

## BOOK 22



### Tommy, His Rainbowness



## Tommy Tales

## Guide for Teachers and Parents

### Book 22: Tommy, His Rainbowness

This is the twenty-second 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](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, His Rainbowness*, share with the class that this book is one in a series, and that this story is part of a much longer one.

### Preparing for Reading

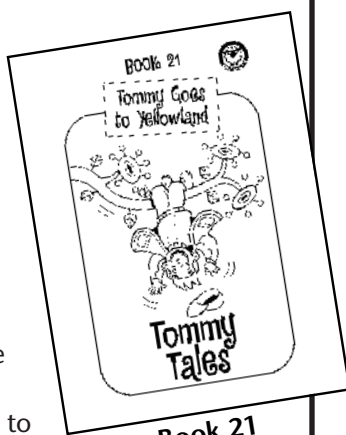
*Tommy, His Rainbowness* is the continuation of a multi-part *Tommy Tales* adventure, which began with *Tommy Goes to Blueland* and continued in *Tommy and the Mew-Coo-Coo Birds* and *Tommy Goes to Yellowland*. Ask students what they remember from the previous installments. Then ask them to imagine what 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 most previous *Tommy Tales* Teaching Notes for ideas.

### THE STORY SO FAR . . .

In the last *Tommy Tales* story, Tommy was trying to find RK-5 and bring his imprisoned friends home. But when Tommy wandered from Blueland to Yellowland, something amazing happened. He had the ability to turn things green! Tommy was quickly captured and taken to His Yellowness to explain his strange abilities. His Yellowness challenged Tommy to travel to Redland and try to mix colors there. The people in both lands were waiting to see what Tommy could do. Could he blend yellow and red, save himself and his friends, and keep the peace between the two kingdoms?



Book 21

## Alien "Visitors"

His Blueness doesn't seem particularly disturbed by the fact that the children have arrived from another planet. Perhaps Sketty is used to people from other worlds. But here on Earth, the question remains, "Are we alone?"

UFOs and aliens have become a fad in recent years. Students will likely be familiar with the dome-headed, almond-eyed alien popularized on everything from T-shirts to "Alien Autopsy" videos. The most recent craze in alien sightings was sparked by an incident that took place in Roswell, New Mexico. In 1947, a rancher found some unfamiliar debris in his remote field. Over time, the story exploded to include scraps of scratch-proof metal, mysterious "men in black" hushing witnesses, and a large government conspiracy.

However, a military scientist, in a 1995 interview, talked about recently declassified information about an Air Force spy project that seems to explain the Roswell incident. He said that the debris was from a series of kite-like objects that flew sensitive microphones into the sky to detect Soviet missiles. Photographs of the debris show something that suspiciously resembles aluminum foil, cardboard, and clear plastic tape. Many UFO believers are still convinced that there was a spacecraft at Roswell, and that the recent interview is another part of the cover-up.

On the other hand, the town of Roswell has seized the opportunity to remake itself as a wacky tourist site. The town has yearly UFO festivals, and its city logo is in the shape of a flying saucer. There was even a TV show named after the town and its supposed strange happenings.

The mysterious phenomenon of "crop circles" was recently revealed to be a hoax. The circles began appearing in British wheat fields in the 1980s. Scientists were baffled by these mysterious, geometrically perfect circles. UFOlogists claimed that the circles contained energy fields and traces of unknown elements. In 1991, two Englishmen confessed to creating the circles by night. After their circles got so much attention, other people began creating them around the world. Video recordings of people making elaborate crop

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Tommy left his friends in a prison cell in Blueland. He escaped and was trying to find RK-5. RK-5 was their only hope of getting off the planet Sketty.

After Tommy left with Bongo, the others were very scared. They didn't know what the blue guards would do to them.

They really didn't need to worry. Shortly after Tommy left, all four children were taken to His Blueness.

"I want you to tell me the truth. How did you get here?" asked His Blueness.



circles in a few hours with little more than lengths of rope and broom handles seem to confirm these confessions. Even though many people were disappointed that this mysterious phenomenon turned out not to be alien in origin, many are still amazed by the ingenuity and creativity of the human imagination.

Make sure your students are critical about claims for alien visitation. As of yet, scientists have never concluded that any intelligent extraterrestrial species has ever visited Earth. They are not without hope that intelligent life in the universe exists, though. Have your students visit [www.seti.org](http://www.seti.org). SETI, the Search for Extra-Terrestrial Intelligence, is a strictly scientific organization that has been looking and listening for signals from other planets for 20 years.

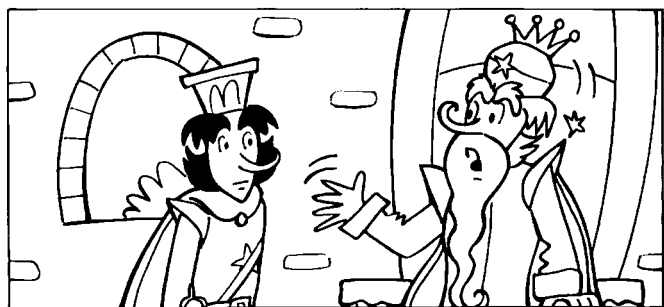
Lucy stepped forward. She told His Blueness the full story. She told him all about RK-5 and how the little robot had brought them to Sketty.

"... and now we can't get back," interrupted Kim, "because we lost RK-5 when your soldiers caught us."

"Well, I'll help you find this little robot," said His Blueness kindly.

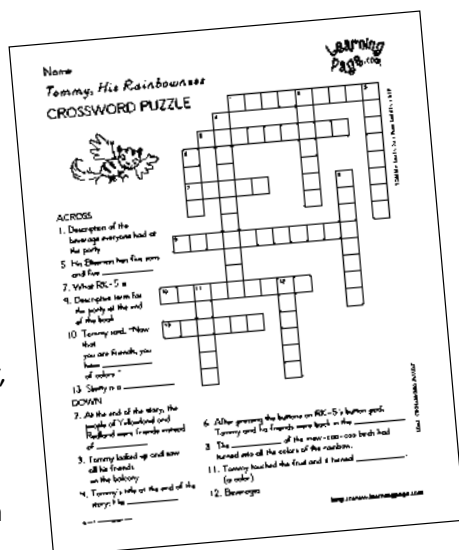
He called for the captain of the guards. He told the captain to get twenty soldiers.

"Search the place where you first saw the young visitors. Don't come back until you find this robot," His Blueness ordered.



## Crossword Puzzle

The crossword puzzle for *Tommy, His Rainbouness (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.



Fun Sheet 017

## Real Robots

The word "robot" has no exact definition. Elicit student ideas about what a robot is, what it does, and what it looks like. Tell students that the most common definition is a machine that has a computer "brain" and a mechanical "body." RK-5 is a rare kind of robot, at least on Earth. He can be described as "humanoid," meaning he has two arms, two legs, a torso, and a head with a recognizable face. Most functioning robots on Earth do not look like humans. Making a humanoid robot that can move and perform human actions is very difficult. Our upright way of walking is pretty unstable—infants take many months to learn it, and falls are common. The human "face" is also not necessary when a robot uses cameras and electric sensors for "eyes" and speakers for a "mouth." But humans prefer to interact with something that has facial features.

Most robots are designed to do things that are boring, difficult, or dangerous for humans to do. Many are "employed" in factories. Because the robots are computerized, they are much more precise than human workers. They also never get tired. Other robots work for the military, exploring dangerous areas such as mine fields. Some robots perform simple chores, such as mowing the lawn and vacuuming. These robots do not look much like humans. The reason for this is that humans were not designed to assemble automobiles, detect land mines, or vacuum. Auto-assembly robots are large mechanical arms. Exploring robots look a bit like remote-control cars. Some of the most common mobile robots look a lot like insects. Insects are very stable when they walk, and they are tough to damage.

**Extension** Have your students design their own robots. First, have them decide what functions they would like their robots to perform. A robot can clean a student's room, do homework, or build the perfect sandwich. Remind students that the ideal design for a task might not look much like a person (you might show students old cartoons of "automatic dish-washers" equipped with hands and arms, as opposed to modern automatic dishwashers). Have students draw their robots and explain how they work. Students might also assemble models of their robots using interlocking toy pieces.

## So Many Children!

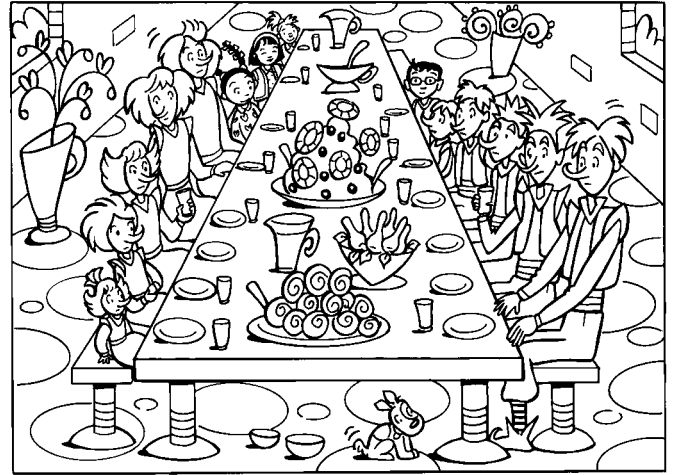
Maybe big families are popular in Blueland. Or maybe His Blueness, like other kings, emperors, and pharaohs before him, happens to have many children. Ten may seem like a large brood today, but this number (or more!) was much more common when kings ruled.

The world record for the greatest number of children belongs to the legendary Moroccan emperor Ismail the Bloodthirsty. He was rumored to have had 888 children and almost as many wives. However, this claim is probably an exaggeration. The record for a mother is a woman who had 69 children—she had many sets of twins and triplets. Today, even the largest families top out at about 20 children.

The record for the most births at one time belongs to the McCaugheys in Iowa, who are the proud parents of septuplets. Many news stories have been written and produced about these remarkable births. Students may be able to find information at a local library. Another family, the Humairs of Saudi Arabia, also welcomed seven new infants into their lives in 1998.

**Extension** Have each student create a chart recording the number of children in his or her family. As a class, students can create a bar graph or a pictograph (using an appropriate icon, such as baby) showing how many students have no siblings, how many have one sibling, two siblings, and so on. Be flexible when counting stepsiblings and half-siblings. Display your graph in the classroom.

Ask students to talk about their feelings about having many siblings or having only a few or none. Students can talk about what it means to be the oldest, youngest, or middle sibling. Assure students that every family has complicated dynamics between brothers and sisters. Be sure to include blended families in the discussion; these families are exceedingly common nowadays and present unique challenges and adjustments for all concerned.



“While they are searching for your robot, you can have lunch with my sons and daughters,” said His Blueness.

His Blueness led the four friends into a huge dining room. In the center of the room was a long, narrow table. All of his ten children were sitting at the table.

Everyone had a delicious meal. Tommy’s friends ate all kinds of blue food they had never seen before. Each thing tasted better than the last. They quickly made friends with the children of His Blueness.

## Blue Food

Almost all of the blue food we see on Earth has been dyed with food coloring. The few natural examples of blue foods include blueberries, blue cheese (the color comes from mold), and some rare varieties of potato and tomato that could arguably be classified as purple.

Many people find blue food highly unappetizing. This may be because blue is more often associated with mold (see blue cheese!) than with edible food.

Use **Fun Sheet 014** to have students come up with fruits and vegetables of various colors. A related activity is to have students chart colors of familiar foods. Which colors are most common? Which colors are the least common?

Learning page 014

Name \_\_\_\_\_

In this Tommy Tales story, Tommy touches fruits on trees and they turn orange. Next to each color word below, write the names of at least three fruits or vegetables that are that color. Then underline the ones you've tasted.

red \_\_\_\_\_

orange \_\_\_\_\_

yellow \_\_\_\_\_

green \_\_\_\_\_

purple \_\_\_\_\_

Write below the name of one blue fruit, one blue animal, and something else blue found in nature.

blue \_\_\_\_\_

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Fun Sheet 014

After the meal, they all went into the games room. Tommy's friends saw every kind of game and plaything you could imagine.

"Isn't this fun?" said Sam.

"It would be, except for two things," whispered Lucy.

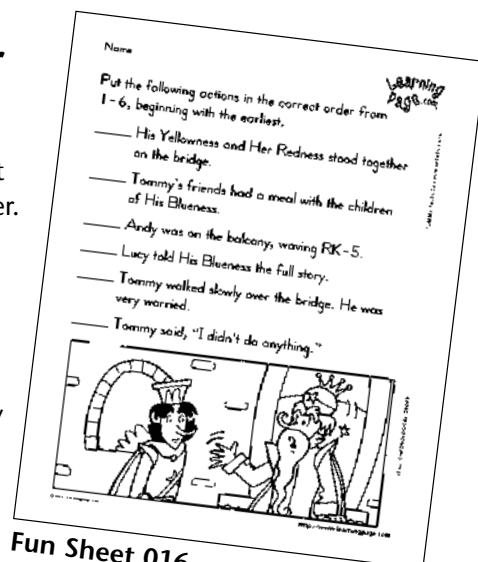
"What two things?" asked Sam.

"First, having everything blue makes it boring and a bit miserable. Second, Tommy is not with us. Even if the soldiers find RK-5, we can't go back without Tommy," said Lucy sadly.



## In the Right Order

Two Fun Sheets for *Tommy, His Rainbowness* 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.



## Games

Games are one of the most ancient forms of entertainment. People usually define a game as some sort of strategic contest with set rules. Sports are primarily physical, while games are more mental and skill-oriented (some activities, such as croquet and darts, blur the line). Ancient games were often used in fortune telling and astrology. These games were critically important to religious life.

Many forms of games are surprisingly similar across cultures—and even may be similar on Sketty. The simplest games are usually the most common. There is almost no culture that doesn't have a version of "tag." Cat's cradle and other string games occur from the Inuit in the Arctic to the Maoris of New Zealand. Dice, cards, balls, and sticks show up in archaeological sites around the globe.

The oldest game equipment ever found is a mancala-like game from 4000 BC. Mancala is still wildly popular in Africa and Asia today, and Western students have begun to discover and enjoy it. It is an inexpensive game that hones counting, math, and strategy skills. Try teaching it in the classroom, and inform your students that they are learning one of the oldest games in the world.

Chess was invented over a thousand years ago in India. Professional chess players devote their entire lives to mastering the game, yet amateurs can still enjoy it.

The most popular board game in the world, Monopoly®, was invented in 1904 as "The Landlord's Game." Scrabble®, then called "Lexico," first appeared in 1931.

Although many people view video and computer games as expensive wastes of time, these games have nonetheless exploded in popularity in the past 15 to 20 years. Entire generations of students have grown up playing Super Mario Brothers® and Zelda® the way previous generations played Monopoly®. Research has shown that people can increase their visual acuity and small-motor control by playing video games. Unfortunately, video games, unlike other war games, such as chess or Risk®, often have graphic violence. (On the other hand, Monopoly® rewards ruthlessness, greed, and shady business practices.) Be sure your students understand that video games have ratings indicating which ones are appropriate for their age group.

## Colorful Place Names

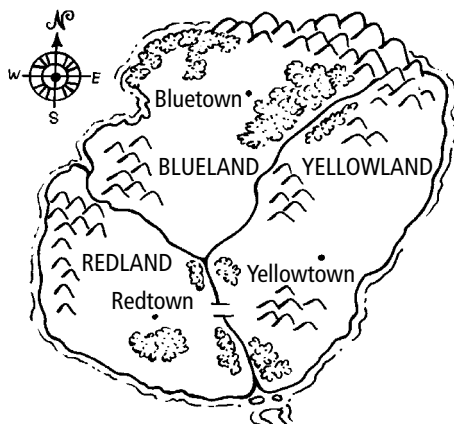
It is clear where Yellowland and Redland got their names. If your students look at the landscape around them on Earth, they will also find many colorful place names.

Some names, such as the Yellow River in China (also called Huang He) or the White Mountains in New Hampshire, have obvious origins. Silt colors the Yellow River a mustardy yellow, and white snow covers the White Mountains.

Some colorful place names, such as Greenland and the Red Sea, seem quite mysterious, even confounding. Greenland was named by the Viking explorers who first discovered its shores. They did not explore inland enough to realize that most of the island was covered by an ice sheet. The origin of the name "Red Sea" is unclear. Some say it came from a red algae bloom, others from the blazing sunsets of the area. Many people believe that the English name came from a slight mistranslation of the Hebrew Bible, which called it the "Reed Sea."

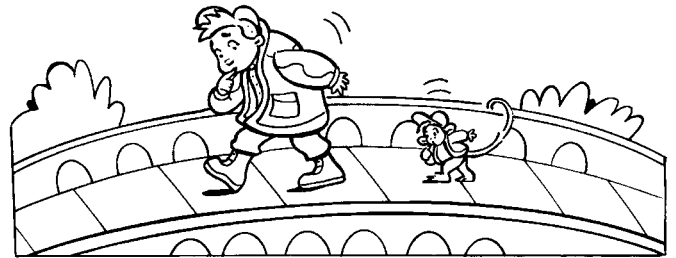
Other color names, such as Bluegrass country in Kentucky and Redwood, California, came from plants with colorful names. Some names, such as Yellowstone National Park, are so familiar that we may miss their colorful origins. Yellowstone's name is a translation of the Native American name, which references the color of the sulfurous volcanic rock of the area.

**Extension** Display a map of your area in the classroom. Have students research the origins of colorful place names. Do the names come from the land features, from local plant life, or from something unknown? Students may wish to research other place names as they look for colors. They can find out who, where, and what their local towns and land features were named after.



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While his friends were playing, Tommy was about to cross the bridge from Yellowland to Redland. There were hundreds of people from Yellowland on one side of the river. On the other side were hundreds of people from Redland. They were all yelling and cheering. They were all waiting to see if Tommy could make new colors, just as he had done in Yellowland.



Tommy walked slowly over the bridge. He was very worried. What would happen to him if he failed to make new colors?

Everyone watched as Tommy approached a bush with beautiful red flowers. He trembled as he touched a flower. Nothing happened. The flower stayed red.

## Bridges

**Fun Sheet 020** is a Web research project designed to teach students about famous bridges around the world. They are asked to discover the location and one other fact about six bridges. You can expand the activity by providing other bridges for them to research, or by asking them to retrieve other information about the countries in which the bridges are located.

Fun Sheet 020

Name \_\_\_\_\_

Web Research

Tommy walked slowly over the bridge between Yellowland and Blue Land. Using your favorite Web search engine, find out the location and one other fact about each of the bridges listed below.

Sydney Harbour Bridge \_\_\_\_\_

Golden Gate Bridge \_\_\_\_\_

Seto Ohashi Bridge \_\_\_\_\_

Brooklyn Bridge \_\_\_\_\_

Clifton Suspension Bridge \_\_\_\_\_

Qingshou Minjiang Bridge \_\_\_\_\_

Learning Page 101

http://www.learningpage.com

"Oh, no!" said Tommy. "Now I'm in trouble."

The crowds on both sides of the river began to boo. They quickly became silent when a yellow mew-coo-coo bird flew over the river and landed on Tommy's shoulder. A red mew-coo-coo bird flew from a tree and landed on his other shoulder.

Tommy heard the crowds cheering and clapping. He looked at the mew-coo-coo birds and saw why. Their feathers had turned into all the colors of the rainbow. They were now the most beautiful creatures anyone had seen.



## Colorful Birds (continued)

Bright colors and their added visibility are often dangerous to male birds. Birds such as peacocks that have elaborate crests or tails may actually have a hard time flying with all that showy weight and bulk. Studies have shown that bright, obvious birds get eaten more often than their well-hidden neighbors. Ironically, this makes the birds' colors even more impressive to the females. The male birds seem to be saying, "Look at how healthy I am! I can put myself in terrible danger and still survive." Scientists have discovered that even if a feature makes an animal less likely to live long, the animal will still use it if it impresses the ladies.

Many bird courtship rituals involve the display of bright colors. Students will love the comical, foot-flapping dance of a Galapagos Islands dweller called the blue-footed booby (not to mention that they'll love saying the name!); the dance is meant to show off their colorful webbed feet. Peacocks and turkeys flash their brilliant tails. Birds of paradise shake their elaborate, shimmering rainbow feathers. Pheasants and other fowl flash patches of color that are normally hidden except during the mating season.

Some birds have even taken to artificial means to enhance their colors. Bower birds are not the brightest in the forest, but they build elaborate display nests that are often decorated with bright, shiny stones and pieces of colorful plastic and glass. Mockingbirds are famous for stealing and stashing shiny objects. Many owners of cockatiels, parrots, and other birds report that their pets proudly decorate themselves with dyed feathers, bits of ribbon, and other colorful items. Then the birds proudly strut their stuff.



## Colorful Birds (1)

Your students might be surprised to learn that only a few kinds of animals can see in color. Color vision is limited to birds, some reptiles, insects, a few apes and monkeys, and humans. It is generally true that only animals that can see color have colorful markings. This is why birds, including the mew-coo-coo birds, come in brilliant rainbow hues, while most mammals are relatively dull shades of brown and gray.

Most birds use color for display. Use a bird book to show students the wild variety of plumage they can see even on local birds. Note that most of the brightest birds are males. The females tend to be dull. This happens for a very specific reason. Because females sit on precious eggs, they must be well hidden from predators. Males, on the other hand, are showoffs. Their colors effectively say, "Hey, look at me! I'm healthy and beautiful! Choose me as your mate."

## Color and Language

If you were Her Redness, what would you call green if you had never seen it before? How would you know purple? If everything around you was the same hue, how would you decide which shade of red was scarlet and which was rose? Students will be fascinated to find out that different cultures regard the names of colors very differently. Some peoples don't really bother to name colors at all.

While art, decoration, and the colorful beauty of nature are irreplaceable, our most important use of color is for distinguishing the objects we see. Most of our sense of shape, size, and distance comes from the changes in color that represent the edges and shadows of objects. This is why paintings, which are two-dimensional, can look so convincingly 3-D.

However, most of our information comes not from the hue (red, green, blue, and so on), but from the lightness or darkness of a color. This is why we can still distinguish visual scenes in black and white or monochrome.

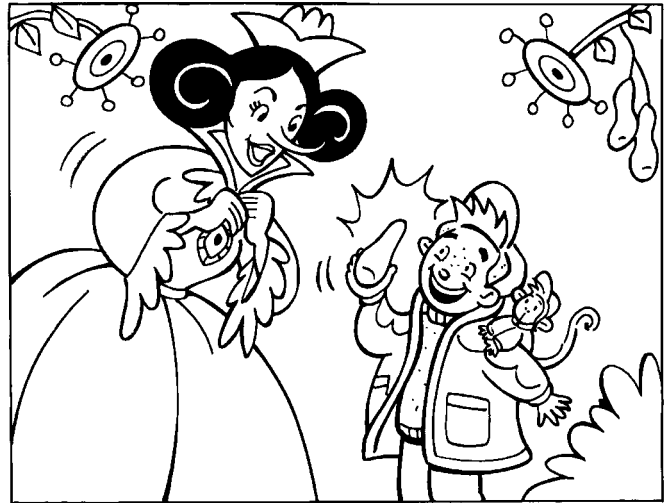
Anthropologists have found that the very simplest way that people verbally distinguish colors is to separate light and dark. Many cultures have only these two terms (which also usually stand for warm [light] and cool [dark] colors) to describe all colors. To these cultures, white, yellow, pink, and bright orange are all called the same thing. Black, blue, and green are all named as one color as well.

As a culture's color names become more complex, the light or warm colors usually are given separate names before the dark colors. Many cultures distinguish between yellow and red but will still call blue and green the same color. Only in even more complex cultures do blue, green, black, and purple get separate names.

Cultures also define colors according to what is important to them. A popular "factoid" states that the Inuit have a dozen words for snow; they probably have as many names for the various shades of white around them.

Even if cultures do not have different abstract names for colors, they do distinguish colors, and they can describe a color in

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Tommy followed the birds as they flew to a nearby tree. Tommy touched the fruits on the tree and they turned orange. Tommy's guess was right. He had brought yellow to Redland. When he touched anything that should be orange, it turned from red to orange. He tried to explain this to Her Redness. She didn't really understand.

"I don't care how you do it. I love it. Things look more beautiful and happy with these new colors you've brought us," said Her Redness.

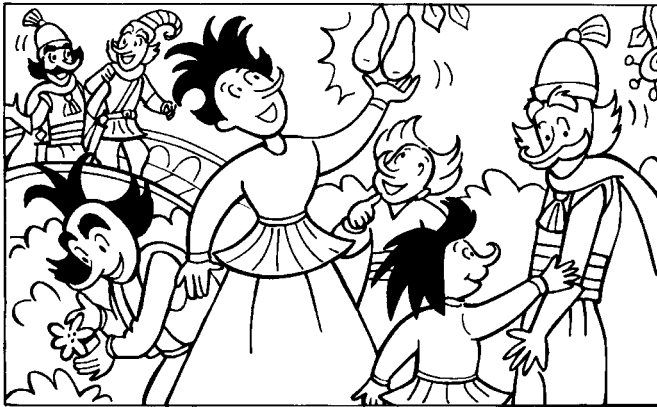
relation to a real object. Even if a person only knows the words "light" and "dark" to name all the colors he or she sees, he or she will still be able to recognize a color if it is described as "pine," "cherry," "terra cotta," or "sky." Some people have ridiculed the clothing catalog industry for giving colors names such as "logan," "camel," or "butternut squash." Yet these descriptions can be understood around the world, while many cultures would have no idea what is meant by "tan."

**Extension** Get some paint chips from a local store and bring them into class. Hang them up on the board or on chart paper. Show students the infinite variety of color shades, and challenge them to come up with names for each one.



The people of Yellowland wanted a closer look. They started to cross the bridge. The people of Redland were happy and welcomed them. Wherever the people from Yellowland went, new colors started to appear. There were all shades of red, orange, and yellow.

Some of the people of Redland decided to see what would happen if they went over the bridge to Yellowland. The same thing happened. Wherever they went, shades of yellow, orange, and red appeared. Even their clothes became more colorful.



## Color Symbolism in Costumes and Clothing

Throughout the world, the color of clothing holds meaning. As the Red and Yellow people march into Blueland, their multicolored clothing makes a wonderful statement about their newfound friendship without them needing to say a word. Teach students about the use of colored clothing around the world.

In Western society, white wedding gowns symbolize innocence and purity. White lab coats signal cleanliness. These symbols come from the fact that white shows dirt easily. People all over the world who value cleanliness frequently wear white, such as many Middle Eastern men (white also helps repel desert heat). Black clothing often signals a funeral in Western cultures. It denotes formality and can also signal sophistication, elegance, and wealth. But in many other cultures, white is the color of mourning and death.

Brides wear red and gold in India to symbolize prosperity. In northern India and into Nepal and Tibet, Buddhist monks wear orange and yellow robes. In their religion, orange symbolizes humility, and yellow symbolizes discipline. The most common yellow dye in this region, saffron, is also quite expensive, and expensive is always fashionable. Throughout this region, yellow turbans are highly admired. In the ancient Roman and Byzantine empires, purple was the most rare, so the color was reserved for royal robes. Early Christians valued blue as the color of infinity (the sky and the sea) and associated it with holiness. Depictions of the Virgin Mary often show her in blue robes. Many cultures use earth or mineral pigments to show their relationship with the earth. Many tribes paint their skin with red ochre, white salt, or yellow clays to express their connection with the land.

Some cultures become strongly linked to the colors they wear. A group of nomadic herders in the Sahara are known as "the blue people" because of their rich indigo robes. Even Scotch® brand tape adopts the classic tartan plaid that has become so symbolic of Scotland.

**Extension** Have students look around them and take note of the color of people's clothing. What does a pink dress say about a person? How do we interpret long black robes? Bring in books on folk costumes and traditional dress and have students admire the richness of clothing around the world.

## Midway Comprehension Check

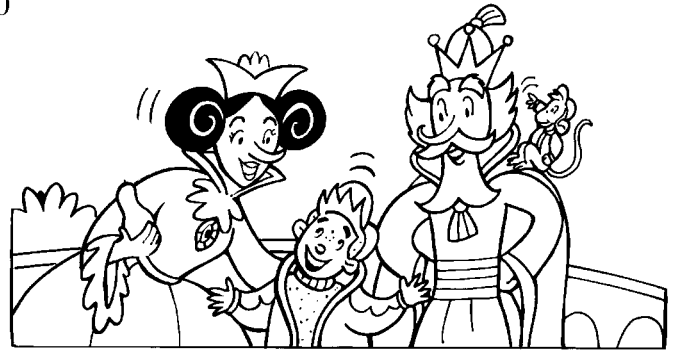
### Pages 8–9

- How did Tommy's friends get out of the prison cell in Blueland?
- What activities did Tommy's friends participate in with the children of His Blueness?
- Why wasn't Lucy having a good time?
- Why was Tommy on his way to Redland?
- Why was Tommy worried as he crossed the bridge?
- Why was Tommy able to turn the fruits orange when he got to Redland?

## 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, His Rainbowness* are designed to strengthen students' language skills, including:

- **Fun Sheet 006** for practice with past, present, and future
- **Fun Sheet 010** for practice with synonyms
- **Fun Sheet 011** for practice with antonyms



His Yellowness and Her Redness stood together on the bridge. They called Tommy over.

"Thank you, young creature. You have made our people very happy," said His Yellowness.

"And you have made our two countries friends rather than enemies," added Her Redness. "But I have one question. You can make many more colors than our people can. Why is that?"

"I think that's because I have been to Blueland and have brought blue with me. With blue, red, and yellow, you can make any color," said Tommy.

## Direct Address

Write the sentence "You have made our people happy, young creature." on the board. Ask students to reread page 10 and tell you who is speaking (His Yellowness). Ask students who the "young creature" is (Tommy). Circle the comma in the sentence and explain that when sentences speak to a specific person or persons (such as when His Yellowness speaks to Tommy), the name of the person or people is set off from the sentence with a comma.

Write several examples on the board, such as *Madeline, please close the windows. Ladies and gentlemen, welcome to our celebration. Hand me an apple, Terence. Go ahead, Richard, jump in the pool.* Point out the commas, including the ones both before and after the word Richard. Also point out that terms such as "ladies and gentlemen," "folks," and "you guys" are considered names, because they refer to specific people.

"You mean to say if we all went to Blueland, we could create colors like the feathers of these beautiful mew-coo-coo birds?"

"Yes, I think so, Your Redness," said Tommy.

"Let's go to Blueland," said His Yellowness and Her Redness at the same time.

The parade of people from Yellowland and Redland was soon on its way to Blueland. You could only tell which land they were from by looking at their faces. Everyone was dressed in the same shades of yellow, orange, and red.



## First-, Second-, and Third-Person Narration

Write the following three sentences on the board: "Yes, I think so." You could only tell which land they were from by their faces. Everyone wore the same shades of orange. Ask students to tell you the subject of each sentence, and circle the subjects on the board. The subjects are *I*, *you*, and *everyone*.

Explain that when we narrate a story (tell it to somebody), there are three ways to describe the things that go on. The first way is **first person**. In first person, the narrator speaks from his or her own point of view and uses the pronoun *I* or *we*. Provide a concrete example by performing a simple action, such as putting a book on a desk, and narrating what is going on: *I put the book on the desk*. Write the sentence on the board and circle the word *I*.

The second kind of narration, **second person**, uses the pronoun *you* and describes things as if the reader were doing them. Have a student come to the front of the room and put the book on the desk (or perform the action that you modeled). Point at the student as you narrate his or her action: *You put the book on the desk*. Write the sentence on the board and circle *you*.

The third kind of narration, **third person**, describes things that happen to other people (not the narrator or the reader). Have another student put the book on the table. Make sure you address the class, not the individual student, as you narrate. *She puts the book on the desk*. Note that the pronouns *he*, *she*, or *they* are used with third person. Write the sentence on the board and circle the pronoun.

Have students look at the verbs in the three sentences. Point out that when the subject of the sentence changes, the verb may also change form. In the third sentence, underline the *s* in *puts*.

Explain that first person is often used when someone wants to tell his or her own story, or when the author wants to make a comment on an event in the story. Third person is used in most stories; we read about someone who is not the writer or the reader. Second person is the least common. Second person is more commonly used when the reader is being asked to imagine a specific scene, such as in the example on page 11.

## Action Verbs

Use **Fun Sheet 015** for a fun exercise in imagination. Students are asked to imagine that they are the ruler of Purpleland. The task is to answer a variety of questions about their country. Students can use their knowledge about the traditional (pre-Tommy) rules in Blueland, Yellowland, and Redland as a model, or they may choose a more flexible model for their country. Use this activity to discuss with students how rulers learn to rule wisely.

Fun Sheet 015

Name \_\_\_\_\_

Imagine that you are the ruler of Purpleland and that everyone calls you Your Purpleness.

- Describe your country. \_\_\_\_\_
- What are your people called? \_\_\_\_\_
- Name a favorite food and a favorite beverage in Purpleland? \_\_\_\_\_
- What do people receive honorable medals for in Purpleland? \_\_\_\_\_
- What is against the law in Purpleland? \_\_\_\_\_
- Name three things that look really funny when they are purple. \_\_\_\_\_

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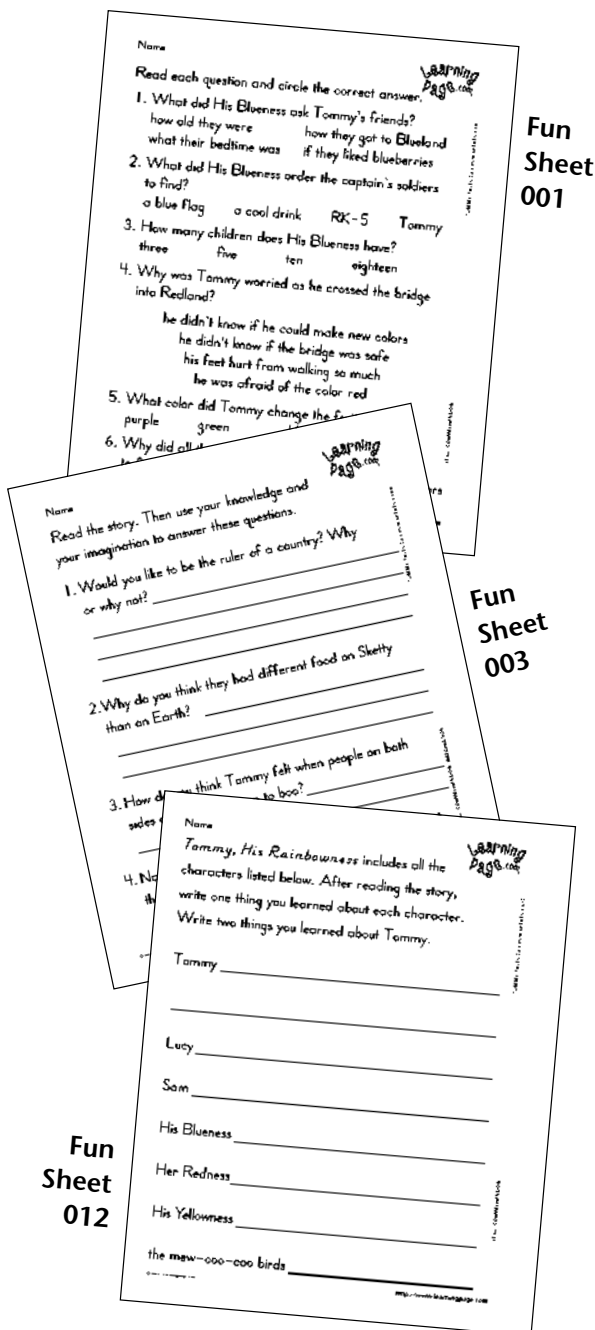
## Comprehension

Several **Fun Sheets** contain questioning strategies to aid students' understanding of *Tommy, His Rainbowness*.

**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 012** asks students to identify things they have learned about the characters in the story.



12

In four hours, the parade reached the border of Blueland. No one stopped at the border. They headed straight for Bluetown. As they went, everyone was delighted to see that Tommy was right. They could make beautiful colors just by touching things.

His Yellowness and Her Redness led the parade into Bluetown. The blue people were puzzled, but they were happy to see the many bright colors. The parade stopped in front of the blue castle. His Blueness was on his balcony.

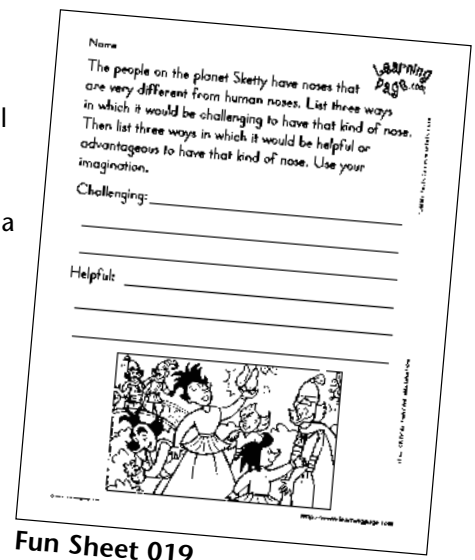


"What's going on?" he shouted.

"This young creature has changed our planet," said His Yellowness.

## Critical Thinking

**Fun Sheets 018 and 019** provide practice in critical thinking. **Fun Sheet 018** asks students to imagine that they are the ruler of a country and challenges them to come up with solutions to serious problems. **Fun Sheet 019**, a bit more whimsical, asks students to think about the pros and cons of having long, curly noses like the people of Sketty.

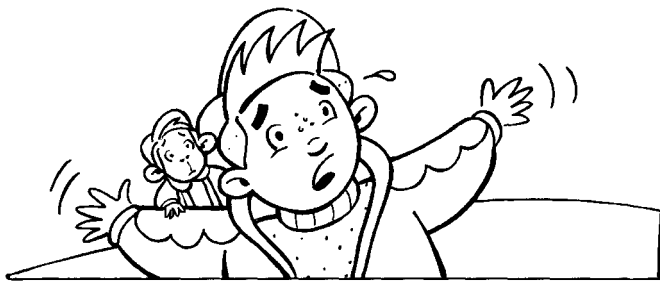


"He has brought us all these beautiful colors," added Her Redness. "And he has made us all happy."

"No, I didn't do anything," said Tommy modestly. "You did it yourselves by becoming friends with each other. If you are not friends, you only have one color each. Now that you are friends, you have thousands of colors. And the colors make you happy."

"But you don't look happy, my young friend," said Her Redness.

"That's because my friends are in a dark, damp prison cell in the blue castle," said Tommy.



## The More the Merrier (continued)

everywhere, and almost everyone agrees that a nation's cuisine only grows richer with the addition of new flavors and dishes. Have your students look for easy, delicious recipes for Indian, Mexican, Chinese, European, South American, or African foods. Bringing tasty international foods into the classroom is a great way to demonstrate how vibrant a mixed culture can be.

Another area of sharing is the world of music. Recently, Latin rhythms have exploded in popularity. This music is in turn a mixture of Spanish, Portuguese, African, and Native American traditions. Instruments easily make leaps from one genre to another. The banjo, which has African origins, is a common instrument in music of the American South. The guitar, which is a mixture of African and European instruments, shows up everywhere from classical Spanish music to rock.

Less concrete, but equally important, is the sharing of perspectives, philosophies, and opinions. People raised in different cultures see things differently. When we open ourselves to the perspectives of others, we can learn more, appreciate more, and see things in new ways. Everyone has had the experience of struggling with a problem, only to stumble upon a solution after looking at it from a new angle—"thinking outside the box." People from other cultures automatically think outside the box and can enrich learning experiences.

Have your students brainstorm other things that we borrow, such as styles of dress, forms of entertainment, and holiday traditions. Make sure that your students understand that "tolerance" of other cultures is not just something we must bear because we have to. Other cultures enhance our language, food, art, and minds. The world is a richer place because of the wide diversity of people and cultures who inhabit it.



## The More the Merrier (1)

When people get together and share things, everyone gets more. But people on Earth have much more to share than just colors.

It would be nearly impossible to list all of the words in the English language that have been borrowed from other cultures. Have students use a dictionary that lists word origins to find out where common words come from. In the United States and Canada, place names are a rich source of borrowed terms. Many cities and states are named after towns in Europe (New York or British Columbia, for example). A great number of place names were taken from Native American place names, tribal names, or the names of famous chiefs. Often, the most common borrowed words are the names of foods, which are also borrowed. Burritos, crepes, sushi, and even the all-American hamburger (named after the German city of Hamburg, where that particular meat-patty style originated) came from other nations. Borrowed foods are

## Rainbows

Rainbows are some of nature's most beautiful effects. They happen when the sun shines on tiny raindrops at just the right angle. They are rare because the angle of the sun and rain must be exactly right.

Rainbows occur because each raindrop acts as a tiny prism. Sunlight enters the raindrop, bounces off its internal surfaces, and bounces back out at a different angle. Because different wavelengths (or colors) of light travel at different speeds, they bounce at slightly different angles and spread out.

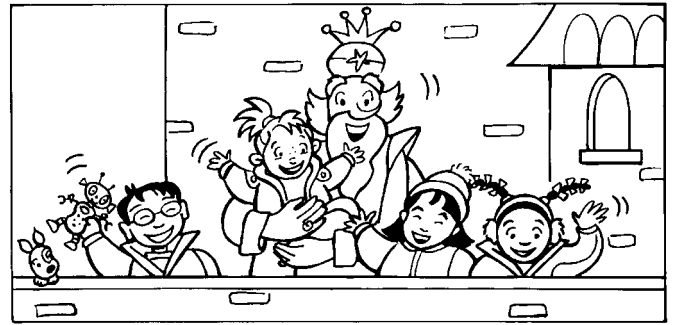
You may want to bring a prism to class to demonstrate. Point out how the edges of the prism function similarly to a raindrop. Put the prism on a piece of white paper in the sun. Draw an arrow to show the direction of the sunlight. Then draw an arrow to show the direction of the colored light. Point out that the directions are different because the light has bounced around inside the prism and changed angles.

Look closely at a bright rainbow or a photograph of one. Often, very bright rainbows have a dimmer second rainbow above them. This rainbow is caused by small bits of reflected light that bounce off in a different direction from the rest of the light. Some of the brightest rainbows have thin bands of additional colors above and below.

If the sun is low in the sky, a rainbow will be larger and taller. Conversely, if the sun is high in the sky, the rainbow will be low. Technically, the overhead afternoon sun can create rainbows, but since they aren't set against the sky, people aren't in the right position to see them. Even if we could view a noon rainbow from above, its colors wouldn't be bright enough to show up against the ground. Rainbows are purely optical phenomena—bits of light hitting our eyes—not physical objects. One can never truly find the end of the rainbow, as leprechauns surely know.

Rarely, when the sun is setting and the light takes on a red hue, a rainbow can be composed of nothing but reds. Even more rarely, the full moon can be bright enough to cause a faint rainbow. Lunar rainbows are duller than their solar counterparts.

Rainbows don't just appear in conjunction with rain. Waterfalls, whale spouts, sea spray, and even garden hoses can create genuine rainbows. Have your students use hoses or spray bottles to create their own personal rainbows.



"That's what you think!" said a voice from the balcony.

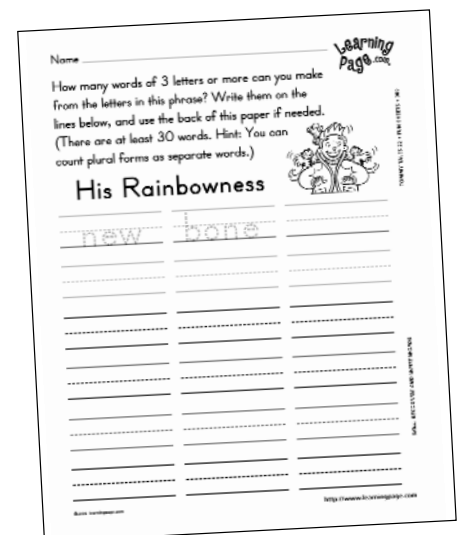
It was Sam. Tommy looked up and saw all his friends laughing on the balcony. Best of all, he saw Andy waving RK-5.

"Prepare for a party," announced His Blueness. "Today, we'll have the best party that Sketty has ever seen. Everyone is invited. Red people, yellow people, blue people, and even Earth people.

Later, everyone enjoyed the magnificent party. There was delicious food and wonderful cool drinks, and everyone played and danced until they couldn't stand.

## 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.



Fun Sheet 009

After the party,  
Tommy told His  
Blueness it was time  
for him and his  
friends to leave.



“Before you go, we’d  
like you to have this  
medal. You have united our planet.  
Her Redness, His Yellowness and I have  
combined our most honorable medals.  
We want to you to be the first to receive  
the new Sketty medal. From now on, you  
will be known as His Rainbowness.”

Everyone cheered. Tommy was a little  
embarrassed. “Thank you, thank you,”  
he said. “Now we must go. Goodbye.”

He pressed the buttons on RK-5’s button  
pad, and in an instant Tommy and his  
friends were back in the park.

“We’re home again, Your Rainbowness,”  
joked Sam.

## 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-second 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](mailto: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](mailto: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.

## Write a Letter to a Tommy Tales Character

After reading *Tommy, His Rainbowness*, 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.

