

SEEDS

Skill-based Educational Experiences Delivery System

BOOK #28

A COLOR OF HIS OWN

by
Leo Lionni

Materials

Vocabulary Word Cards

Chameleon Pictures

Multicolored Construction Paper

Box of Jumbo Crayons

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SEEDS

Session 1 - Steps to Success

A Color of His Own, Leo Lionni

Preparation

- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards – *green, red, gray, pink, yellow, purple, black, brown, blue*.
- Read the Steps to Success session cards.
- You will need Vocabulary Word Cards, **Chameleon Pictures**.

Introduction of Book

- Show the children the cover of the book and ask them to identify what is pictured on the front cover. Point to the chameleon and ask the children to identify the colors on the chameleon.
- Identify the title of the book, and the author of the book.

Reading Aloud

- Tell the children that you will be reading a story about an animal called a chameleon. Chameleons can change colors to blend in with their surroundings. Chameleons change colors wherever they go.
- Introduce the Vocabulary Word Cards – *green, red, gray, pink, yellow, purple, black, brown, blue*. Give a child-friendly definition for each word. Point to and say each word.
- Read the book.
- As you are reading the book, match the Vocabulary Word Cards to the pictures in the book.
- **While reading the book**, ask the following questions:
 - What color is the parrot? (green)
 - What color is the elephant? (gray)
 - What color is the pig? (pink)
 - When the chameleon sat on a yellow leaf what color was he? (yellow)
 - When spring came, whom did the chameleon meet? (another chameleon)

After Reading

- **After reading the book**, ask the following questions:
 - Identify some of the colors that the chameleon turned into. (green, red, gray, pink, yellow, purple, black, brown, blue)
 - If you could change colors, what color would you change into? Why?



Conversations and Vocabulary Development

Activity 1 Remind the children that chameleons change colors to match their environment. Ask the children to look around the room and answer the following questions:

- What color would a chameleon turn into if it were on the floor?
- What color would a chameleon turn into if it were on the wall?
- What color would a chameleon turn into if it were in your hair?
- What color would a chameleon turn into if it were on the table?

Activity 2 Remind the children that chameleons change colors. Tell them that the chameleon in the book turned red when he sat on the red leaf. Open the book and point to other red objects in the book. Ask the children to name other objects that are red. (apple, barn, car, cardinal, cherries, fire truck, heart, lips, radish, stop sign, strawberry, tomato, wagon) Let each child pick one of the **Chameleon Pictures** and to name other objects that are the same color.

Conversations and Language Enhancement

Activity 1 Place the following Vocabulary Word Cards on the table - green, red, gray, pink, yellow, and black. Show one card at a time and ask the children to say words that rhyme with each word.

green - bean
lean, mean

red - bed
fed, head

gray-bay
day, hay

yellow - fellow
mellow,

black- lack
pack, rack

pink-link
mink, sink

Activity 2 Place the following Vocabulary Word Cards on the table - green, red, gray, pink, yellow, purple, black, brown, blue. As you point to each word, ask the children to identify the word and tell you the name of the first letter and the sound the letter makes. Say the **What Is The First Letter and Sound?** chant with the children.

What Is The First Letter and Sound?

What is the first letter? What is the first sound?

In the word (**green**), in the word (**green**)?

(**G**) is the first letter and /**g**/ is the first sound in the word (**green**).

Continue saying the chant changing the words, letters and sounds. (red, gray, pink, yellow, purple, black)

Activity 3 Show the children the black Vocabulary Word Card. Tell the children that the chameleon turned black in the winter and had white dots in the summer. Point out some black objects in the room. Ask the children to think about their favorite colors. Sing the **Colors** song and ask each child to identify his/her favorite color.

Colors

Colors, colors everywhere.

What is your favorite color? Will you please share?

(**Child's name**) what is your favorite color?

SEEDS

Session 2 - Steps to Success

A Color of His Own, Leo Lionni

Preparation

- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards – *green, red, gray, pink, yellow, purple, black, brown, blue.*
- Read the Steps to Success session cards.
- You will need Vocabulary Word Cards, **Chameleon Pictures**, pad of multicolored construction paper, box of crayons.

Introduction of Book

- Ask the children to retell the story about the chameleon and identify all of the different colors he changed into.
- Identify the title of the book, and the author of the book.

Reading Aloud

- Review the content of the book. Tell the children that chameleons change colors to blend in with their surroundings because they want to hide from enemies or sneak up on bugs that they eat.
- Show the children the Vocabulary Word Cards and ask them to identify each word.
- Read the book. While reading, match the Vocabulary Word Cards to the pictures in the book.
- **While reading the book**, ask the following questions:
 - What happened to the chameleon when he sat on the back of the tiger? (he had brown stripes)
 - What color was the chameleon when it was wintertime? (black)
 - Will the chameleon ever have a color of his own? (no)

After Reading

- **After reading the book**, ask the following questions:
 - Why do you think the chameleon wanted a friend?
 - At the end of the story, was the chameleon happy with himself? (yes)
 - Do you have a special friend like the chameleon in the story? Tell us about your friends.

Conversations and Vocabulary Development

Activity 1 Write the word chameleon on paper. Ask the children to read the word and as you point to each letter, say the name of each letter. As they say the name of each letter, ask them to think of word that begins with the same letter.



- Activity 2** Place each of the Vocabulary Word Cards on the table. Read the words with the children. Give 2-3 Vocabulary Word Cards to each child. Ask the children to make up a sentence using all of their words. Help them make complete sentences.

Conversations and Language Enhancement

- Activity 1** Tell the children that chameleons have long bodies, four legs, and four feet. They have two very large eyes. Chameleon's tongues are very long and sticky. Their tongues are so fast that they can catch a fly in the air. Tell the children that chameleons change colors so they can disguise themselves to blend in with their surroundings. Sometimes when they get excited, stripes or patterns may appear. Let each child select a piece of the multicolored construction paper. Show them the chameleon picture on the cover of the book. Ask the children to draw a chameleon and be sure to add the following:

long body 4 legs and 4 feet 2 large eyes long tongue

Ask the children to draw a bug or fly on the end of the chameleon's tongue.

Ask the children to print the word chameleon at the bottom of their pictures.

- Activity 2** Give each child 1-2 of the **Chameleon Pictures**. Ask them to identify the colors of the chameleons. Ask them what happened to the chameleon in the book when he sat on different objects. (he changed colors) Tell the children to look around the classroom and find objects that are the same colors of their chameleons and place the chameleons on top of the objects. Ask the children to match the chameleon pictures with the Vocabulary Word Card colors.

- Activity 3** Play the **I Spy** rhyming game with the children. Begin by saying a sentence containing one word that can rhyme with another word, such as "**I Spy** a chair, it rhymes with ____." (bear, hair, pair)

- **I Spy** a chair, it rhymes with _____. (bear, hair, pair)
- **I Spy** a clock, it rhymes with _____. (block, dock, lock)
- **I Spy** the floor, it rhymes with _____. (bore, door, pour)
- **I Spy** a wall, it rhymes with _____. (ball, call, fall)
- **I Spy** a light, it rhymes with _____. (white, bright, tight)

- Activity 4** Remind the children that the book was about how a chameleon changes colors. Give each child a topic and ask him/her to make up a full sentence describing the topic. If the child has difficulty, prompt by giving clues or say a sentence and ask the child to repeat the sentence.

Story Starter 1 Describe what a chameleon does.

Story Starter 2 What do you and your friends do when you are together?

Story Starter 3 Pretend you are having a birthday party. What color balloons are you going to buy for your birthday party?