

# The Colourful Octopus



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Pictures by Charles Manata Sikihi

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# The Colourful Octopus



By **Linda Puia**

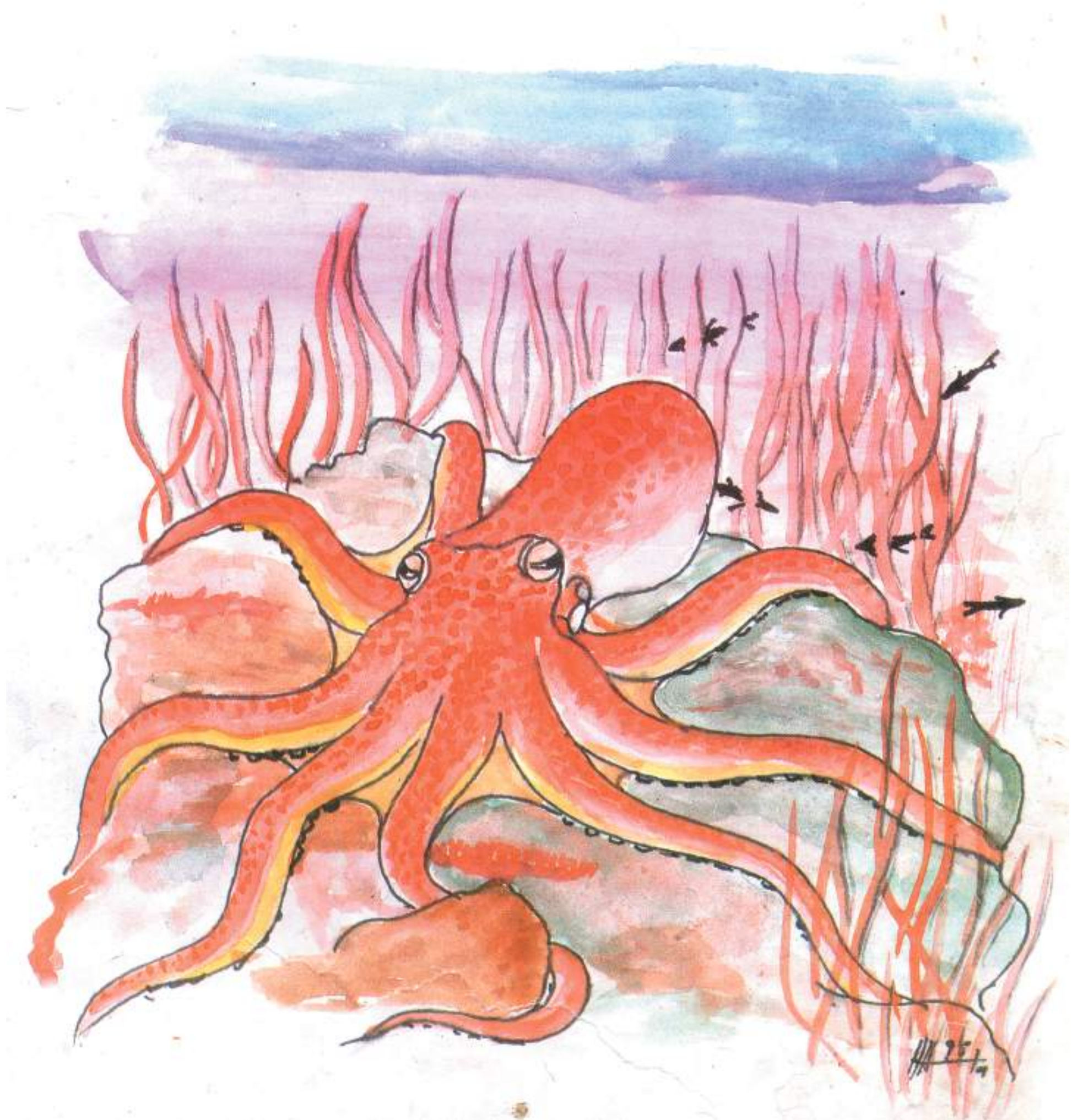
Pictures by **Charles Manata Sikihi**





**I can be a yellow octopus.**





**I can be a red octopus.**





**I can be an orange octopus.**





**I can be a blue octopus.**





**I can be a green octopus.**





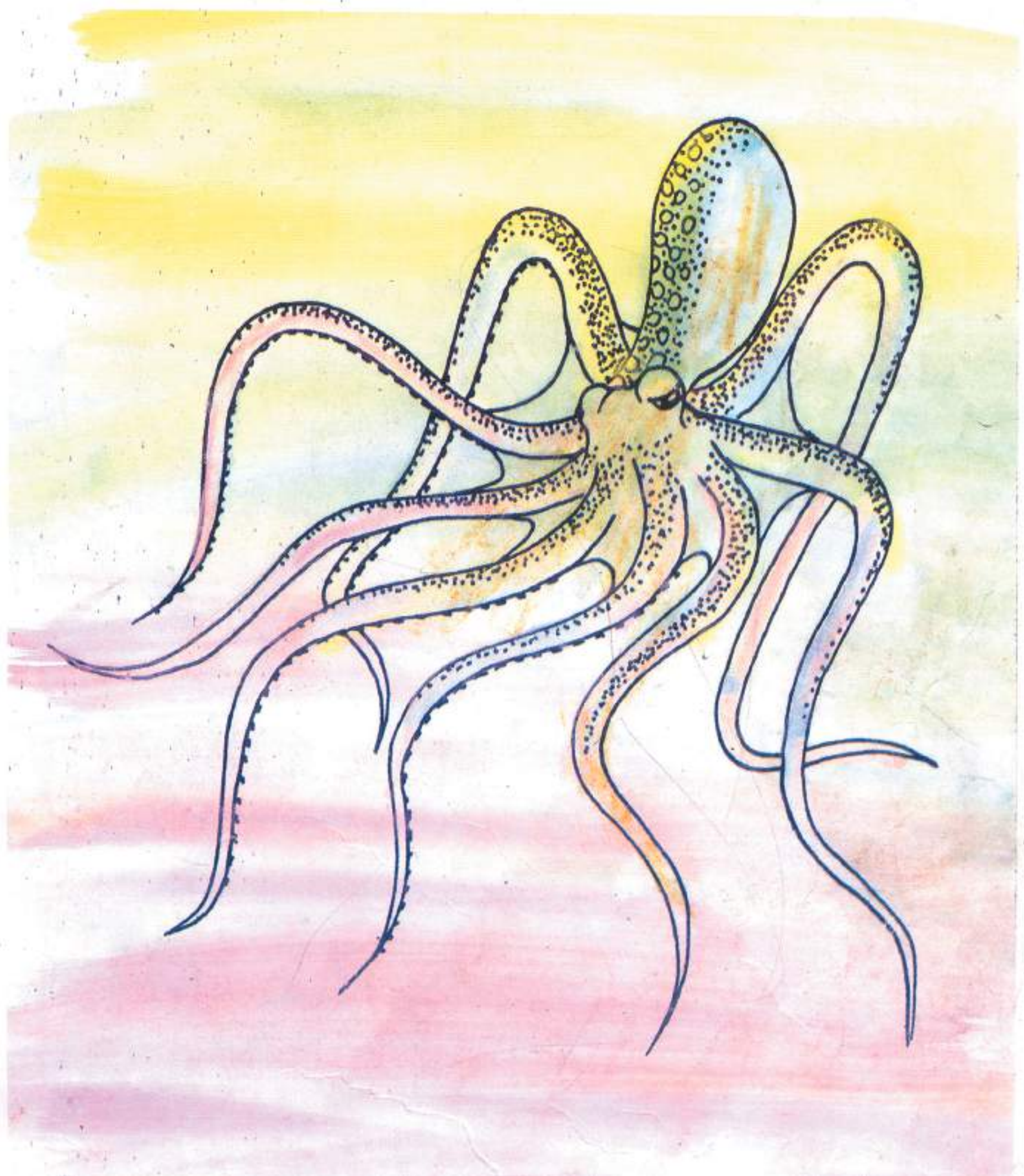
**I can be a pink octopus.**





**I can be a purple octopus.**





**And if I try very hard...**





**I can be a beautiful  
rainbow.**







Text:	<i>The Colourful Octopus</i>
Level:	Year 1
Message:	Colours are beautiful
Discussion focus:	Colours
Vocabulary focus:	Names of colours
Letter/sound focus:	<i>o, r</i>
Writing opportunity:	New animal in colours

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p>Modelled Reading</p> <p>Set the context: Talking with learners</p> <p>Tell the learners: <i>This story is about an octopus</i> (point to the octopus on the front cover). <i>This octopus is very special. It can change into many different colours. What colours do you think the octopus can be?</i> Give learners the opportunity to suggest some colours. Don't tell them if they are in the book.</p> <p>Do a bookwalk. Open the book and look at the pictures on each page. Do not read the book yet. At each picture, ask the learners to identify the colour. Give the word in English if different to V/P. You could ask the learners to guess each colour before turning the page. On p. 10, notice that the octopus is many colours. Show the word <i>rainbow</i> and make sure the learners understand this word to mean many colours.</p>	V/P	1.3.3.1 1.4.1.4
<p>Read the story: Listening and watching</p> <p>Read the story in clear English, making sure you read the colour names with emphasis (ie, <i>I can be a purple octopus</i>).</p>	E	1.6.1.1
<p>Review the story: Understanding the story</p> <p>Make sure the learners understand that the octopus is talking: <i>I can be...</i></p> <p>Look at the pages: ask the learners <i>What colour is the octopus now?</i> On p. 10, look at the word <i>beautiful</i> and help the learners to understand that this is saying that colour is beautiful.</p> <p>Pose the question: <i>Does an octopus really change colour or is this just a story?</i> Help them to see that this is not science, but a way of learning colours.</p> <p>Read the story again and encourage the learners to say the correct colour word used on each page.</p>	V/P E	1.6.1.2 1.4.1.2 1.6.2.6 1.4.1.3
<p>Responding to the story: Talking by the learners</p> <p>Ask the learners: <i>What colour would you like to be? What is your favourite colour?</i></p> <p>Talk about the colour of different animals or foods. Encourage the learners to use the English words for colours.</p>	V/P	1.3.1.2

<p>Day 2</p> <p>Shared reading: Revisiting the story</p> <p>Before you read, ask the learners to remember what colours were in the book.</p> <p>Look through the pages and review the colour names in English. Write the names of the colours on cards and show the words for each page.</p> <p>Read the book and point to the word in the book and word on the card as you get to each colour in the book. Learners can join in and say the colour words.</p>	V/P + E	1.3.2.2 1.6.1.1
<p>Focus on vocabulary: Colours</p> <p>Use the flashcards of the words for the colours in the book. It is good if you have a few of each so that the learners can hold the words.</p> <p>Turn to page 2 and point to the word <i>yellow</i> in the book and ask learners to find the card that matches. Look at the letters used for the word and encourage the children to say the names of the letters they know in the word yellow. Look at each page in the book and see if the learners can match the word in the book with the word card.</p> <p>Give the card that says <i>red</i> to a learner (if you have more <i>red</i> cards, give to more learners). Ask the learner/s to walk around the room and find things that are red. Other learners can suggest places to find red. Help them to say in English <i>This is red</i>.</p> <p>Give another colour card to another learner and find that colour.</p> <p>Ask: <i>Are there other colours that are NOT in the book?</i> Write up some colours that aren't in the book, eg. <i>black, white, brown</i>.</p> <p>Give a colour card to a group of learners and a piece of paper. Ask the learners to try to write the word on the paper and then draw things in that colour, for example, they could draw a mango for <i>yellow</i>.</p> <p>When finished, display the posters in the classroom. Once displayed, look at the posters together, go over the names of the objects drawn and talk about any objects that appear on two different colour sheets. Write these for the learners to see.</p> <p>OR, you could make this into a colour book for learners to look at in reading time.</p>	E + V/P	1.4.2.4 1.3.3.2 1.7.1.1



ACTIVITIES	LANG.	SYLLABUS
<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Hold up the cards from the previous lesson and ask learners to try to say the colours. Divide the class into colour groups: a red group, a blue group etc. As the teacher reads the story, that group joins in with the words on the page. Make sure you point to each word so that the learners look at the individual words as they read.</p>	<b>V/P + E</b>	1.6.1.1 1.4.1.2
<p><u>Focus on letters: r</u></p> <p>Making the letter: Take the card that says <i>red</i>. Ask learners to look at the first letter of the word and tell them it is the letter <i>r</i>. Look at the shape and trace it on the card, saying how to form the letter: <i>move down, then up and around with a cap</i>. Do this in the air and have the learners do the same: make sure you help the learners to say the formation (Use V/P to do this). Look around the room to find more example of <i>r</i>. Look through the book to find <i>r</i> for <i>rainbow</i>, <i>orange</i>, <i>green</i>.</p> <p>Making the sound: Say the word <i>red</i> carefully and help the learners to hear the sound of <i>r</i>. Use the same technique for the word <i>rainbow</i> in the book. Say the word <i>green</i> and <i>orange</i> and help learners hear the <i>r</i>.</p> <p>Give the learners some other words that they might know that start with <i>r</i>: <i>run</i>, <i>right</i>, <i>rabbit</i>. Write the words on the board (or on cards) and help learners to say the words and sound <i>r</i>.</p> <p>Make a <i>r</i> book with the learners: write words that start with <i>r</i> on paper, one word per page. Learners draw the pictures. Staple and put in the classroom library.</p>	<b>E + V/P</b>	1.7.2.1 1.1.2.1 1.4.2.3 1.1.2.4

<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask for volunteers to read parts of the book with the teacher. The teacher reads <i>I can be _____</i> and one learner reads the end of the sentence. Do this for each page, with a different learner on each page.</p>	<b>E</b>	1.6.1.1
<p><u>Focus on letters: o</u></p> <p>Revise the letter <i>r</i> from the previous lesson. Look at the work the learners did with their pictures.</p> <p>Making the letter: Look at the word <i>octopus</i> on the front cover and inside the book. On each page, ask a learner to find the <i>o</i> at the beginning of each word <i>octopus</i>. Trace the letter and say how to make it: <i>start at the side, go all the way around and meet at the beginning</i> (Use V/P to do this).</p> <p>Do this in the air and have the learners do the same: make sure you help the learners to say the formation. Look for more in the book: in the middle of <i>octopus</i>, <i>orange</i>, <i>yellow</i>, <i>rainbow</i>.</p> <p>Making the sound: Say the word <i>octopus</i> carefully and help the learners to hear the sound. Use the same technique for the word <i>orange</i>. Identify the sound <i>o</i>.</p> <p>Give the learners some other words that they might know that start with <i>o</i>: <i>on</i>, <i>off</i>.</p> <p>Show the learners some simple words that have <i>o</i> in the middle: <i>dog</i>, <i>hot</i>, <i>frog</i>. Say these slowly and help learners to hear <i>o</i>. Use the flashcards to find and say words with <i>o</i>.</p>	<b>E + V/P</b>	1.7.2.1 1.1.2.1 1.4.2.3

<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Give learners copies of the book to read to each other. Let them try to read and point to the words.</p>	<b>E</b>	1.4.3.1
<p><u>Innovating the text: Writing about another animal with colours</u></p> <p>Write up the structure of the text on the board: <i>I can be a _____</i>.</p> <p>Read this with the learners and identify the words that go in the spaces (a colour + <i>octopus</i>)</p> <p>Suggest to the learners that we change the animal: <i>What animal could we write about?</i> The class decides on an animal (eg. a dog)</p> <p>Now take some suggestions about what colour the animal could be. Write up some sentences, asking learners to help you with knowing which word comes next and using the flashcards to look at the colour words:</p> <p>eg.</p> <p><i>I can be a blue dog</i></p> <p><i>I can be a red dog</i></p> <p><i>I can be a black dog</i></p> <p><i>I can be a beautiful rainbow</i></p> <p>Help the learners to read back what is written.</p> <p>Learners can take one page and illustrate to make a book about <i>The Colourful Dog</i> so that you can use it in class.</p> <p>Extension: On their own paper or in their books, each learner draw an animal (not the octopus or the animal the class chose!) and make in different colours. They can write the sentences or the colours: the teacher should help with the writing.</p>	<b>E + V/P</b>	1.9.1.2 1. 3.1.4 1.7.1.4 1.6.2.7

Other activities:

- Draw the shape of the octopus for the learners. They can choose a colour or a variety of colours to use to colour in the octopus. Help learners to write the sentence to match their octopus
- Teach the learners the game “I spy with my little eye, something that is \_\_\_\_\_” using colour. Learners try to guess the object. Use English for the game. Eg. *I spy with my little eye, something that is blue* (an exercise book cover)



















