

# Teacher's Guide for CLICK:

## Colors!

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Teachers: This Teacher's Guide is designed to be readily reproducible for student use. Common Core Language Arts standards are identified for each item. Please find an Answer Key at the end of the guide.

### "Click & the Kids," pages 2–6

1. **RL1** What do you notice about the name *mellow yellow*?
2. **RL1** What are the primary colors? What two colors make orange? purple? green?
3. **RL1** What are your favorite colors? Using paints or crayons, mix up some of your own colors and name them with catchy names.

### "Color Talk," pages 7–9

1. **RI1&7** With your finger, trace over the hiding animals, the sloth and the mantis, on page 7. Why are they tricky to find?
2. **RI1&7** Point out the primary colors that the animals on page 8 use to get the attention of other animals. Name each color and the animal that goes with it.
3. **RI&3&7** Look at the animals on page 9. Which animal has poisonous skin? Which has a dangerous bite? Which animal is ready to fight? What do the poison dart frog and black widow spider have in common?

### "Seeing Colors," pages 10–11

- **RI1&7** What color are your eyes? With a partner, take turns drawing each other's eyes and coloring them the right shade. You may need to practice mixing your colors just like Amy and Martin in "Click & the Kids" to get the right color. Don't forget to add eye lashes!

### "Color in Art," pages 12–13

- **RI1&7** Draw or trace the spiral shape on page 12. Using crayons or markers, make your spiral shape into a colorful, happy snail. Why do you think colorful pieces of artwork are happy?

### "What Color are Leaves?" pages 14–16

1. **RI14/L4** What do you think chlorophyll is? Name two things that chlorophyll does.
2. **RI1** True or false. If false, make the needed correction.

\_\_\_\_\_ Leaves come ready-packed with chlorophyll.

\_\_\_\_\_ Leaves are green in the summer because of all the chlorophyll they are making.

\_\_\_\_\_ In the fall, leaves stop making chlorophyll and their green color begins to fade.

\_\_\_\_\_ When the green fades, yellow and orange colors that were always in the leaf begin to show through.

\_\_\_\_\_ Some leaves turn red and blue.

### **“What Color is It?” pages 17–19**

- **RI1&7** What is so surprising about the words and colors in this article?

### **“Yo Wants to Know,” pages 20–25**

1. **RL1** What does Yo notice when his mom turns off the light? What does his mom tell him about his eyes?
2. **RL1** What happens when the light comes on a little bit and then a lot more?
3. **RL1** What happens when Yo hides under the covers?
4. **RL1** Do you like to sleep in the dark or do you light to sleep with a little light?

### **“Tricky Colors,” pages 26–27**

- **R1&7** What is your favorite color trick? Did your eyes get fooled?

### **“Green Eggs and Sam,” pages 28–34**

1. **RL6** Point of view is a way to tell about how a story is written. First person point of view uses the words *I* and *my* to tell the story. First person point of view happens when someone is telling a story about himself or herself. Third person point of view uses the words *he* and *she* to tell the story. Third person point of view happens when a story is being told about what someone else is doing. What point of view does this story use? How do you know?
2. **RL1** What can Sam make with sunlight and a crystal wineglass? What can he make with sunlight and drops of water? What does Sam learn from his experiments?
3. **RL3** How are the stage lights different from what Sam did with the sunlight and the crystal versus the sunlight and the water?
4. **RL4&L4** On page 34, Sam says, “Ha!” triumphantly. What does the word *triumphantly* mean? Read the paragraph starting with “Ha!” in a triumphant way. How should your voice sound? What facial expressions should you use?
5. **RL7** Draw a rainbow and label the colors.

## **ANSWER KEY**

### **“Click & the Kids”**

1. Responses will vary. Possible responses: It is catchy. The name rhymes.
2. yellow, red, and blue; yellow and red; red and blue; yellow and blue
3. Responses will vary. Students should experiment with mixing their own colors and giving them catchy names, such as *poodle puff pink*.

### **“Color Talk”**

1. Students should trace the sloth in the tree and the mantis on the flower. Responses will vary. Possible response: The color of the animal blends into its surroundings. If the mantis is tricky, have students find the antennae first.
2. Students should indicate red for the male frigate bird, blue for the male blue-footed booby, and yellow for the tang.
3. poisonous dart frog, black widow spider, chameleon; Possible response: Both have red as warning colors on their bodies.

### **"Seeing Colors"**

- Responses will vary. Students should draw their partners' eyes and color their drawings. Remind students to mix colors to get the right shade of color.

### **"Color in Art"**

- Students should draw and color their snail spirals. Responses will vary. Possible response: Bright colors put me in a good mood.

### **"What Color are Leaves?"**

1. Possible responses: Chlorophyll comes from the Greek words that mean green and leaf. Chlorophyll helps plants make food; Chlorophyll gives leaves their green color. It helps plants make food from sunlight, water, and air.
2. (F) Plants do not come ready-packed with chlorophyll. They must make it.  
(T)  
(T)  
(T)  
(F) Some leaves turn red and purple.

### **"What Color is It?"**

- Responses will vary. Possible response: The pictures and descriptions are not what they seem until you read the next page.

### **"Yo Wants to Know"**

1. He can't see the colors of his toys; The parts inside our eyes that help us see colors stop working when there isn't much light.
2. Yo can see more and more color.
3. Possible responses: Everything is black, can't see shapes
4. Responses will vary.

### **"Tricky Colors"**

- Responses will vary.

### **"Green Eggs and Sam"**

1. Third person point of view; The story uses the word *he* to tell about what Sam learns about colors and light.
2. Sam can make a rainbow with sunlight and a crystal wineglass, with sunlight and water drops; Sunlight bends as it passes through the crystal and the drops of water, and the light is separated into the colors of the rainbow.
3. The stage lights work in the opposite way. Sam split the white sunlight into all the colors in the rainbow. On stage, the different colors of stage lights come together to make white light.
4. Possible response: doing something in a proud or victorious way; Students should read the paragraph aloud with a proud tone and excited facial expressions.
5. Students should draw and label their rainbows.