many plants on Earth whose chlorophyll is hidden by other colors, and some plants have no chlorophyll at all. These plants can have brilliantly colored leaves, or no color at all.

Many brightly colored plants have been domesticated as houseplants. Some are easy to grow and care for. You may wish to bring them into your classroom as a colorful and educational display. Coleus can have single-colored leaves in pink, green, or gold, or leaves with bold stripes. A taller plant called Croton can have green, yellow, orange, and red leaves. Earth Stars have brilliant pink stripes. And if live plants are too labor-intensive, you can always bring in and inspect a purple cabbage!

Many leaves are yellow and brownish underneath their chlorophyll, as revealed when the leaves wither or die. Yellow-, bronze-, or gold-colored plants often lack chlorophyll in parts or all of the leaves. This happens in nature because of genetic mutations or diseases. Often, gardeners who breed these oddly colored plants in greenhouses find that the colored ones are weaker and slower-growing than green ones, and many revert back to green. Shades of red and purple (including pink and orange), however, are caused by separate red pigments. They cover up the color of the chlorophyll, but the chlorophyll continues to work. Red plants are usually stronger and more long-lasting than yellowish ones.

Some plants don't use chlorophyll at all. They do not make their own food through their leaves; rather, they live on other plants as parasites. They usually suck nutrients from other plants' roots or stems with the help of a fungus. Some of these plants may exhibit colors such as red or pale violet, but many, such as Indian Pipette, are a translucent, ghostly white. It might be worth a trek into some nearby wooded areas to find these mysterious and unusual plants.

Horns and Brass Instruments

Horns are some of the most simply constructed instruments, but some of the hardest to get a sound out of. Borrow a trumpet or other horn from the music room and have students try it out. While few can pick up an instrument and play a flawless tune, almost anyone can bang a sound out of a drum or piano, scratch a squeak from a stringed instrument, or play a note on a woodwind. But horns require the player to flap his or her lips at a very high rate to create the vibration that makes the sound. This technique can be difficult to master at first. Have the music teacher or some other knowledgeable person demonstrate how to make this tight-lipped buzzing noise. Then have him or her demonstrate the power and volume of sound that can be generated from a horn.

Because the musician's mouth makes the sound, horns themselves are very simple. Most horns are little more than tubes with a widened end to amplify sound. Long tubes make lower sounds, and short tubes make higher sounds. To save space, longer tubes are often coiled or bent. Show students various brass instruments (or photos of them) and have the students follow the tubes with their fingers. Bugles and trumpets wrap around once or twice. Trombones have two long loops. French horns curl and loop around and around, making the sound travel a long distance. The keys on brass instruments open and close extra lengths of tube, sending the musician's breath down either longer or shorter paths to change the note.

Horns, as many common brass instruments are known, get their name from their earliest versions, which were constructed from hollowed-out animal horns. Cattle horns were the most common, but people occasionally used buffalo horns and beautiful spiraling ibex or ram horns. Early horns were also made from shells (conch) or hollowed sticks (the Australian didgeridoo). These natural horns are still used in traditional ceremonies around the world. Many are beautifully decorated with gold bands and mouthpieces, carvings, paint, and beads. You can often find these instruments in museums or on rare-artifact Web sites.

4

"This is very weird," thought Tommy.

Someone else was also startled to see what Tommy could do. A yellow guard was watching Tommy and Bongo from behind a bush. He watched silently for a few minutes. Then he put a shiny yellow horn to his mouth and blew three short, loud blasts.

Within a few minutes, five yellow soldiers surrounded Tommy and Bongo.

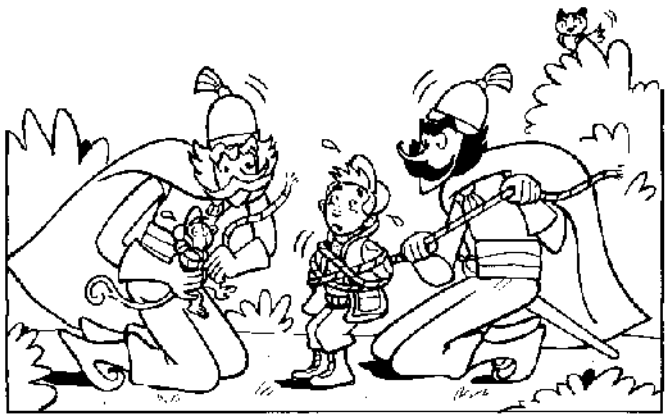
Because of their simplicity and loudness, horns have been traditionally used in battle and as warnings. Horns retain their military connotation today. Many forces use bugle calls to awaken soldiers. A trumpet playing taps is the tradition at military funerals and on Memorial Day. Sports stadiums play a synthesizer version of the traditional "Charge!" salute. Many television and radio news shows have themes played by brass instruments, giving the broadcast an air of urgency and seriousness. And the yellow guard in this **Tommy Tales** story calls for backup on his yellow horn. Have students brainstorm other traditional and symbolic uses for horns.

"These creatures have a strange magic. Look what happens to the grass as they walk on it," said the soldier with the horn.

The soldiers were shocked to see the green footprints.

"We must take them to His Yellowness," said the lead soldier. "But tie them up so they can't be up to any tricks."

Tommy protested, but it was no use. Nobody noticed that the yellow mew-coo-coo bird was flying behind them as they rode to Yellowtown.



Magic (1)

The yellow guards are suspicious of Tommy's "magic" and "tricks." Students, too, are fascinated by magic, yet they also have doubts about the validity of magicians' feats. Even while they are amazed, students want to know, "How did they do that?"

Science has never verified the existence of "real" magic, meaning a trick in which a person affects objects beyond the laws of physics. Today, most "magicians" prefer the term "illusionist," since their performances have nothing to do with the occult and everything to do with optical trickery. Raising students' awareness of an illusionist's tricks helps them learn to apply critical thinking skills to things that seem too good to be true. Many professional skeptics (people who set out to disprove false claims, trickery, and quackery) are themselves magicians who have learned the "tricks" of the trade.

Illusionists depend on two basic kinds of tricks: trick equipment and sleight of hand. Trick equipment is the "smoke-and-mirrors" part of illusionism; though the term seems old-fashioned, smoke and mirrors are frequently used. Mirrors can create hidden spaces (such as inside a box where an assistant can crawl and hide unnoticed while something gruesome seems to happen to the visible part of the box), or they can help an illusionist "read minds" by secretly revealing cards or notes that the audience thinks are hidden. Smoke creates a covering screen for all kinds of switcheroos. Wires suspend levitators. Trap doors make people and things vanish and reappear in unexpected places. The most famous and large-scale illusionists often have entire workshops with dozens of carpenters and designers working on trick equipment. An inexpensive child's magic kit in the classroom can show how even simple equipment creates convincing illusions. You'll have to read the instructions to learn how the tricks work (an illusionist never reveals the secret!), but don't be surprised to find magnets, hidden compartments activated by a switch or a flick of the wrist, and other things that are not what they seem.

Magic (2)

But to make even the simplest trick equipment look seamless, an illusionist requires some of the second element—sleight of hand. This refers to quick, nearly invisible movements of the fingers and hands. This part of illusionism is pure skill; illusionists spend hours practicing their sleight of hand in front of mirrors. With a little practice, you and your students may learn to spot it. Sleight of hand involves doing one thing while it looks like you are doing another. Often, while one hand waves a scarf dramatically, the other hand slips under the table to grab a piece of trick equipment. While it seems as though the illusionist's flat hands are open and empty, a coin hides wedged between the fingers or in the palm. Try playing a video or DVD recording of an illusionist at an extremely slow speed. Watch both hands. You and your students may be able to pick up the trick.

Gold

People in Yellowland probably love gold even more than we do here on Earth. Myths about gold are so pervasive that students can be surprised and fascinated by the real facts:

- Gold is an element, meaning it is made of only one kind of atom. But pure gold is very soft, so most gold in everyday life (e.g., jewelry, art, tooth fillings) is made of gold mixed with or covering a stronger metal, such as steel.
- Often, the presence of gold in the ground is signaled by gold dust in river sediment. Gold is heavier than most sand, dirt, and other sediment. This allows people to pan for gold by scooping up sediment and water in a pan, sloshing it around, and letting the lighter material slop out, leaving the gold behind.
- The largest gold nugget ever found was discovered in Australia in 1872. It weighed almost 235 kilograms (518 pounds).
- Gold is the most ductile of all metals; ductile refers to the capacity of something to be pounded or stretched very thin. Gold can be hammered into foil or stretched into wires only a few atoms thick. Yet even when it is membrane-thin, gold remains almost indestructible. It does not rust, corrode, or wear away. Because of this, gold has many technological applications. It covers fine electrical circuits, including the ones in your classroom computer and calculator.
- Thin gold foil reflects infrared light, the part of sunlight that carries heat. Astronauts' helmet visors, the surfaces of satellites, and even building windows have layers of thin gold foil in them. The gold lets in light, but very little heat. In outer space, this protects objects and people from the sun's dangerous unfiltered rays. On buildings, the gold pays for itself by cutting air-conditioning costs.
- Gold resists bacteria, and it doesn't interact with many other chemicals. Because of this, it is extremely safe for medical use in the human body. Gold dental fillings, inner ear implants, and stents (tubes that hold open the body's arteries or other tubes) are widely in use.
- In ancient times, alchemists were a group of scientists who tried to turn other metals (lead, iron) into gold. Unfortunately, they never succeeded.

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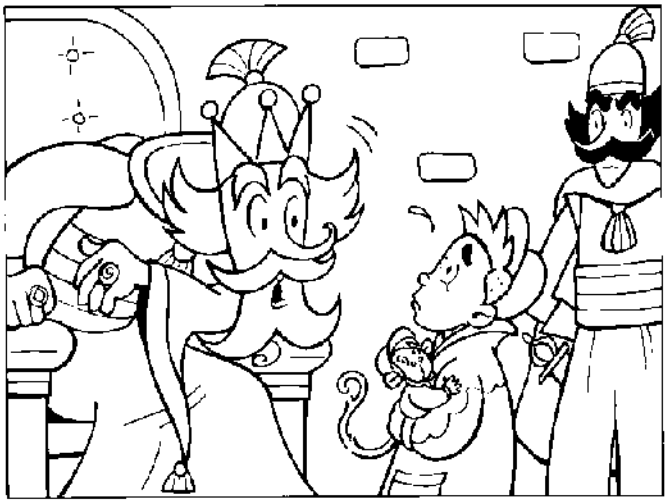
His Yellowness lived in a big castle, just like the one in Blueland. But this castle was shiny yellow. It looked golden as the sun shone on it.

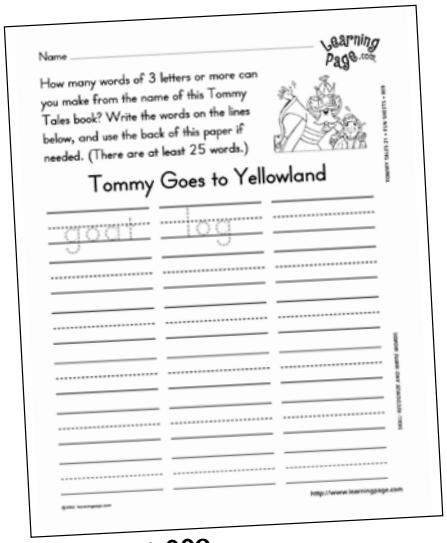
His Yellowness listened carefully as the soldiers told him about Tommy's green footprints. The yellow ruler was silent for a while. He scratched his head and then looked into Tommy's eyes.

"Tell me about this magic you perform, young creature," he said softly.



Word Find

Use **Fun Sheet 009** to give students practice with the skill of recombining letters to form new words. This task helps strengthen spelling skills and encourages an imaginative approach to problem solving.


Name

How many words of 3 letters or more can you make from the name of this Tommy Tales book? Write the words on the lines below, and use the back of this paper if needed. (There are at least 25 words.)

Tommy Goes to Yellowland

goat log

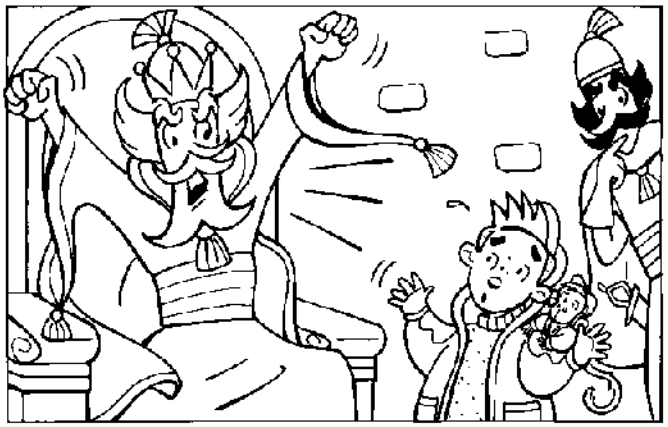
Fun Sheet 009

"I can't do magic," answered Tommy. "I don't know why some things I touched turned green, Your Yellowness." Tommy tried to be very polite. He didn't want to be thrown into a yellow cell.

"Well, how do you explain these extraordinary events?" yelled His Yellowness angrily.

"I don't know," said Tommy. "I can think of only one possible explanation."

"Tell me your theory," ordered His Yellowness.



The Scientific Method (2)

will secretly change the results in order to avoid embarrassment. This also occasionally happens when scientists are offered money if their results come out in a certain way.

In addition, there are some things that science cannot test. If an idea is to be scientifically tested, then it must have observable effects. Many things, including matters of faith, are outside the realm of science.

Extension Have students think of something they would like to prove or disprove using the scientific method. It should be something simple that you can experiment with in the classroom, such as "A heavier book falls faster than a lighter book," or "Sam the turtle likes cooked broccoli better than raw broccoli." Have your students set up the experiment, perform the experiment, and discuss their findings. Make sure they remember that, as long as they perform the experiment correctly, even one contrary result can disprove a hypothesis.

The Scientific Method (1)

While on Sketty, Tommy finds he is capable of doing some fantastic things. He forms a guess and then tries to test it. Tommy is, in essence, using the scientific method to find an explanation for his color-changing ability.

While most people think of "science" as a list of facts to memorize, the discipline of science actually revolves around a process: the scientific method. This is simply a system for testing ideas against reality as honestly as possible. Learning the basic process and goal of the scientific method can help your students better understand the science they see, hear, and learn about all around them.

First, scientists observe a phenomenon. In this case, Tommy observes that he can change the color of objects. Now that Tommy has seen the phenomenon, he needs some way to explain it. The second step in the scientific method is to make a reasonable guess, or hypothesis, about why something happens. Tommy's hypothesis is that by traveling from Blueland to Yellowland, he mixed yellow and blue to make green. Like most people who use the scientific method, Tommy has made an educated guess based on facts he has seen and proven before. He knows that yellow and blue make green because he's probably mixed paint or crayon colors together. The third step, which comes near the end of the story, is the test. Scientists cannot just make guesses and then announce those guesses as true. In order for a theory to be valid, it must test true. Tommy's test is to travel to Redland to see whether he can mix yellow with red to create orange. If he can, then Tommy's theory holds (for now). If he cannot, Tommy's explanation can't be true. Even one experiment can prove an entire hypothesis wrong.

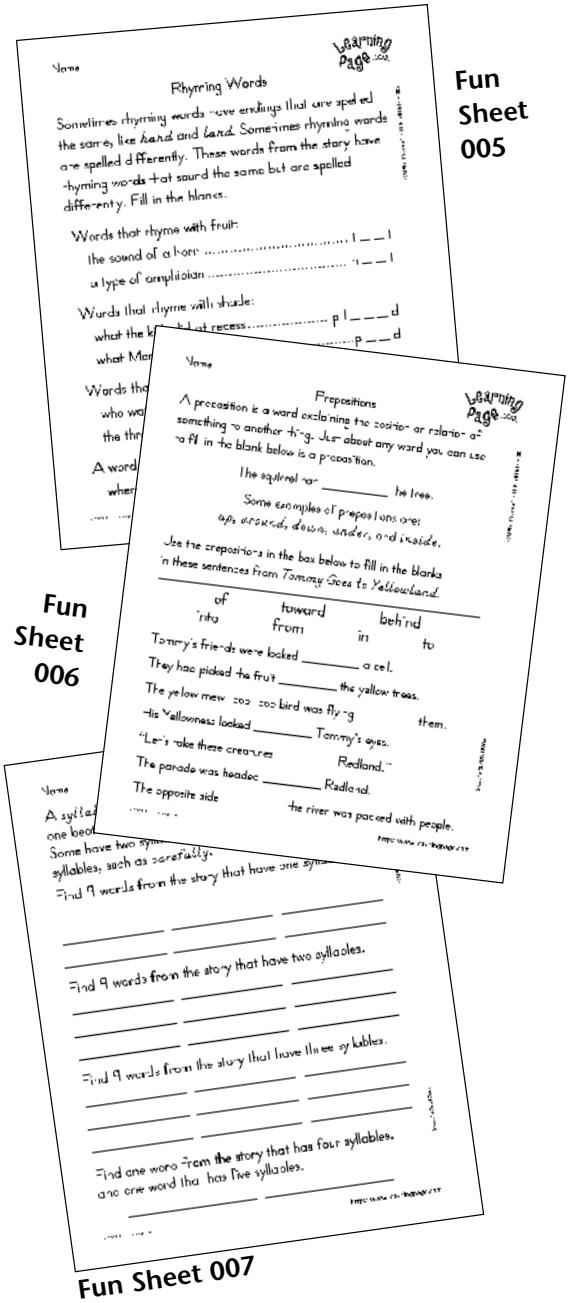
The scientific method is only as honest as the scientists who practice it. Sometimes, scientists (or people claiming to be scientists) will think of a theory that explains something. They announce this theory before they test it. Often, the theories sound logical. They make sense with what people have observed. But if the theories haven't been tested, they are still no better than guesses. In science, logical thinking is no substitute for observation and data.

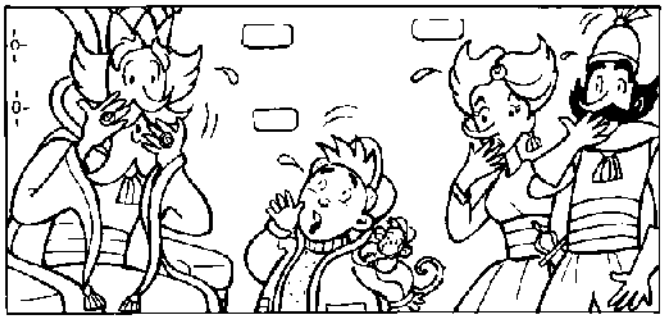
Scientists, like all people, want to be right. Occasionally, when a scientist tests his or her idea and the idea doesn't work, the scientist

Language Skills

The teaching materials that accompany every **Tommy Tales** story provide a wealth of opportunities to practice language skills. Some of the **Fun Sheets** associated with ***Tommy Goes to Yellowland*** are designed to strengthen students' language skills, including:

- **Fun Sheet 005** for practice with rhyming
- **Fun Sheet 006** for practice with prepositions
- **Fun Sheet 007** for practice with syllables





"Well," Tommy started nervously. "I just came from Blueland."

Tommy was interrupted by a gasp from everyone within hearing distance.

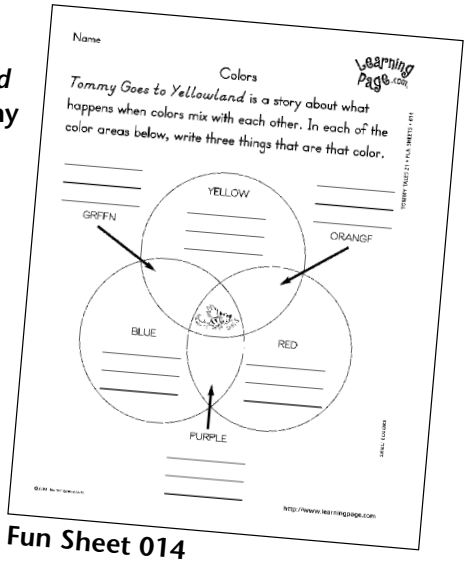
"Blueland! Blueland!" roared His Yellowness. "Are you a spy? We don't want bluebodies in Yellowland!"

After His Yellowness calmed down a bit, Tommy continued.

"Whenever I touch any of your yellow things that should be green, they turn green because yellow and blue make green. I've brought the blue here from Blueland," he whispered.

Colors

Tommy Goes to Yellowland is one in a series of **Tommy Tales** color adventures. **Fun Sheet 014** is an exercise with a color wheel that includes the primary and secondary colors. Students are asked to list familiar items for each of these colors. You can have them do this individually or make it a classroom activity.



Fun Sheet 014

His Yellowness looked puzzled.

"What do you mean, 'should be green'? Everything in Yellowland should be yellow. Always has been. Always will be. That is, until you came here," said the yellow leader.

Tommy tried to be as polite as possible.

"Where I come from, there are many, many colors. Everyone loves the different colors. Colors make people happy," said Tommy.

Midway Comprehension Check
Pages 8–9

- At the beginning of this story, why was Tommy looking for RK-5?
- What did Tommy notice as he walked across the yellow grass?
- How did it happen that Tommy got captured again?
- Why did the soldiers tie up Tommy?
- How did His Yellowness explain Tommy's ability to make things change colors?
- How did Tommy explain his ability to make things change colors?

Color Psychology

Everyone knows that a world without color, or a world with a single color, would be much less bright and enjoyable than our current colorful world. But how, exactly, do colors "make people happy"?

Color psychology is still an experimental field; most areas of psychological research that deal with emotions are somewhat unsettled, because emotions vary between persons and situations. Many scientists have attempted to study the physiological effects (e.g., blood pressure, heart rate, excitement) that colors have on the human body. Results often vary from culture to culture, since different colors will have different associations that affect responses.

Green is one of the most soothing colors on the eye; it is easy to visually "digest." It has a generally neutral effect on the body and the nervous system. Because of this, green is often used in places where people need calming: in hospitals, in backstage or offscreen rooms where performers wait for stage or television appearances, and in prisons.

Yellow tends to be jarring. It is the most difficult color to "digest" because it is both light and intense. Most colors, as they grow lighter, turn paler or less intense, creating pastels. But yellow stresses both color elements, making it fatiguing for the eye. Long exposure to lots of intense yellow may cause people to become irritable.

A widespread study showed that pink tends to diffuse aggression. Prison rooms all across the country and even the "visitors'" locker room in a football stadium were painted pink in the hopes that it would reduce aggression.

Extension Have students use colored paper or fabric to create "corners" in a single color. Have students sit in the corner, surrounded by and facing the color. How does that color make them feel? Calm, tired, energized, irritable, or peaceful? Give students the opportunity to share and discuss their experiences. Then record and tally the results on a chart.

Redheads

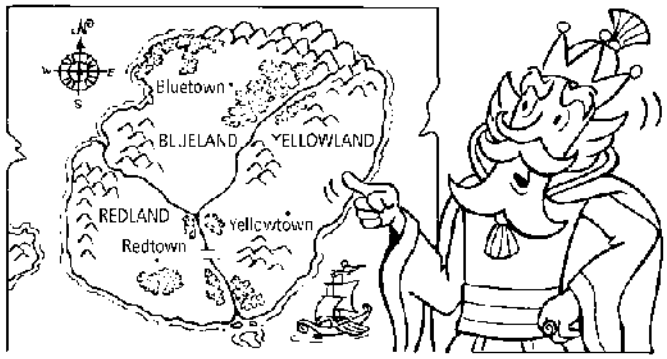
The king refers to "those readheads in Redland" as if it were a bad thing to be a redhead. Many redheads have felt negative attention before; nicknames such as "carrot top" can bear a sting even for adult redheads. There is a reason why redheads attract attention. Depending on statistics, they make up only between 2 and 5 percent of the human population. And some sources count only people of European descent. Red hair among people of African, Asian, Native American, Latin American, and Pacific Island descent is rare or nonexistent.

Like many small, easily identifiable groups, redheads have many stereotypes attached to them. Redheads are said to be emotional, quick-tempered, unreliable, and troublesome. Some of these stereotypes may come from people associating the color red with passion, anger, and danger. Some stereotypes may also come from the fact that most redheads are of Celtic (Irish or Scottish) descent. The British often had military and political struggles with Celtic people. Such situations often lead to negative stereotypes. These stereotypes spread to British colonial nations such as the United States, Canada, Australia, and New Zealand, which became populated by redheads and other less colorful Europeans.

Like all stereotypes, the image of the hot-tempered redhead simply does not hold true. Redheads are all individual people whose personalities develop independently of their hair color. If you have redheads in your class (or even if you don't), be sure to talk about why teasing and stereotyping are wrong. An eye-opening activity is to provide a reverse model of the stereotype by asking what would happen if people with brown hair were characterized as lazy and poor, or if people with black hair were called mean and deceptive.

There is, however, a proven drawback to being a redhead. People with red hair almost always have pale skin that burns easily. Redheads tend to be prone to bad sunburns and even skin cancers. Recently, a professor at the University of Edinburgh in Scotland began a study of redheads. He has put forward the theory that in the cold, pale light of Northern Europe where the Celts made their homes, pale skin allowed people to absorb more sunlight to produce more vitamin D.

10

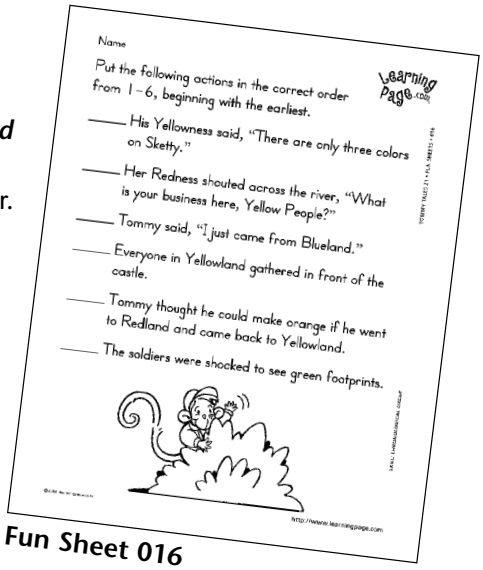


"Well, there are only three colors on Sketty," said His Yellowness angrily. "There's yellow, which is the only good color. Then there's the blue of those bluebodies in Blueland. And there's the red of those redheads in Redland. Always has been, and always will be." His voice trailed off as he added, ". . . that is, until you came along and gave us this new color called green."

"I didn't know there's a Redland on Sketty," said Tommy. "I bet if I went there and came back to Yellowland, I could give you a new color . . . a new color called orange. Yellow and red make orange, you see," explained Tommy.

In the Right Order

Two **Fun Sheets** for ***Tommy Goes to Yellowland*** challenge students to put things in the correct order. **Fun Sheet 013** asks students to put words from this story into alphabetical order. **Fun Sheet 016** asks them to put events from the story in chronological order.


Name

Put the following actions in the correct order from 1–6, beginning with the earliest.

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____ His Yellowness said, "There are only three colors on Sketty."

____ Her Redness shouted across the river, "What is your business here, Yellow People?"

____ Tommy said, "I just came from Blueland."

____ Everyone in Yellowland gathered in front of the castle.

____ Tommy thought he could make orange if he went to Redland and came back to Yellowland.

____ The soldiers were shocked to see green footprints.

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Fun Sheet 016

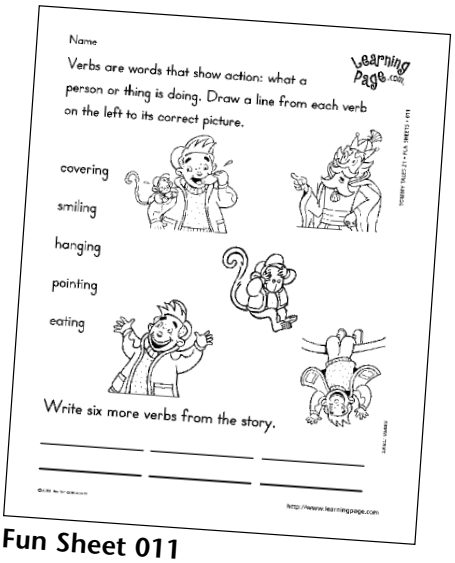
His Yellowness thought for a while. He was considering Tommy's proposal. He suddenly jumped from his huge yellow chair.

"Let's take these creatures to Redland," ordered His Yellowness. "We'll see if the boy speaks the truth."

Before long, nearly everyone in Yellowland had gathered in front of the castle. The word had quickly spread that His Yellowness was going to Redland. Everyone knew that the leader had never been anywhere near Redland before.

Action Verbs

Use **Fun Sheet 011** to help students learn about verbs. The task is to match up five verbs with illustrations that correspond. After students have completed this **Fun Sheet**, you can extend the teaching by going through ***Tommy Goes to Yellowland*** page by page and asking students to call out, or write down, verbs that describe the events on each page.


Name

Verbs are words that show action: what a person or thing is doing. Draw a line from each verb on the left to its correct picture.

covering

smiling

hanging

pointing

eating

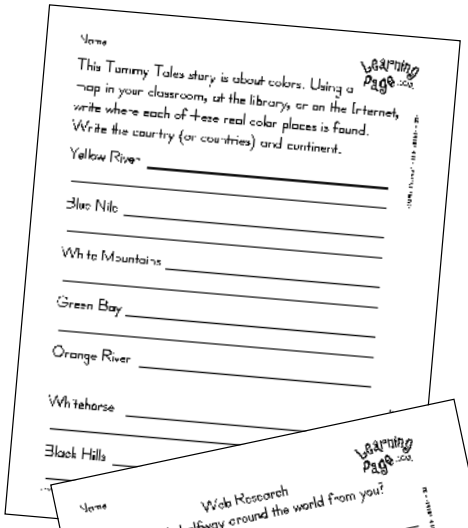
Write six more verbs from the story.

Fun Sheet 011

Geography

Several **Fun Sheets** that accompany this **Tommy Tales** story provide opportunities for students to learn more about geography.

- **Fun Sheet 018** asks students to locate various real-world places that have color names.
- **Fun Sheet 019** asks students to be aware of the place where they live and the surrounding area.
- **Fun Sheet 020** asks students to identify the place that is exactly halfway around the world from where they live. Then they are asked to research that location and answer questions. This exercise can help students become more aware of fellow humans whose lives may be very different from theirs. Awareness of the great variety in values, beliefs, and customs around the globe helps students gain greater appreciation for cultural diversity.


Name

This Tommy Tales story is about colors. Using a map in your classroom, at the library, or on the Internet, write where each of these real color places is found. Write the country (or countries) and continent.

Yellow River

Blue Nile

White Mountains

Green Bay

Orange River

Whitehorse

Black Hills

Fun Sheet 018


Name

Web Research

What is exactly halfway around the world from you? Write your answer here.

Look up this place on the Internet. Find out some interesting things about it. Write them below.

Name of people

Language they speak

Kind of food they eat

Rich or poor?

At peace or at war?

Nearest neighboring countries

Nearest body of water

Something else interesting

Fun Sheet 020

Parades

No one knows when the first parade took place. Cave paintings in Spain depict parades from 10,000 years ago. They occur in every culture. Parades are, and always have been, one of the most versatile forms of celebration.

The most common parades are military, held on national holidays, such as Independence Day or days marking battles or wars. Many of the things we now expect to see in professional parades (marching bands; massive rolling vehicles; shining, twirling objects; and crisp uniforms) are things that originally came from military parades. Military parades honor victorious soldiers after wars. They also take place before battle to encourage troops and display their power.

Parades are also closely related to religious processions. Costumes, dancing, music, and traveling sculptures often flow down the streets during religious holidays around the world. These celebrations tend to be less professional and strictly ordered than military-type parades.

Honorary parades celebrate individual people. Presidents, prime ministers, and royalty still participate in processions after their inaugurations. Beauty queens wave from the backs of convertibles. Olympic athletes march around the stadium before the Games.

Modern parades are often mixtures of these various kinds of processions. Sometimes, military or religious parades can be somber (like the parade in Yellowland), but most parades are festive and happy events. Have students brainstorm all the holidays and events that are celebrated with parades in your town, city, or nation. Parades celebrate harvests, sporting events, religious holidays, national holidays, political events, festivals, and countless other occasions.

Have a parade in your school. Pick a day to celebrate; it can be an upcoming holiday, birthday, school event, or made-up celebration. Assign teams to work on different parade displays, and be as creative as you like. Students can have a pot and pan marching band, a company of sheet ghosts, or a float assembled from cardboard and construction paper. March around the school grounds. You'll be sure to attract an audience—after all, everybody loves a parade.

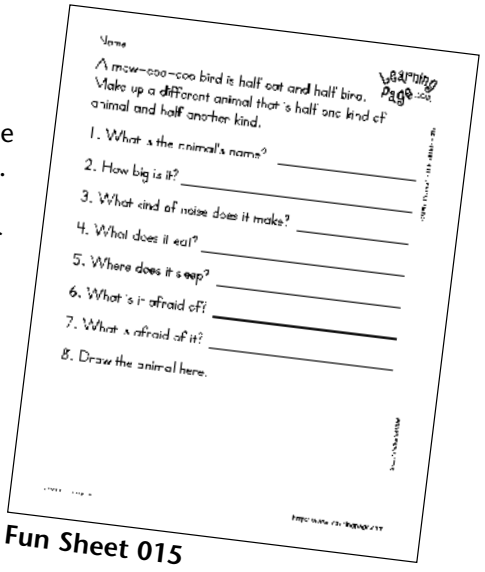
12

Six camel horses pulled the magnificent yellow carriage of His Yellowness. All of the yellow guards followed. Then all of the people of Yellowland followed behind. There was a parade a mile long headed toward Redland.

After four hours, the parade reached the river that separated Yellowland and Redland. The opposite bank of the river, the red side, was packed with the people of Redland. They had seen the approaching parade. They were all shouting and jeering from the other side of the river.

An Exercise in Imagination

Six camel horses pull the carriage of His Yellowness. **Fun Sheet 015** asks students to make up their own combination animal and to invent some fun facts about it. Ask students to choose two real animals to combine. Encourage them to learn about the two animals in order to accurately describe the traits of their invented animal.

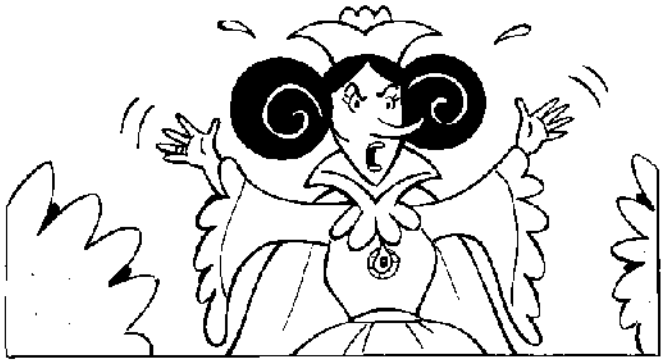

Name

A meow–coo–coo bird is half cat and half bird. Make up a different animal that's half one kind of animal and half another kind.

1. What's the animal's name?
2. How big is it?
3. What kind of noise does it make?
4. What does it eat?
5. Where does it sleep?
6. What's it afraid of?
7. What's afraid of it?
8. Draw the animal here.

Fun Sheet 015

13



"Go away, you smelly yellowbellies," some of them yelled.

Their leader, Her Redness, asked her people to be quiet.

She shouted across the river. "What is your business here, yellow people?"

His Yellowness stood and replied, "We have two creatures here who say they are from one of the stars. They claim to have magical powers. We have seen some of these powers." His Yellowness called Tommy forward. "This one will now demonstrate."

Female Leaders (1)

Throughout history, women such as Her Redness have become rulers of nations. While female rulers are not as numerous as male rulers, they often become just as, if not more, legendary.

Female queens, empresses, and pharaohs gained power far earlier than democratically elected female rulers. Since royalty is determined by family, it often happens that the only royal person suitable to rule is a woman. This happens when men of ruling age die, when their heirs are too young to rule, or when the male ruler is incompetent. It also often happens, though it is less often recorded, that the wife, mother, or sister of a male ruler exerts great influence behind the scenes.

Ancient Egypt had its share of female rulers. Cleopatra is most famous for her relationships with Roman emperors, but she was also a shrewd diplomat who studied philosophy. Queen Nefertiti was the wife of the pharaoh Akhenaten. She battled her husband over his desire to establish a monotheistic (one-god) religion and won when Egypt reverted to its old polytheistic religion. Hatshepsut officially made herself pharaoh, a title that was usually reserved for men. Under her reign, architecture flourished, and some of her beautiful buildings still stand today.

During Roman times, Julia Domna, the wife of emperor Septimus Severus, ruled all of Rome while her husband fought on the outskirts of the empire. She was especially good at the treacherous political games that were the rule in Rome. In other parts of the world, empresses and queens ruled China, Japan, Vietnam, Ethiopia, and many other nations.

Queen Elizabeth I of England is one of the most famous female monarchs. During her long reign, the English defeated the Spanish Armada, the most powerful navy in the world at the time. Art and exploration also flourished during her time in power. In Russia, Catherine the Great implemented law reforms and public education. In China, empress Tzu-hsi ruled while her son was still a child, and then refused to give up power even when he came of age.

Female Leaders (2)

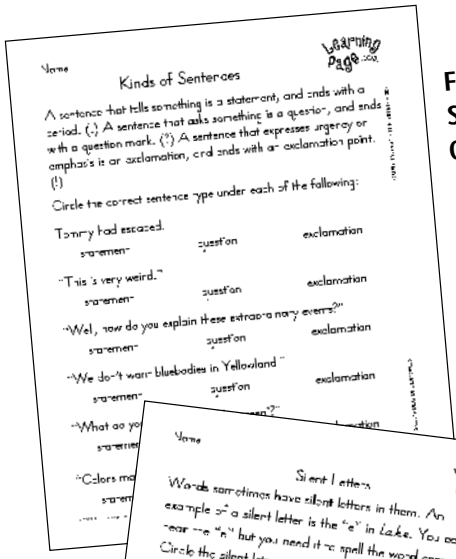
In modern times, women have held high political offices in almost every nation. Top female political rulers (presidents and prime ministers) have been elected in such diverse countries as the Philippines, Iceland, Argentina, Ireland, Panama, Finland, Sri Lanka, Burundi, India, Pakistan, Great Britain, Senegal, New Zealand, Canada, and Turkey.

Find out about the women leaders in your state, province, or nation. Or have students research famous women leaders from history.

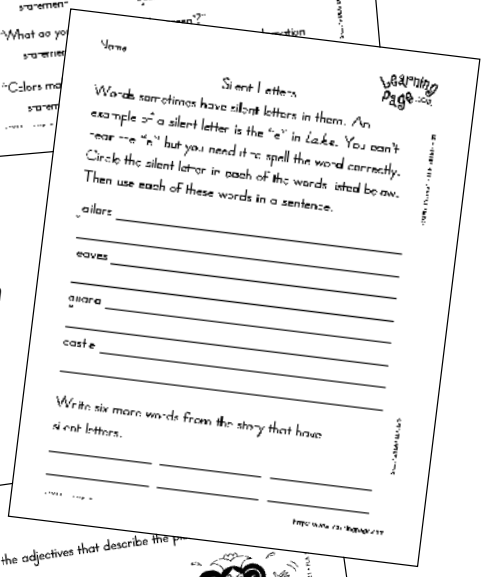
More Language Skills

Here are more **Fun Sheets** associated with ***Tommy Goes to Yellowland*** that are designed to strengthen students' language skills:

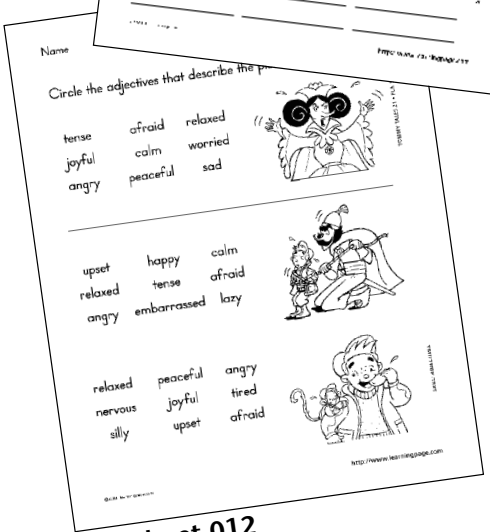
- **Fun Sheet 008** for practice with kinds of sentences
- **Fun Sheet 010** for practice with silent letters
- **Fun Sheet 012** for practice with adjectives



Fun Sheet 008



Fun Sheet 010



Fun Sheet 012

14

Tommy climbed up the nearest tree. People on both sides of the river gasped as they saw the leaves turn different shades of green.

"That's a very impressive trick," said Her Redness. "But why do you show us?"

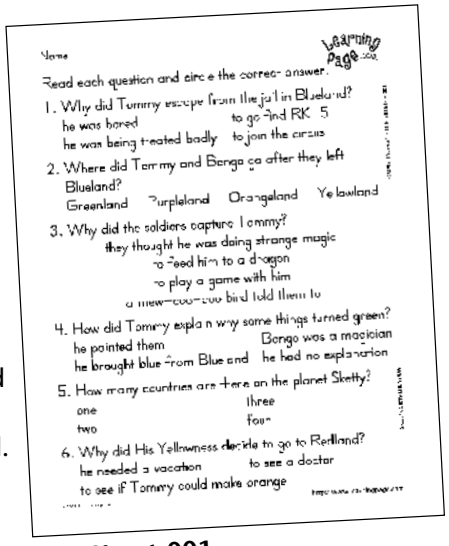
"This Tommy creature says he can do even greater things if he can enter Redland," answered His Yellowness.

Comprehension

Several **Fun Sheets** contain questioning strategies to aid students' understanding of ***Tommy Goes to Yellowland.***

Fun Sheets 001 and **002** aid students with comprehension. After assessing their answers, reread the story as needed to clarify anything that students don't understand.

Fun Sheet 003 asks students to use their imagination in answering questions related to the story.

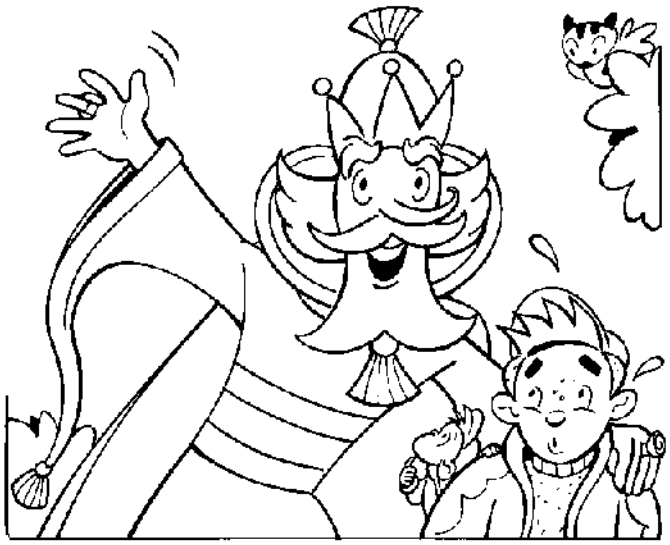


Fun Sheet 001

"What trickery is this?" replied Her Redness. "Is this your way of getting a spy into Redland?"

"There's no trick. If you want, you can throw him into jail. I don't care," said the yellow leader.

Tommy gave His Yellowness a worried look. He hoped his guess would prove true. Would he be able to turn things orange?



TO BE CONTINUED IN BOOK 22

Write a Letter to a Tommy Tales Character

After reading ***Tommy Goes to Yellowland,*** have students write a letter to one of the characters in the story. Leave the content up to them. Be sure to have students follow a traditional letter-writing form, with the date, salutation line, body, closing, and a signature.

July 15, 2003

Dear Your Yellowness,

With all due respect, you and the others should listen to Tommy. He understands a lot that you don't. Just because you are older doesn't mean you are wiser. He's a pretty smart kid. I wish more kids and grownups were as wise as he is.

Sincerely,
Tamyra

Relationships

This story, like the other stories in the **Tommy Tales** series, continues to reveal aspects of the children's relationships with each other. Each adventure teaches the importance of friends and family, teamwork, and staying together on adventures. These stories also encourage readers to think about right and wrong and to make wise choices in their lives. As a way of wrapping up this story, ask students to share something they have learned from this **Tommy Tales** adventure that they can use in their everyday life.

Feedback

Remind students that this is the twenty-first book in the **Tommy Tales** series. Ask, "How do you like it so far?"

Ask students to write a critical book review of this story or of the series so far. Reviews can be in the form of a written essay, a poster, or a drawing. Email your reviews to editor1@learningpage.com for possible inclusion in future Teaching Notes.

More Feedback

Students who have followed the **Tommy Tales** stories may have ideas about adventures they would like Tommy and his friends to go on. Suggestions for future story adventures can be sent to editor1@learningpage.com along with book reviews. Imagine the excitement of a student whose idea is incorporated into a future story!

Conclusion

Ask students for their feelings and thoughts about this story. Students will naturally be curious and enthusiastic to see what happens in the next **Tommy Tales** adventure. As RK-5 continues to transport Tommy and his friends to new places, readers' knowledge and understanding of the world around them continues to grow.