

The Colors and Shapes of Language 2

Unit 12

Texas

Activity 1 – Naming

The teacher says, **“Let’s name facts you know about Texas.”** [Students respond.]

- b. The teacher says, **“Let’s name animals that live in Texas.”** [Students name.]
- c. The teacher says, **“Let’s name things related to Texas.”** [Students name.]

[The teacher needs a cowboy hat, baseball cap, Texas flag, and American flag.]

Activity 2 – Describing

- a. The teacher shows a cowboy hat 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 cowboy hat fits.” [Students respond.]
“Tell me the function of a cowboy hat. What is it for or how do you use it?” [Students respond]
“Tell me the color of the hat.” [Students respond.]
“Tell me its shape.” [Students respond.]
 The teacher shows a baseball cap 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 Texas flag 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 flag would belong in.” [Students respond.]
“Tell me the function of a flag. What is it for or how do you use it?” [Students respond.]
“Tell me the color of the flag.” [Students respond.]
“Tell me its shape.” [Students respond.]
 The teacher shows an American flag and says, **“Compare this to this Texas flag to this American flag. 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 Texas Report

Index cards lay scattered across Ashley's room as she sorted information about Texas for her history fair project, called The Texas You Don't Know, a game about Texas. She had looked up unusual facts about Texas and state designations and symbols. Now all she needed to do was decide on a box cover and the specific ideas she would use in the game. (Teacher draws a game board.)

The game was played like Go Fish. Match the name with the fact, such as, "Do you have the state flower." And the other card would say bluebonnet. Her room looked as though it had snowed 3 x 5 cards. (Teacher draws bluebonnet.)

Her sisters, Katelin and McKenzie stood in the doorway. "How will you decide?" asked Katelin.

"Yes, I think you have too many," McKenzie said.

"Why don't you help me?" The two girls plopped on the bed as Ashley scooped up the cards. "Okay, here we go. If we like it, it will go in this pile and all the others go straight into the trash can." (Teacher draws 3 girls.)

"Do you have the only hotel built over water?" Katelin pointed to the trash can.

"Do you have the county that has more species of birds than any other place in North America?" (Teacher draws a bird.)

"Keep that one," McKenzie said. "It's Brazoria County. That's where we live."

"Do you have the ranch that is bigger than Rhode Island? I like this one because it's the King Ranch. My favorite kind of casserole." (Teacher draws a casserole.)

"Do you have the state tree?" (Teacher draws a tree.)

"That's a keeper," said Katelin. "We all love pecans." (Teacher draws a pecan.)

"Do you have the state dish?"

"Of course, it's chili. Keep it," said McKenzie. (Teacher draws a bowl.)

"How about the state butterfly, which is the monarch, or maybe the state snack, tortillas and salsa?"

"Slow down." Katelin picked up some cards and started to read them. "State sport: rodeo, football and cheerleading. State reptile: Texas horned lizard. State shell: lightning whelk."

"You know what, why don't you use them all?" The girls high-fived each other. Ashley picked up the cards and started typing the information onto the cards in the computer. (Teacher draws 3 girls.)

- b. The teacher asks the following questions after reading the story:
- i. How many sisters are in the story?
 - ii. Have you ever made a history fair project?
 - iii. Do you know how to play Go Fish? What are the rules?
 - iv. What was the game in the story about?
 - v. Do you think it's important to work on projects?
 - vi. What county do you live in? State?
 - vii. Why did the sisters decide to help?



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

Students write a paragraph about how to play Go Fish.

The teacher writes the following outline on the board or overhead projector.

Students use the outline to write their paragraphs.

- Sentence 1 – What is to be played?
- Sentence 2 – Why would someone want to play Go Fish?
- Sentence 3 – What equipment is needed?
- Sentence 4 – How long will it take?
- Sentences 5-8 – What are the steps?
- Sentence 9 – How will someone feel when the game is finished?

Activity 6 – Editing

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

