

The Colors and Shapes of Language 2

Unit 11

Spring

Activity 1 – Naming

The teacher says, **“Let’s name the seasons.”** [Students respond.]

- b. The teacher says, **“Let’s name changes that let us know spring is coming.”** [Students name.]
- c. The teacher says, **“Let’s name types of weather you find in spring.”** [Students name.]
- d. The teacher says, **“Let’s name kinds of flowers.”** [Students name.]
- e. The teacher says, **“Let’s name chores you do in spring.”** [Students name.]

[The teacher needs a picture of a flower, a seed and a trowel.]

Activity 2 – Describing

- a. The teacher shows a picture of a flower and says, **“I want you to describe this object. Tell me the name of this object.”** [Students respond.]
“Tell me some categories or groups that flowers fit into.” [Students respond.]
“Tell me the function of this flower. What is it or how do you use it?” [Students respond.]
“Tell me the color of flowers.” [Students respond.]
“Tell me their shape.” [Students respond.]
 The teacher shows a picture of a seed and says, **“Compare this to this. Let’s compare the colors, sizes, shapes, and functions of these two objects.”** [Students respond.]
- b. The teacher shows a picture of a trowel and says, **“I want you to describe this object. Tell me the name of this object.”** [Students respond.]
“Tell me some categories or groups that a trowel would belong.” [Students respond.]
“Tell me the function of a trowel. What is it for or how do you use it?” [Students respond.]
“Tell me the color of the trowel.” [Students respond.]
“Tell me its shape.” [Students respond.]
 The teacher shows a shovel and says, **“Compare this shovel to this trowel. Let’s compare the colors, sizes, shapes, and functions of these two objects.”** [Students respond.]



Activity 3 – Listening to a Story

The teacher reads this story.

The Busybody

Millie Barker liked to tell people what to do. She liked to make sure they were sitting up straight and paying attention. She liked to tell them how to play kick ball and dodge ball and baseball. She liked to keep the line straight as they walked to P.E. or lunch or the library. She stood up and said, “shhh,” whenever the teacher left the room. She told the boys to tuck in their shirts and she told the girls to comb their hair. (Teacher draws a classroom)

One day her class was going to plant flowers in the school courtyard to celebrate spring. Millie barked orders. “Don’t spill any dirt on the sidewalk. Make sure your plant is watered. Don’t dig too deep a hole. Throw your trash in the proper receptacle.” (Teacher draws plants.)

Alisha, Millie’s best friend said, “Be quiet, you busybody.” “Yeah,” Tyler chimed in. “We don’t need you telling us what to do.”

The word busybody echoed in Millie’s mind. Was she a busybody? (Teacher draws a girl.)

She started to sweep up the dirt on the sidewalk. She took the watering can and watered everyone’s flowers. She put extra dirt in the holes that were too deep. She picked up all the trash and put it in the trash can inside the front door of the school. (Teacher draws child gardening.)

Her class stared at her. She looked back and smiled. Somehow she didn’t feel so much like a busybody any more. (Teacher draws a class.)

- b. The teacher asks the following questions after reading the story:
- i. What is a busybody?
 - ii. Give five things Millie told people to do.
 - iii. How did Millie change?
 - iv. What did she do that made her classmates stare at her?
 - v. Have you ever planted flowers in the spring?
 - vi. Would you like Millie for a friend?



Activity 4 – Thinking about the Story

- a. The teacher gives each student five index cards. Students write *who* on one card, *what* on a second card, *when* on a third card, *where* on a fourth card, and *why* on a fifth card.
- b. Students work in pairs. Each student in the pair lays out the cards in a column, down the left-hand side of their desks. They lay the cards out in this order: *who*, *what*, *when*, *where*, *why*.
- c. Students think about these questions of the story.
 - i. Who (Who is the story about?)
 - ii. What (What happened and what is the most important event?)
 - iii. When (Time of day, year...)
 - iv. Where (Setting)
 - v. Why (Why did the most important event happen?)
- d. Students share their answers. When they think they know the answer to a question, they each move that card to the other side of their desks.
- e. When all of the cards have been moved, they rearrange their cards: *who*, *when*, *where*, *what*, *why*.
- f. Students summarize the story in three sentences:

The story was about (who).
It took place (when and where).
(What happened) because (why).

Activity 5 – Writing

- a. Students write a paragraph about how to plant a seed.
- b. The teacher writes the following outline on the board or overhead projector.
- c. Students use the outline to write their paragraphs.

Sentence 1 –	What is to be done?
Sentence 2 –	Why would someone want to plant a seed?
Sentence 3 –	What ingredients and equipment are needed?
Sentence 4 –	How long will it take?
Sentences 5-8 –	What are the steps?
Sentence 9	How will someone feel when the process is finished?

Activity 6 – Editing

- a. Students edit paragraphs using the outline.
- b. Students share their paragraphs.

