

Red and Blue and Yellow

PM Levels 5/6

Red

Text Type Information Report

Running words 98



Preparing for Guided Reading

Orientation to the Text

- The primary colours red, blue and yellow are dominant in the environment. Students will observe and develop an awareness of these primary colours within their immediate surroundings when they read *Red and Blue and Yellow*.
- Re-read *The red hat* (PM level 2/3). Ask a student to find something in the classroom that is red like Pip's hat. Ask another student to find something blue, and another student to find something yellow. Talk about things that are often red or blue or yellow.
- Write down some of students' statements on a large chart.

Prior Knowledge

- Develop an awareness of the three primary colours.
- Classify by colour.
- Develop vocabulary related to colour.

Key Language Structures

- This book reinforces the primary colours red, blue and yellow.

Building the Balanced Reader

Concepts About Print

- Revise capital letters and full stops.
- Understand the concept of first and last words.

Vocabulary

Key High-frequency Words

my, like, This, today, yellow

Content Words

bike, bird, blue, car, chicks, corn, lights, Little, red, school bag, sky, stops, teddy bear

Decoding

- Locate most high-frequency words
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.

- Apply change in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- Read the title. Ask students to name the things that are red, blue and yellow in the cover and title-page photographs.
- pp. 2–3 – Discuss what the car will do when the lights go red. Talk about how red can signal danger and that it is often used on various stop signs. Ask students to find other things in the photograph which are also red.
- pp. 4–5 – Talk about the boy's red bike, his red shirt and the red stripes on his helmet. Discuss how the boy will have to be careful when riding his bike.
- pp. 6–7 – Talk about the blue flower, the blue bird, the boy's blue T-shirt and the blue sky. Discuss how blue is a colour often seen in the natural environment, e.g. the sea can be blue.
- pp. 8–9 – Point out that while this bird (a budgie) is blue, some budgies can be yellow and others are green.
- pp. 10–11 – Ensure students know that many young chicks are yellow when first born. Talk about the soft fluffy chicks, the yellow corn, the bear and the boy's yellow shirt.
- pp. 12–13 – Point out to students that the teddy bear is soft, fluffy and yellow like the chicks.
- pp. 14–15 – Talk about the colours on the school bag – the yellow bag, the red pocket, the yellow zip and the blue straps.
- p. 16 – Discuss the colours on the play equipment. Talk about other things around students that are red, blue and yellow, e.g. 'For Sale' signs, road signs, painted vehicles, etc.

Comprehension

- What colours could the boy see all around him at the playground? (*Literal*)
- Why do cars have to stop when the lights go red? (*Inferential*)

Follow-up Activities

- Take students for a walk to identify red, blue and yellow things around the school. Students may be able to collect some things, e.g. yellow buttercups or red autumn leaves. Make a mural about this experience. Write captions using red, blue and yellow marker pens to match the colours of the objects on the mural.

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to make connections with the text.

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Success Criteria

- I break words up by using my knowledge of letters, sounds and spelling patterns to help me to read unknown words.
- I can make and discuss connections between the text and my own life, e.g. objects I can see that are red, blue or yellow.

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Guided Reading Notes

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