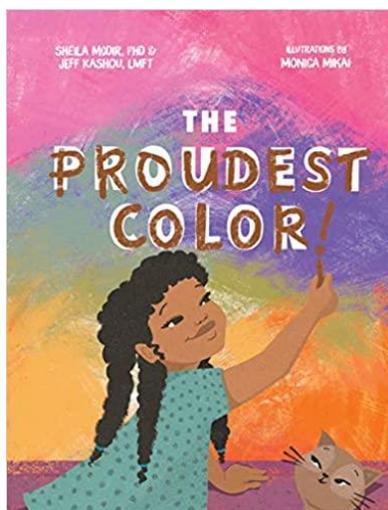


The Proudest Color

By Shelia Modir & Jeffrey Kashou

Illustrated by Monica Mikai



Classroom Lesson Project: What's Your Proudest Color?

A lesson for *The Proudest Color* written by Shelia Modir & Jeffrey Kashou

By Rebecca Tucker

Project Summary

This project will be an opportunity for second grade students (aged 7-8) to share about their culture/community and partake in social-emotional learning through use of a mentor text, *The Proudest Color*. The lesson could be modified to fit any classroom from 1st through 4th grade. The lesson sequence and project will ideally take place over the course of 5 days. The focus and literacy goals of the lesson sequence/project will be to build and strengthen students' comprehension, background knowledge, vocabulary development, and writing. The first 4 days will be reading and discussion-intensive, taking a deep look at the main character in the story, how she portrays colors, emotions, and experiences, and having students relate their personal experiences (comprehension and background knowledge). There will also be facilitation of conversations about colors, emotions, feelings, experiences, etc. to help students develop their range and understanding of vocabulary. The teacher can use anchor charts over the course of the week to record discussion and student thinking. Students will also have an opportunity to brainstorm how they relate colors to emotions and experiences, just like the character in the story. On the final two days, students will participate in an abbreviated writer's workshop, where

they will write about their own proudest color(s) and have an opportunity to share with the class for community building (writing).

Lesson Goal(s) and Objective(s)

Students will be able to identify the main character and talk about what colors mean to her.

Students will be able to ask and answer questions about the text.

Students will be able to discuss different colors and associate meaning with those colors, emotions, memories, etc. (vocabulary development)

Students will be able to explain how colors relate to emotions.

Students will be able to relate a color to something in their life that makes them unique.

Students will be able to create sentences/drawings about colors and their relationships (to children's own emotions, experiences, personality, etc.).

Comprehensive Health, Grade 2, Standard 3.

- 1. Utilize knowledge and skills to develop a positive self-concept.
- b. Identify the personal traits that best represent who you are and why they are important.

Reading, Writing, & Communicating.

- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS: SL.2.4)
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CCSS: RL.2.1)
- Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (CCSS: RL.2.7)
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (CCSS: W.2.5)

Audience

I designed this specific lesson with a target audience of second graders in mind; however, the content could be modified slightly to better suit 1st-3rd grade classrooms.

Materials Needed

The Proudest Color

Anchor chart

White board or cards with bilingual vocabulary words

Sentence stem strips for EL's

Students' reading/writing journal

Pencils and crayons

Writing pages for students

Construction paper

Description of the Teaching and Learning Process

Session Length & Number of Sessions: Ideally, this would be a weekly read-aloud/mentor text focus book. The activities should take anywhere from 3-5 days - the first 2 days will need about 30 minutes of time. The last 3 days will require a bit more time, anywhere from 35-50 minutes.

| Day 1 - Read Aloud & Comprehension Focused | |
|--|---|
| Teacher will... | Students will... |
| <p>Teacher will begin by bringing students to the carpet and asking them to get ready for carpet reading time, having eyes/ears/body ready to learn. Teacher will introduce the mentor text, <i>The Proudest Color</i>, and will engage students in discussion regarding what the text might be about, what the word proud means, and what are some colors/emotions that they know (background knowledge). Teacher will read the book aloud to students, stopping to think aloud about the colors, emotions, and moments in the book. At the end of the book, teacher will engage students in a comprehension based discussion about the book. Teacher can create an anchor chart to help guide/map thinking during comprehension questions.</p> <p>Different Words to Stop and Discuss During Think Aloud (guiding students to use context to figure out meaning):</p> <ul style="list-style-type: none"> ● Pride, confidence, abuela (good incentive to involve EL's), proud, nervous <p>Guiding Questions to Consider Using:</p> <ul style="list-style-type: none"> ● The title of this book is “The Proudest Color” and I see a very happy girl on the front cover. What do you think this story is about? ● What does it mean to be proud? ● What are some colors you see on the front cover? What could those have to do with our story? (guide students to look at the brown crayon the girl is using) ● Let’s talk about the book! Turn and talk with your neighbor. Where are some places that the story takes place? What are some different colors and emotions the character feels? What color makes her proud to be herself? | <p>Students will come to the carpet ready to participate in weekly read aloud. They do not need any materials for the first day. Students will actively listen and participate in discussions before, during, and after read aloud. Students will answer more comprehension-focused questions posed by the teacher, and have opportunities to engage with their reading partner in deep reflections of the story.</p> |

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| <p>How does the character feel on her first day of school? What happens at recess that upsets the character? Who are some of the people that the character says are also brown? Why are these people important?</p> | |
| <p>Modifications/Accommodations: Students will be paired with reading discussion partners to more easily guide discussion. The teacher can repeat questions, and rephrase to help support EL's. Teacher can create an anchor chart visual for students to reference.</p> | |
| <p>Products/Artifacts: Teacher can create an anchor chart with comprehension questions and answers.</p> | |

| <p>Day 2 - Read Aloud & Discussion Focused</p> | |
|---|---|
| <p>Teacher will...</p> | <p>Students will...</p> |
| <p>Teacher will begin by bringing students to the carpet and asking them to get ready for carpet reading time, having eyes/ears/body ready to learn. Teacher will re-introduce the mentor text, <i>The Proudest Color</i>, and will engage students in discussion regarding what they remember from the previous day. Teacher will stop at certain parts of the book when there is a color associated with an emotion, and engage students in that metaphor. Teacher will ask students when they feel certain emotions and what colors they think might match that. <i>This is a good day to use the color chart from the additional resources section.</i></p> <p>Guiding Questions to Consider Using:</p> <ul style="list-style-type: none"> ● Turn and talk to your neighbor. Here, the character says she feels deep blue when she is sad. How do you know she is sad? What color do you feel when you are sad? ● Turn and talk to your neighbor. The character feels razzle-dazzle pink when she is happy. What do you feel when you are happy? ● Something is happening at recess that makes the character feel red anger and blue sadness. What do you think that | <p>Students will come to the carpet ready to participate. They do not need any materials for the second day. Students will actively listen and participate in discussions before, during, and after read aloud. Students will answer more inference-based questions posed by the teacher, and have opportunities to engage with their reading partner in deep reflections of the story.</p> |

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| <p>means?</p> <ul style="list-style-type: none"> • Talk with your neighbor. What is a color that you have felt before? What happened to make you feel that color? | |
| <p>Modifications/Accommodations: One scaffold/support here would be to have pre-made (or write on the board) emotions and colors written in both English and Spanish for EL's (or other language needed). As the teacher stops throughout the book to discuss the different colors/emotions and their meanings, he or she can write/stick the English and Spanish word to the board.</p> | |
| <p>Products/Artifacts: Teacher can create anchor chart from class discussion.</p> | |

| <h3>Day 3 - Read Aloud & Brainstorm</h3> | |
|--|---|
| Teacher will... | Students will... |
| <p>Teacher will call students to the carpet and ask them to bring their reading/writing journal, as well as a pencil. Teacher will remind students of the book they have been reading and what they have been talking about (reference to anchor charts on the board if necessary). Teacher will re-read <i>The Proudest Color</i> to students.</p> <p>Once read aloud has concluded, the teacher will tell students they are going to do a creative writing piece about their proudest color. Teacher will model what the brainstorm should look like on an anchor chart: listing a few different memories and associating a color, and 1 color with reasons it makes them proud. It does not have to be as structured as the below example, it could just be a bulleted list of colors and memories, as well as their proudest color and reasons.</p> <p>For example, teacher could write...</p> <p>“When I see my students every morning, I feel a bright, shiny pink because I am so thrilled I get to hug them every day. When I go on hiking trips with my mom, I feel a grateful green because I can share the adventure with my favorite person. But my proudest color is red, and here is why...”</p> | <p>Students will come to carpet to listen to read aloud one final day. Today, they should have reading/writing journals and a pencil to jot down some ideas later. After teacher models and brainstorms ideas for the journal, students will discuss a few of their own ideas with their reading partner. At the conclusion of the turn and talk, students will be sent back to desks or to small groups to work on their own brainstorm. They will create lists, drawings, charts (whatever brainstorm method necessary) in journals about memories/emotions/colors, as well as their proudest color and reasons why. These notes will be used for the final writing piece the next day. EL students and those who need additional support may conference one-on-one with the teacher, as well as use sentence stems provided to work on the brainstorm.</p> |

After spending some time modeling and brainstorming together, students will have a few minutes to discuss ideas with their reading partner. Then, students will be sent to work independently or in small groups (scaffold). Tell students to list some memories/emotions/colors, as well as their proudest color and reasons. The teacher will pull small groups or monitor students as needed, providing sentence stems and dictation for EL's or students with accommodations.

This is a good day to use the color chart from the additional resources section.

Modifications/Accommodations: This is the start of the writing intensive lessons. Teacher could provide scaffold/support here by having sentence stems written for EL's to use. *"The color ____ feels _____. When I think of the color _____, I think of _____. The color _____ reminds me of _____. My proudest color is _____ because _____."* As a continuation of support from yesterday, the teacher could also provide a bilingual vocabulary list. Students who are not quite ready to begin brainstorming and writing sentences could create T-charts, or create drawings with labels.

Products/Artifacts: On this day, there will likely be a wide range of products created by students. Teacher should encourage students to brainstorm in reading/writing journal, whether that means actually writing complete sentences or some other creation of brainstorming.

Day 4 - Read Aloud & Write

Teacher will...

Teacher will bring students to the carpet.
Teacher will ask students to come with their journal from the day before and a pencil.
Teacher will tell students that today is the day they get to create their OWN proudest color.
Teacher will bring up examples from yesterday, modeling to students how to use the brainstorm and put it into WOW writing (complete sentences, ideas, etc.). Teacher will model re-writing nice sentences from brainstorm journal onto handwriting paper (modeling capital letters, punctuation, finger spacing).

Students will...

Students will come to carpet with reading/writing journal. Students will engage in modeling session by teacher, asking questions to clarify writing project.
Students will take the brainstormed ideas from the day before and write complete sentences.
Students will aim to write at least 2 memories and associated colors, as well as their proudest color and 2 reasons why on handwriting paper. Students should pay attention to grade level writing conventions.

Students who need extra support will work

| | |
|--|--|
| <p>Teacher will write on the board that students should include at least 2 memories and associated colors, as well as their proudest color and 2 reasons why.</p> <p>At the end of modeling, teacher will guide students to getting their own handwriting paper and beginning their writing. Students will be dismissed to begin writing at their desks, teacher will monitor room and support students who need guidance.</p> | <p>with teacher to ensure they get the help they need.</p> |
| <p>Modifications/Accommodations: Student dictation to teacher when needed. Some students may set a goal to only complete 1 color/memory and 1 reason for their proudest color. This is fine (teacher discretion).</p> | |
| <p>Products/Artifacts: Students will begin working on their final products this day. They should have their brainstorm from their journal accessible. Students will be given writing paper (already with handwriting lines) to transfer their brainstorm into a final copy. Students will also be given a sheet of white construction paper, where they will begin to create some sort of illustration that pairs with written product.</p> | |

| <p>Day 5 - Revise & Share Chair</p> | |
|---|---|
| <p>Teacher will...</p> | <p>Students will...</p> |
| <p>Teacher will bring students to the carpet to briefly review peer editing expectations and what good second grade sentences have (punctuation, capital letters, spelling of snap/sight words, neat handwriting, etc.) - see writing checklist and peer editing anchor charts in additional resources. Teacher should tell students to do their BEST work on their proudest color.</p> <p>“This is something you should be so proud of! I am hoping to share your awesome writing with your parents at conferences!”</p> <p>Teacher will tell students that after peer editing, they can create any type of drawing that they feel represents their proudest color or reflects their writing.</p> <p>After answering any project-related questions, teacher will dismiss students to their seats and bring around construction paper for students to craft a drawing to match their writing.</p> | <p>Students will finish any writing from the day before that was not complete. Students will have an opportunity to peer edit together, focusing on second grade writing conventions (capital letters, punctuation, sight word spelling, organization of ideas, etc.). Once students spend a few minutes peer editing, they will get construction paper and can create an image of their proudest color (whatever they feel represents their writing). This will be the final piece of the project.</p> <p>Students can share at the end of the class if they feel comfortable.</p> |

Teacher will monitor room as students work, offering help and redirecting when necessary.

Teacher can facilitate share chair time at the end of the session, as time allows and for those students who feel comfortable.

Modifications/Accommodations: Student dictation to teacher when needed. Some students may set a goal to only complete 1 color/memory and 1 reason for their proudest color. This is fine (teacher discretion). The teacher should be thoughtful in how students are paired for peer editing.

Products/Artifacts: Students will finish working on their project this day. They should have their journal brainstorm accessible to finish writing. Students will finish final writing on handwriting paper, with revisions. Students will also be given a sheet of white construction paper, where they will create some sort of illustration that pairs with written product.

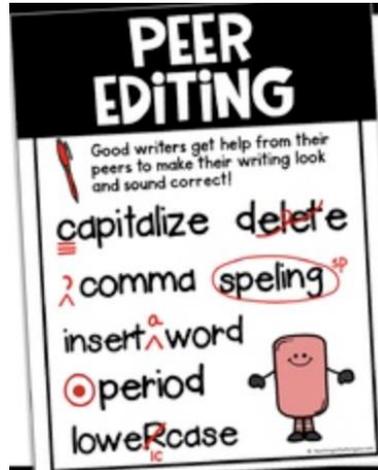
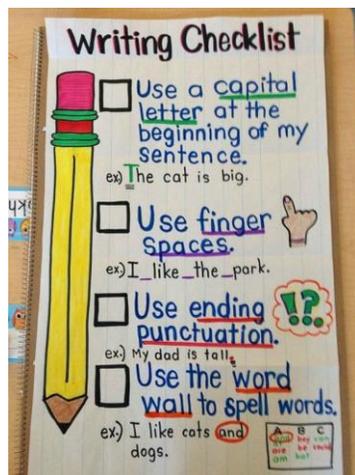
Additional Information and Links to Resources Used (Optional):

- “Pineapple Pancake Kids Color Chart” to project on the screen for students to use for spelling reference
 - Could also be used to help students brainstorm more descriptive colors to use in writing on days 2-3

Pineapple Pancake Kids Color Chart



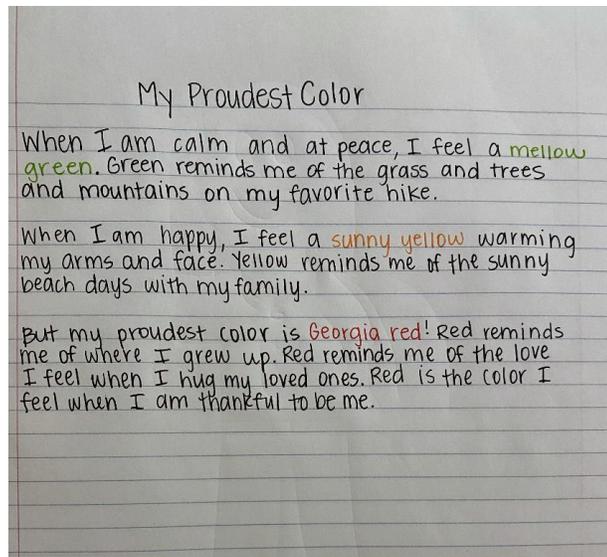
- Writing Checklist and Peer Editing Anchor Charts for final day



Showcase of

Final Products

The two photos below are exemplars of what students will produce at the end of the lesson sequence. Included in the final product should be a self-portrait drawing of the student that in some way matches what they wrote about (colors, memories, emotions, etc.). The drawing is up to interpretation by the student and can be representative of the written product in many different ways. The written product should have different colors and what they mean to the student. It should also include what the student believes is his or her proudest color and why.



About Me- Rebecca Tucker

- I am from Atlanta, GA and spent my first 2 years out of undergrad teaching first and second grade, respectively. I took the year off this year to get my Master's in Literacy Education and moved to Boulder! Currently, I substitute teach locally and tutor elementary and middle school students in the evenings. I hope to continue teaching lower elementary next school year.