Identifying Color (kuwana) Words  
Grade level: Kindergarten – 1st grade  
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Introduction:
This unit incorporates Language Arts and Reading. It also includes the use of the four learning modalities: visual, auditory, kinesthetic and tactile.

State Standards:
The student will be able to demonstrate the following:
1. Describe personal experiences
2. Formulate questions about objects in their environment that have different colors.
3. An understanding of print concepts.
4. Derive meaning from picture clues.
5. Attend to a song for 5 – 10 minutes.
6. Participate in a group discussion
7. Respond to questions.
8. Follow simple directions.

Behavioral Objectives:
The objective of this lesson is for students to be able to tell their teacher two word identification strategies they will use in order to choose the correct color word to place in a song. The student will be able to identify and say these words in English and Hopi.

The student will be able to:
1. The student will be able to identify two word identification strategies in a song in 5 trials with 80% accuracy.
2. The student will be able to identify 6 out of 8 colors in Hopi in 5 trials with 80% accuracy.
3. The student will be able to identify 6 out of 8 colors in English in 5 trials with 80% accuracy.
4. The student will be able to make a color book using the correct color words with 80% accuracy.

Anticipatory Set:
Two weeks before the lesson the teacher will have taught the children the following color song (sung to the tune of Itsy Bitsy Spider):

Orange is a carrot Orange - taskavi carrot - sikyatotona
Yellow is a pear Yellow – sikiyangpu pear – homi’ymansaana
Purple is a plum Purple – kokoma plum - palaspala
Brown is a bear Brown – tasikpu bear - hoonaw
Green is the grass Green – mokingpu grass - tuusaqa
Blue is the sky Blue - sakwa sky - tokpela
Black is a witch’s hat Black – qoomavi stink bug - hohoyaw
Red is cherry pie Red – paalangpu apple – mans’aana
Each time the students sing the song the teacher will have used the pointer to point out each word as it is sung. On the day of the lesson the teacher will sing the song again with the students, pointing with the pointer at each word as it is sung. After the teacher sings the song with the students she tells the children that they will play a game with the words to the song and that they should pay particular attention to the color words.

**Teacher Input:**
The teacher will provide a chart with the song lyrics on the dry eraser board. The students will sit on the carpet next to the board. The song that has been practiced prior to this lesson will be placed on the board for all the students to view. The color words will be covered with the blank oak tag strips.

T: Ask students to sit in a circle on the carpet in front of the chart stand.
T: “Let’s review some colors that we see in the classroom.” (Teacher points to a blue chair)
   “What color is this?” (E-hin-da-ka-hu?)
S: Using choral responses, choral says, “blue.” (Sakwa)
T: “That’s correct, the chair is blue.” (Teacher points to a yellow crayon) “What color is this?”
   (E-hin-da-ka-hu?)
S: Choral responds, “It’s yellow.” (Sikyangpu)
T: ‘That is also correct. (Picks up the crayon and shows to the students) This is a ‘yellow crayon’. Good job!” (Owi)
T: (Points to a student’s shirt) “What color is this?”
S: Choral responds, “It’s green.” (Mokingpu)
T: “That is right! You’re doing wonderful work.” Says student’s name, his shirt is green.
T: (Points to the chart) “How many of you remember this song we learned?”
T: Observe the number of students who raises their hands and remember those who did not raise their hand for they may need additional help in remembering the song.
T: “I’m glad to see that some (all) of you remember this song. Let’s sing it together so we can all remember.”
T: (Starts the song.) Students sing along with the teacher without the use of the chart or pointer.
T: “That’s excellent singing. I am so happy to see we remembered the song.”
T: “Good Job! You have all done a wonderful job. Now, I am going to show you some words.”
The oak tag strips with color words are written in colored markers. Randomly, the teacher shows the students each of the color words, which is written in its respective color (Orange is written in orange ink, red in red ink, and so on). The teacher does not read the words and randomly puts them onto the board. The teacher will then ask the students which color she should place on the first line of the song pointing to the chart with the song written on it.

The teacher will ask students, as a group, which word will be placed on the first line. Then she will go onto the second line and the third using the group to respond as a group. The teacher will select the color word from the board and place each word in its correct slot. The teacher will ask students for volunteers to select the correct color word for the remaining song lines.
T: “What word will go on this line?” (Pointing to the next line on the chart)
S: Raises hand.
T: Calls on student. “_________, go to the board and pick the word that you think should go on this line.”
S: Gets up off the carpet and walks over to the board. Selects the word he/she thinks goes into the slot and places it on the chart.
T: Respond positively if it’s the correct word. If not, the teacher will provide the correct response.
T: “That’s a good answer but that’s not the color we are looking for. Let’s try again.” Gives the student a second chance by asking the group to help out.
T: Turns toward the group, “let’s help _(student)_. What color (kuwana) word goes in this slot?” (Pointing to the chart)
S: Choral response.
T: “That’s correct, can anyone help _(student) select the correct word?”
S: Raises hands.
T: Selects a student who would correctly select the correct word.
S: Goes to the board and shows classmate the correct color word.
T: Thanks the second student for helping the first student. Turns to the group, “Thank you for all helping_(student)_. You all did a wonderful job.”

The teacher will now discuss the strategies or clues the children use to make the correct responds. More than likely, the child will indicate that they picked that particular word because they memorized the words to the song and the order of the song. At this point, the teacher will ask the children what other clues they could have used other than the ink colors.

Some of their solutions should include examples similar to the following:
- I memorized the letters in the word “red”.
- I knew the word orange started with an “o”.
- A pear is yellow and so I picked a long word that has two “l”s.
- Blue starts with a “b” because it has a “b” sound.
- I picked the word green because it has two “e”s.

For each color word, the teacher should guide the class to come up with four or five clues that the students could use to help identify that word.

Strategies the class could consider could include:
- The initial letter or ending letter
- The size of the word
- The sound of the initial letter or ending letter
- What words are left over?
- Reading the rest of the sentence
- The number of letters in the word

**Modeling the Behavior/Guided practice:**
Leaving the oak tag strips in place on the lyric sheet, the teacher shows the children the oak tag strips with the color words written in black marker which she tapes in random order on the blackboard. This time she tells the children that this is a little trickier, but she would like them to place the black ink oak tag strip over the correct color oak tag strip.
T: “Who can show me which color word that goes on the first line?” (Teacher points to the black marker oak tag strips and then to the first line)
S: Raises their hands.
T: Calls on a student. “__________, come over to the board and tell me which word goes on this line?” (Pointing to the first line on the lyric sheet)
S: Goes to the board, makes a selection and places it on the lyric sheet.
T: “That’s great! You are correct! This word says _(color)____. Why did you pick this color (kuwana) word?”
S: Gives their response; they match.
T: “That is right, these words match and they are the same. This word is orange (pointing to the black marker word and then pointing to the color word). These two words are the same.” (One is written with an orange marker and this one is using a different color marker, but they are the same word) Shows the group the similarity and points out each letter.
T: Reinforces the student’s response and continues to fill out the lyric sheet in the same manner. When individual volunteers are finished taping the black ink oak tag strip over the correct color oak tag strip, she will ask the students to tell the class why they choose that strip. It will be obvious; most of the students will have matched the letters. This will give the teacher a chance to have the students focus on the word and it’s letters.

Check for Comprehension:
The teacher will ask the students to sing the song again. The teacher takes off all the oak tag strips except the black oak tag strips. She places the black oak tag strips in random order again on the blackboard. She asks for volunteers to see if they could put the correct color word over the blank space. Again she asks each student why they chose that word, reaffirming the strategies that they have used. After each volunteer has discussed the clues that they used, the teacher should ask the class for additional strategies for identifying each color word. The teacher closes this activity by singing the song one more time with the students while using the pointer to point to each word.

Independent Practice/Guided Practice:
When the class has completed the activity, the teacher gives each student a booklet with one line of the song written on each page. However, the color word is missing from each page. In addition, the teacher gives each child strips of paper with each color word written in black ink. (8 strips each). The children are then asked to glue the appropriate color word on the correct page. When the children are done gluing the color words on each page, the children will then draw an “orange carrot” or “yellow pear” etc. on each page.

Closure:
After they are done and the teacher has checked their work, the children are asked individually what clues they used for gluing the color word on each page. The teacher will ask each child to read or sing the book to her. After the teacher has met with each child individually, she then closes the lesson by asking the class, “What are the different ways to figure out the word “orange”?” The class collectively brainstorms word identification strategies for each color word. The class finishes the lesson by singing the song again. The students can take their books home to read or sing to their families.
Assessment:
As evidenced in the closure, the teacher checks the students’ booklets to see if the correct color words are glued in the pages. In addition, the teacher asks the students to read, (in English and Hopi) or sing, the book to her and give her two clues they used to pick the correct word. The teacher should be able to evaluate if the student met the objective based upon their performance.

Materials:
1. Advance Organizer
2. Large oak tag board with the lyrics of the color song written in English and Hopi. Each color should be written in its respective color ink (i.e. the word red with red ink, etc.)
3. Pointer
4. Dry eraser board.
5. Blank oak tag strips (large enough to cover a color word).
6. Oak tag strip with a color word written in its respective color.
7. Oak tag strips with a picture of an object in its respective color (i.e. orange carrot)
8. Oak tag strips with a color word written in black ink.
9. Tape for the back of the oak tag strips or magnetic oak tag strips when using the dry eraser board.
10. Booklets for each student made up of ½ sheet pieces of paper with each line from the color song printed on each page with the color word missing. Each line printed should be in English and Hopi. A picture may be added for those students who have difficulty reading.
11. Individual color word strips, printed in black ink, cut to the size to fit with the printing on the ½ sheets of paper, in English and Hopi.
12. Glue sticks for each student.
13. Crayons, markers or colored pencil
14. Adaptive writing instrument and supplies needed to meet the special needs students. *

Modifications for Students with Disabilities:
1. Word strips with magnets attached at the back to be used on the dry eraser board.
2. Picture cues to help the nonreaders.
3. Pre-cut pictures for those students who need assistance in drawing.
4. Enlarged color words for easier viewing.
5. Adaptive writing instruments for coloring and writing.

Technology Integration:
Tape recording of the song in Hopi
Tape recording of the color words and items
Adaptive writing implements
Picture cues on an overhead
Vocabulary words on an overhead