

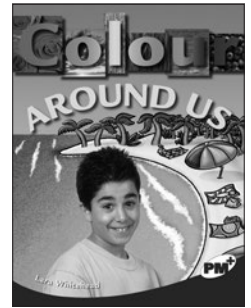
# Colour Around Us

PM Level 29

Sapphire

**Text Type** Information report / Explanation / Recount

**Running Words** 1991



## Preparing for Guided Reading

### Orientation to the Text

- This book examines the colours of the spectrum, how light travels, how we see colour, why people have different-coloured skin and eyes, how colour makes us feel and how animals use colour.

### Prior Knowledge

- Brainstorm what students know about colour, e.g. rainbow formation, mixing colours with paint or light, opacity, shadows, sunlight and plants, mirrors, sight.

## Building the Balanced Reader

### Grammatical Conventions

- Explain to students that this text is part information report and part explanatory text. Have them search for the differences. Ask, *How well has the author explained the concepts? What writing devices did she use?* Discuss devices that help an author to explain a concept, e.g. analogies, drawing comparisons.

### Vocabulary

#### Key vocabulary

absorb, affect, appealing, associated, atmosphere, calculus, camouflage, cells, cornea, cyan, experimenting, exposure, gravity, invisible, lens, magenta, manufacturers, medication, melanin, particles, permanently, prism, pupil, reflected, retina, spectrum, splintered, theory, transmit, variable, wavelength

### Spelling

- Locate the origin and meaning of the prefix *trans-*. Make a list of words that use this prefix and write their meanings.
- Encourage students to use syllabification to correctly spell multi-syllable words, e.g. *man/u/fac/tur/er; per/man/ent/ly*.

### Visual Literacy

- Have students analyse the diagram and text on pp. 14–15. Explain that there are various types of diagrams, e.g. a picture glossary is a diagram with single-word labels; a cross-section shows an inside view; and an analytical diagram has labels with cause-and-effect sentences.

## Focusing on the Story – Guided Reading

- Ask students to read to the end of p. 13 after setting the focus questions:  
*How does colour affect us on a daily basis?*  
*Was the discovery of the light spectrum accidental or deliberate? Explain.*  
*Which three words help explain the colours we see?*
- Ask students to read to the end of p. 23 after setting the focus questions:  
*Which body chemical determines the colour of our hair, eyes and skin?*  
*Which colours are avoided by some manufacturers? Why?*
- Share students' responses to the focus questions, then discuss the following:  
*If Newton was alive today, what job title do you think he would have? Why?*  
*Do you think that the news report on p. 7 is copied from an original report? Why?*  
*Which ideas are challenging to understand? Why?*
- Discuss the features of the explanation on p. 14, e.g. short sentences, no use of *I*, cause-and-effect sentences, facts rather than opinions.
- Compare and contrast the features of the text presented on pp. 14 and 24.
- Have students read the rest of the book independently after setting the focus question:  
*How can water droplets and dust particles affect colours in our environment?*

## Comprehension

- Which parts of the eye perceive colour? (*Literal*)
- How did Newton back up his results, in case anyone questioned his discovery? (*Inferential*)
- What are the challenges of being a wildlife photographer? (*Applied Knowledge*)

## Follow-up Activities

- Have students complete a colour association activity, e.g. red = anger, fire, emergency. Ask them which colours might have universal meanings, e.g. some may suggest that black means death, but in some countries white is the colour of mourning.

# Colour Around Us

Date \_\_\_\_\_

PM Level 29

Sapphire

## Learning Intentions

- We are learning to apply a range of skills and strategies to gain maximum understanding of both written and visual information in a text.
- We are learning about a range of language effects that add variety and clarity to a text.

• \_\_\_\_\_

## Success Criteria

- I can read written and visual information to better understand information in a text.
- I can read and understand a range of language effects used by the author.

• \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up