



Read Aloud: *The Colors of Us*

Standard Connection:
ELA.RL.PK4.1-7,9-10
ELA.SL.PK4.1-4,6
ELA.L.PK4.1,1c,4,6

Enduring Understanding(s):

- Color can carry information.

Essential Question(s):

- How are colors used to communicate ideas, thoughts, and feelings?
- How do people honor and respect a diverse range of feelings, opinions, and identities?

Materials	Vocabulary	
<ul style="list-style-type: none"> • <i>The Colors of Us</i> • Vocabulary word picture cards 	<p>spice: a flavoring for food</p> <p>cinnamon: a spice made from the dried bark of a tropical Asian tree</p> <p>inspiration: an action, thought, person, or other influence that inspires</p> <p>flipping: to throw in a way to cause to turnover or spin</p>	<p>shade: a variation of color; to make darker</p> <p>coffee toffee: tawny tan, light brown in color</p> <p>butterscotch: a candy made from butter and brown sugar, another type of light brown</p> <p>delicious: something that tastes or smells pleasant, good</p>
Books		

First Read	
Preparation: <i>Set up materials</i>	
<p>Children will:</p> <ul style="list-style-type: none"> • listen to a story read aloud • demonstrate increasing levels of sustained and focused engagement • show a steady increase in the number of words in listening vocabulary • develop understanding of main events 	
“The title of this book is <i>The Colors of Us</i> . The author and illustrator is Karen Katz.”	Underline the title, author, and illustrator as you say them. Point to relevant illustrations as you read them.
“Lena’s mom says Lena is the color of cinnamon - a spice - something that flavors food.”	p. 1
“Lena wants to paint a picture of herself. What do you notice?”	Show illustrations. Children respond.
“ Peanut butter and chocolate cupcakes are food and the inspiration for the color names for brown.”	

“On their walk, Lena and her mother see Mr. Pelligrino flipping pizza and Candy, her babysitter - someone who takes care of children.”	
“At the park, Lena notices different shades of skin color.”	
“ Honey, coffee toffee , and butterscotch make her think of delicious food.”	
Discussion Question(s): <ul style="list-style-type: none"> Why did Lena's mother teach her how to mix colors? Who does Lena see on her walk? 	

Second Read

Children will:

- recall some main events when asked
- link characters' basic emotions to their actions
- use their own experiences to understand characters' feelings and motivations
- express the main idea of a story or other text in a way that shows increasing understanding

Support children in reconstructing the story by selecting significant plot points (the different places Lena and her mother see on their walk, Lena painting pictures of her friends, etc.).

Encourage children to use vocabulary words in context (spices, shades, etc.).

Discussion Question(s):

- How are the illustrations in *The Colors of Us* similar to or different from the illustrations in *Nana in The City*?
- How is Lena's walk similar to or different from Dog's walk in *Dog's Colorful Day*?

Third Read

Children will:

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

Discussion Question(s):

- Why did Lena's mother take her on a walk before she painted?
- Why did Lena describe her paintings as "the colors of us?"

Fourth Read

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Discussion Question(s):

- How is Lena an artist like her mother?
- What things in her neighborhood could Lena have painted?