

Focus Question:

What are some of the different ways to group the colors on a color wheel?

Book Summary

Text Type: Nonfiction/Informational

Color Wheel Colors introduces students to the color wheel and the concepts of primary and secondary colors. Students will relate to the girl and her paintings as they learn about the colors on the wheel and how they can be grouped. Colorful illustrations and repetitive text support emergent readers. The book can also be used to teach students how to determine an author's purpose for writing as well as how to visualize to better understand text.



Lesson Essentials

Instructional Focus

- ☐ Visualize to understand text
- ☐ Determine author's purpose
- ☐ Describe information provided by labels
- ☐ Segment syllables
- ☐ Identify final consonant -s and its corresponding sounds
- ☐ Recognize and use adjectives
- ☐ Identify color words

Materials

- ☐ Book: *Color Wheel Colors* (copy for each student)
- ☐ Visualize, final consonant -s, adjectives worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *blue, red, yellow*
- **Words to Know**
Story critical: *color wheel (n.), complementary (adj.), primary colors (n.), secondary colors (n.), shades (n.), tints (n.)*
- **Academic vocabulary:** *primary (adj.)*

Guiding the Reading

Before Reading

Build Background

- Ask students to share their favorite color. Write these colors on the board, but record them in a circular fashion, according to their place on the color wheel.
- Ask students whether they know that all colors can be made from just three colors: *red, blue, and yellow*. Explain to students that these are known as the primary colors. Circle the primary colors on the board. As an example, show students that *orange* is made from mixing red and yellow.
- Show students a new box of crayons. Point out how the crayons are grouped by likenesses (shades and tints). But remind students that all colors come from just the three primary colors of red, blue, and yellow.

Introduce the Book

- Give students their copy of *Color Wheel Colors*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Visualize**

Explain to students that engaged readers visualize, or create pictures in their mind, as they read. Explain that readers make visual images using information from the text and what they already know about the subject. Point out that the pictures in a book can also provide information to add to visualizations. Distribute the [visualize worksheet](#) to students. Have them close their eyes as you read pages 3 and 4 aloud. Ask students to draw in the first square a representation of what they visualized. Invite volunteers to share their visualization with the rest of the class, and discuss how their pictures compare to the picture in the book.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Author's purpose

- Explain to students that authors have a purpose, or reason, for what they write. Write the words *inform*, *entertain*, and *persuade* on the board. Explain to students that to *inform* means to provide information, to *entertain* means to amuse, and to *persuade* means to convince another to act or feel a certain way.
- Review with students a book the class has previously read. Have students work in groups to determine the author's purpose, and guide students to a class consensus. Have students work with a partner to predict the author's purpose for *Color Wheel Colors*.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about color wheel colors. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What are the primary colors? What are the secondary colors?* (level 1) pages 4 and 5
- *Why do you think warm colors are called "warm"? Why do you think cool colors are called "cool"?* (level 3) pages 6 and 7
- *How can you make shades and tints of colors?* (level 2) pages 8 and 9
- *How can you tell whether colors are complementary?* (level 2) pages 10 and 11
- *Why did the author write this book about the color wheel?* (level 3) multiple pages

Text Features: Labels

Explain that labels are words outside of the regular text on the page and they are often attached to pictures. Labels help clarify pictures by identifying specific parts of the picture. Have students work with a partner to review the pictures on page 5 and 6 and their labels. Ask students: *How do the labels in the picture help you understand which colors are secondary and which colors are warm? How would your understanding be different without the labels? Why are labels an important tool for classifying objects?* Have students review other pictures in the book and identify the labels. Invite volunteers to share their thoughts about what the labels help them to understand.

Skill Review

- Model for students how you create visual images as you read, and direct them to stop at the points indicated on their visualize worksheet to draw their visualizations (using the colors indicated in the text). Invite volunteers to share their pictures with the rest of the class. Discuss with students how their pictures compare with the pictures in the book.
- Model evaluating details to determine the author's purpose.
Think-aloud: *The book is providing me with many details about the color wheel: primary colors, secondary colors, warm and cool colors, and so on. All of these facts give me new information on the topic, so I believe the author's purpose is to inform. Still, I will read to the end of the book, examining each detail, to see whether the author has a different main purpose or more than one purpose. Determining the author's purpose helps me better understand the information in the book.*
- Have students turn to a partner and identify a detail that supports the author's idea that purpose is to inform. Invite volunteers to share their details with the class.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Visualize

Review the visualize worksheet that students completed. Have students share their pictures in groups. Invite volunteers to share with the rest of the class their visualizations. Encourage students to label their pictures with the term it represents, such as *cool colors* or *complementary colors*.

Guiding the Reading (cont.)

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include examples of how colors are grouped. Samples: *Colors can be put into a primary or secondary group. Colors across from each other make a group called complementary colors.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness: Segment syllables

- Explain to students that you are going to count the *syllables*, or parts, in a word from the story. Say the word *color*, clapping at each syllable: co-lor. Point out that you clapped two times because there are two syllables in the word.
- Ask students to join you in saying and clapping the number of syllables in words from the story: *choose, yellow, red*, and so on.
- **Check for understanding:** Clap the word *primary* and ask students to show on their fingers how many syllables there are in the word. Challenge students to work with a partner and think of other words they know that have three or more syllables. Invite students to share their words with the class.

Phonics: Final consonant -s

- Write the words *makes* and *colors* on the board and read them aloud with students. Circle the final *s* in both words and ask students to identify the letter and its sound. Repeat the words slowly, and ask students whether they can hear any difference in the *-s* sound.
- Explain or review with students that when a word ends in *-s*, it can make one of two sounds: the /s/ sound as in *makes* or the /z/ sound as in *colors*.
- Say the words *bus* and *runs* aloud, emphasizing the final sounds. Ask students which word ends with the /s/ sound (*bus*) and which ends with the /z/ sound (*runs*). Reinforce with students the difference in sound between the two words.
- **Check for understanding:** Draw a two-column chart on the board, and label one side /s/ sound and the other side /z/ sound. Say the following words aloud, and ask volunteers where the words should be placed in the chart: *across, paints, crayons, draws, students, keys*.

- **Independent practice:** Introduce, explain, and have students complete the **final consonant s worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: Adjectives

- Have students turn to page 4 and read the first sentence aloud with them. Ask them to point to the word *colors* and then point to the word in front of *colors* (*primary*).
- Review or explain that adjectives are *words that describe nouns*. The word *primary* is an adjective because it describes a group of colors. An adjective usually appears right before the noun it is describing.
- Have students turn to page 5 and read the first sentence. Ask students to point to the adjective that describes the color group on this page (*secondary*).
- **Check for understanding:** Have students look through pages 6 and 7 to locate other adjectives. Ask them to share with a partner the two adjectives they found (*warm, cool*).
- **Independent practice:** Introduce, explain, and have students complete the **adjectives worksheet**. If time allows, discuss their answers.

Word Work: Color words

- Ask students to look back through the book and name the color words they read. Write each word on the board with a marker of the same color.
- Read each color word on the list, one at a time. Ask students to brainstorm to generate a list of things that are that color.
- **Check for understanding:** Have students reread the book and circle all the color words with a crayon of the matching color. If student books are copied in black and white, have students color their copy with appropriate colors if time allows.

Connections

- See the back of the book for cross-curricular extension ideas.