

Humita's Plate of Colors

Humita loved all colors, but her favorite colors were the colors of the rainbow. One morning at breakfast, Humita noticed all the colors on her plate: her orange fruit, her **yellow** scrambled eggs, and her **brown** toast with purple jelly. This gave Humita an idea. "I'm going to eat all the colors of the rainbow today!" she told her grandmother. Humita's grandmother thought it was a wonderful idea.

For lunch at school, Humita ate a sandwich with brown peanut butter on white bread. Then she enjoyed a bright red apple.

For dinner that night, Humita ate black beans, white rice, and a **green** salad with lettuce, spinach, and cucumbers.

After dinner, Humita drew a picture of a beautiful rainbow. She smiled as she thought about all the colors she had eaten that day. But then Humita looked bothered by something.

"What's wrong?" her grandmother asked.

"Grandma, I tried to eat a food of every color of the rainbow today, but I didn't eat anything **blue**."

Humita's grandmother smiled. "I know a blue food. I will get some at the market tomorrow."

The next morning, Humita's grandmother returned from the market with a bag full of corn. She handed an ear of corn to Humita.

"This corn looks dark," said Humita. "I thought corn was yellow."

"This corn is very special," said her grandmother. She peeled back the husk that covered the corn. Humita was surprised. The corn was blue!

"How do you eat blue corn?" Humita asked.

"Many foods are made with blue corn," her grandmother explained. "Let's cook some of these ears of corn together."

That day, Humita helped her grandmother cook. For breakfast, they made a soft blue corn porridge that was almost like oatmeal. For lunch, Humita's grandmother made flat blue corn tortillas to use instead of bread. For dinner, Humita and her grandmother made blue corn stew. Humita was happy. Her plate of colors was complete!

COMPREHENSION Name some of the different colored foods Humita eats. What are some other foods that are the colors of the rainbow?

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Days 1 and 2

"Humita's Plate of Colors," Vol. 1, pp. 50–51

How Stripes Protect the Zebra

Did you ever wonder why zebras have stripes? The stripes are a **trait**, or a special feature, that help to keep the zebra safe from other animals. But how does this work?

The zebra's biggest enemy is the lion. Lions hunt and kill zebras for food. But if a lion can't see a zebra, the zebra will be safe.

Zebras usually live in places where there is tall grass. Sunlight makes light and dark stripes on the grass. These stripes look a lot like the zebra's stripes. If a zebra stands in the grass without moving, a lion may not be able to see it at all. Instead, the zebra will just look like part of the grass to the lion.

If you look at a picture of a zebra standing in tall grass, you will probably be able to see the zebra clearly. But it's harder for a lion to see the zebra. The lion is colorblind. This means that a lion's **eyes** can't tell the difference between **colors** the way ours can. Everything the lion sees is black and white or gray. This means that the zebra's black and white stripes make it hard for the lion to see the difference between the zebra and the grass around it.

But what if the zebra isn't standing still? The zebra's stripes will still help to keep it safe. Zebras live together in large groups. These groups usually run together. The lion can see all the stripes moving together, but it has a hard time seeing just one zebra in all those stripes. The lion may have trouble seeing where a zebra's **head** is. Also, the lion may not be able to tell which direction a zebra is moving. This makes it hard for the lion to hunt the zebra and helps to keep the zebra from getting caught.

Many other animals hide from their enemies this way. They look like the area around them. This way of hiding is called camouflage. Do you know any other animals that use camouflage?

COMPREHENSION Which words help you understand how a zebra looks? Why would a lion have trouble seeing a zebra?

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Days 3 and 4

"How Stripes Protect the Zebra," Vol. 1, pp. 52–53

Assessment

Pretest/Posttest Administration p. 74

Pretest/Posttest Blackline Masters pp. 116–117

Day 1

Introduce Meanings

Assess To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 116–117. Use page 74 to administer the test.

Explain Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

Words About Colors

blue *adj.* the color of the sky
The water in the pool looks blue.

brown *adj.* the color of chocolate
When you toast bread, it turns brown.

green *adj.* the color of grass
In summer, the leaves on the trees are green.

yellow *adj.* the color of the sun
Here is a bunch of yellow bananas.

Discuss Guide children to see the relationship between each word and the category. Prompt children to use each word to talk about colors in the classroom.

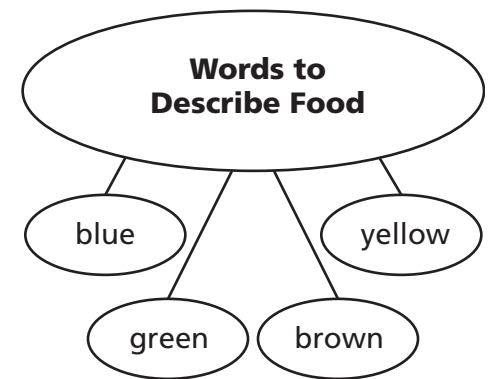
Read Aloud Explain that you will read aloud a story about a girl who wants to eat foods that are all the colors of the rainbow. Then read aloud "Humita's Plate of Colors." Discuss the Comprehension questions.

Day 2

Categorize and Classify

Reread and Explain Reread "Humita's Plate of Colors." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Use a Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.



1. Name some foods that are **green**. (Sample answers: green beans, broccoli)
2. What word might you use to describe butter? (**yellow**)
3. A blueberry is a fruit that is _____. (**blue**)
4. Chocolate pudding is _____. (**brown**)



Day 3

Introduce Meanings

Explain Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

Words for Describing Animals

color *n.* how something looks on the surface *The color of the fish is yellow.*

eyes *n.* parts of the body used for seeing *The dog's eyes followed the rabbit's every move.*

head *n.* the top part of the body *An elephant has a very large head.*

trait *n.* a feature of an animal *Shiny black fur is a trait of all gorillas.*

Discuss Guide children to see the relationship between each word and the category. Display a picture of two or three animals. Prompt children to use the words to describe each animal.

Read Aloud Explain that you will read aloud a story about zebra stripes. Then read aloud "How Stripes Protect the Zebra." Discuss the Comprehension questions.

Day 4

Categorize and Classify

Reread and Explain Reread "How Stripes Protect the Zebra." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Use a Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.

Words About Body Parts	Words About What Animals Are Like
eyes	trait
head	color

1. Where do you find the **eyes** on an animal? (Sample answer: on its head)
2. What are some other parts of an animal's body? Add these to the graphic organizer as children suggest them. (Sample answers: mouth; legs; tail)
3. All leopards have spotty coats. This means they share the same _____. (trait)
4. An animal whose **color** is gray might be _____. (Sample answers: a mouse; an elephant)

Day 5

Deepen Understanding

Review Repeat explanations for all oral vocabulary words. Use the definitions and examples from Day 1 and Day 3.

Guide Partner Activities Have partners work together to complete each of the activities below. Circulate and listen to partners as they work. Provide corrective feedback.

Examples What are some things that are **yellow**? What are some things that are **blue**? **green**? Tell your partner.

Compare Talk to your partner. Compare the **color** of the sky on a sunny day to the color of the sky when it is about to rain. Use as many color words as you can.

Describe Talk to your partner. Tell about a **trait** you have that someone related to you also has, such as eye color, hair color, or freckles.

Draw Draw a picture of someone who has **brown** hair on his or her **head**. Tell your partner who this person is.

Discuss Tell your partner about two things you can learn by using your **eyes**. Then tell about two things you can learn by using your ears.

Assess To assess what word meanings children have learned, copy and distribute the **Pretest/Posttest** on pages 116–117. Use page 74 to administer the test. Compare scores with Day 1 assessment.