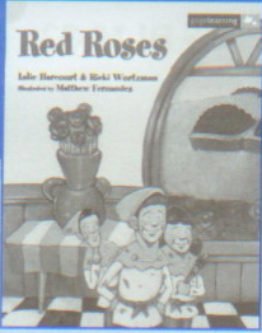


# RED ROSES



## Story Synopsis

*Red Roses* is a story about a queen who loves the colour red. One day the queen asks her gardeners to paint her white roses red. They do, but the queen is not happy because the roses appear to be orange as she looks through a yellow-tinted window and purple as she looks through a blue-tinted window. Soon, the queen sees the red roses through a red-tinted window, and is very pleased. There is a twist at the end of the story — it's raining, and the red paint is being washed off the roses! This book uses patterned language and dialogue to tell the story. At the end, children will be able to explore mixing different colour paints.

### LITERACY ELEMENTS

dialogue  
quotation marks  
commas  
contractions

### CONNECTIONS

DRAMA/DANCE  
perform in a group  
MUSIC  
move in response to music

### WORDS TO DISCOVER

queen  
roses  
likes  
said  
please  
paint  
painting  
orange  
red  
purple  
we're

### ESL CONSIDERATIONS

Discuss the fact that many present-tense verbs end in *-ing* (*paint/painting*).

## Overall Learning Opportunities



Students will:

- express ideas and feelings through a variety of media
- experiment with techniques and materials
- demonstrate basic knowledge and skills gained through exposure to the arts and activities in the arts



Students will:

- communicate effectively by listening and speaking
- use a variety of media
- use gestures, tone of voice, and non-verbal means to communicate effectively
- ask questions, express feelings, and share ideas

## ACTIVITY MENU

*Shared Reading*, page 83

*Exploration: Investigating Colour*, page 84

*Guided Reading*, pages 85–86

*As a Group*, pages 87–88



- *My Favourite Colour*: identifying and experimenting with colour
- *Tissue Paper Colours*: using tissue paper to create new colours



- *Readers' Theatre*: reading aloud and acting out
- *How Does Your Garden Grow?*: creating a flower in a favourite colour

*Independent Work*, pages 89–91



- *BLM 33*: mixing colours to make a new colour



- *BLM 34*: filling in missing words in text from the story
- *BLM 35*: drawing pictures based on story illustrations



## LEARNING OPPORTUNITIES

Students will:

- listen to stories for enjoyment and information
- demonstrate awareness of some conventions of written materials
- demonstrate understanding of a story by filling in the next word during collaborative reading

## OBSERVING FOR ASSESSMENT

During shared reading, observe and make note of specific reading behaviours. Does the student:

- use the book title and cover illustration to activate prior knowledge and personal experience?
- directly connect text to illustrations?
- construct meaning using illustrations?
- join in the reading spontaneously, with enthusiasm?



As the students become more comfortable with the text, increase the part they take in the reading. Eventually, they can read the entire text as one voice, while you point to and mouth the words and turn the pages.

## Getting Ready to Read

Invite the children to identify their favourite colours. As you list them on chart paper, encourage the children to explain why these colours are their favourite. Ask:

- Do you see something in our classroom which is that colour?
- Are you wearing anything that's your favourite colour?

Tell the children that this story is about a queen who has a favourite colour. Invite the children to guess what it is. Then say:

- Her favourite colour is the colour of the top light on a traffic light (pause). It's the colour of some firetrucks (pause). It starts with *rrr* and it rhymes with *bed* (pause). Yes, that's right. Red is the queen's favourite colour.

Show the children the cover of the book. Ask:

- What can you see in the picture that's the queen's favourite colour?

Tell the children the title of the story and ask them what they think the story will be about.

## First Reading

Read *Red Roses* aloud, pointing to the words and pictures as you read. Read to the end of page 6, then ask the children:

- Why does the queen think her roses are orange? Yes, that's right. She's looking at her roses through a yellow glass window, so her red roses look orange. Red and yellow make orange.

Continue reading to the end of page 10 and ask:

- Why does the queen think her roses are purple? Yes, that's right. She's looking at her roses through a blue glass window, so her red roses look purple. Red and blue make purple.

Read to the end of page 14 and ask:

- Why is the queen happy? Yes, that's right. Her roses are red.

Have the children look at the picture on page 16. Ask:

- The queen looks happy, but how does the gardener look? Why?

## Returning to the Story

Engage the children in talking about the story by asking open-ended questions, such as:

- What was your favourite part of the story?
- Which was your favourite picture?

Ask children questions to help them recall specific details, such as:

- What's the queen's favourite colour?
- What made the queen unhappy?
- How did the gardeners make the queen happy?

## Second Reading

Ask a volunteer to point to and read the title of the book. Have the children say the title together. Reread the book aloud, encouraging the children to join in where they feel comfortable.

## Extending the Reading Experience

When the children are very familiar with the text, have them join in by chiming:

We're painting the roses red.  
That's what the queen has said.  
We're painting the roses red.

Point to each line as the children read it. Then invite one child to take the role of the narrator (*The queen likes red, she said, and so on*), while the others read the gardeners' lines and you read the part of the queen. For variety and further reading practice, switch roles.



# Investigating Colour

## LEARNING OPPORTUNITIES

Students will:

- mix paints to create new colours
- identify feelings and ideas associated with colour
- experiment with techniques and materials

## YOU WILL NEED

- paint (red, yellow, and blue) and brushes
- egg cartons for holding and mixing paint
- painting clothes

## OBSERVING FOR ASSESSMENT

Can the student:

- explain which primary colours were used to create other colours?
- identify how different colours make her or him feel?

## Reading the Story

As you begin *Red Roses*, ask:

- How do you know that the queen likes the colour red?

Focus children's attention on pages 6–7 and ask:

- What colour does the queen think the roses are?
- Why do you suppose the roses look orange and not red?

Turn to pages 10–11 and ask:

- Now what colour does the queen think the roses are?
- Why do you suppose the roses look purple and not red?

Have children look at pages 14–15 and ask them to explain why the queen now believes that her roses are red. Finally, ask children to look at the last page. Ask:

- Are the queen's roses still red? Why does she think that they are?

## Starting the Exploration

Children can investigate the colours that can be created from primary colours. Prepare egg cartons with two colours of paint; put one colour in a section at one end and the second colour in a section at the other end. Here are the combinations of colours: red and yellow; blue and yellow; red and blue.

You can make paint available to all the children at the same time, or place the egg cartons at the Paint Centre (or a couple of tables) and have children rotate through the space over the course of several days.

## Working on Colour

Invite children to paint a picture using only the colours in the egg carton. Explain that they can use the colours as

they are, and that they can also mix them to create new colours. Show them how to use their brush to take some of each of the two colours to a new section in the egg carton. Remind children that they should clean their brushes before they place them in another colour.

Children can use **BLM 33** to record one of the colours they created.



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## Sharing

Post children's completed pictures and invite them to describe their paintings. Encourage children to compare colours. Ask:

- Who used the same colours as you?
- How did you make such a (dark orange)?
- In which other painting do you see purple? What colours do you think (child's name) started with?
- What other colours would you like to try to mix?

## Extension

- Provide finger paint in combinations of two primary colours, and finger-paint paper. Encourage children to explore what happens when they mix different amounts of the colours. That is, how is adding a lot of blue to yellow different from adding just a little bit of blue?
- Place egg cartons with red, blue, and yellow paint at the Paint Centre. Have children investigate what colours they can create mixing all three primary colours.

This Extension works well with Stand-Alone Activity 22: "Brush Paintings" on page 136 and with Stand-Alone Activity 29: "Fold, Open, Imagine" on page 143.



Many students will be

interested in having the chance to investigate colour combinations. Keep the egg cartons with the primary colours of paint at the Paint Centre, and replenish them often.



# Guided Reading

## LEARNING OPPORTUNITIES

Students will:

- identify most of the letters of the alphabet and demonstrate understanding that letters represent sound
- demonstrate understanding of the story by making predictions
- demonstrate awareness of some conventions of written materials
- listen and respond orally to language patterns in stories and poems

## YOU WILL NEED

- chart paper and marker
- pictures of roses in many different colours



As the students identify their favourite colours, invite them to spell the words as you chart their dictations.



Print the "We're Painting the Roses Red" poem on chart paper so that you can point to the words as you read those particular pages aloud.

## Setting the Scene

Invite the children to talk about colours.

Ask:

- What colours do you love?
- What is your least favourite colour?
- What colours do you see in the classroom?
- What colours do you see outside? (Children can think about green grass, white snow, grey sidewalks, and so on).

Then say:

- The story we're going to read is about some flowers called *roses*.

Show the children some pictures of roses of various colours. Ask:

- What colour roses do you like best?

Show the children the cover of the book and tell them the title. Say:

- The queen likes red, so she wants red roses.

Hand out copies of the book to the children. As they look at the cover, remind them of the title of the story. Have them point to the words as you say them: *Red Roses*.

Ask:

- How many words are in the title? That's right. There are two words in the title.
- What do you notice about the first letter in each of the two words in the title? That's right. Both words begin with the letter R.
- Is the letter R upper case or lower case? That's right, it's upper case.

Have the children look at the picture, talk about what they see, and tell what the picture suggests the story might be about. Encourage a variety of responses and, to keep the children focused on getting meaning from pictures, follow each

response by asking, "Why do you think that?"

Say the title once again while pointing to the words, and have the children open their books to pages 2–3.

## Reading the Text

### Picture Walk

Ask the children:

- Where is the queen standing? What do you think she's looking at?
- Who else do you see in the picture?
- How does everyone look?
- What colour does the queen like? That's right. The queen likes red.
- What colour are the roses now? That's right. They're white. So, the queen says, "Please paint my roses red."

Have the children turn to pages 4–5. Point to the picture spread and ask:

- What are the gardeners doing now? Yes, they're painting the roses red.
- Why? Yes, that's right. The queen has asked them to paint the roses red. "We're painting the roses red. That's what the queen has said. We're painting the roses red."

Have the children turn to page 6.

Ask:

- The queen looks puzzled. Why?

Ask:

- Why do the roses look orange?

Have the children turn to pages 8–9. Ask:

- What are the gardeners doing now?
- What are they saying?
- Do you think the queen will be happy now? Let's turn to pages 10 and 11 and find out.

## OBSERVING FOR ASSESSMENT

During independent reading, observe and make note of the student's specific reading behaviours. Does the student:

- use self-monitoring strategies to produce meaningful reading?
- use punctuation as a reading enabler?

Ask:

- What colour are the roses now? Why?
- The queen says, "Now my roses are purple." What do you think she asks the gardeners to do? That's right, "Please paint my roses red," she said.
- What do you think the gardeners will do? Turn to page 12 to find out.

Ask:

- Were you right?
- What do you think the gardeners are saying?

Encourage all the children to chime in the response. Ask:

- Do you think the queen will be happy now? Turn to page 14 to find out.
- Is the queen happy? Yes, she is. Why?

Have the children turn to page 16. Ask:

- What's the problem?
- What do you think is going to happen now?

## Independent Reading

Have the children read the book on their own with as little assistance as possible.

## After Reading

Invite the children to share their wishes.

Say:

- The queen wished for red roses and she got her wish. That made her happy. What have you wished for that when you got your wish, you were happy?

## Revisit the Story

Hold a conversation using open-ended prompts to engage the children in talk.

Ask:

- Was this a happy story or a sad story? Why do you think so?
- What was your favourite part of the story? Why?
- What was your favourite picture? Why?

Engage the children in recalling specific information from the story. Ask:

- What were the different colours of roses that the queen saw? Yes, she saw white, orange, purple, and red roses.
- At the end of the story, the queen was happy. Why?
- At the end of the story the gardener looks worried. Why?

Focus the children on the way the story is told through repeated language. Ask:

- When the roses weren't red, what did the queen ask the gardeners to do?
- As the gardeners painted the roses, what did they say?

## Reinforce the Story

Have the children retell the story in their own words, using the pictures to guide the sequence and detail of the retelling.



# As a Group

## LEARNING OPPORTUNITIES

Students will:

- identify feelings evoked by art forms
- show skill in painting, cutting, and pasting
- use materials in new ways
- share materials

## YOU WILL NEED

- paper and paint
- various kinds of paper
- wool and fabric scraps

## OBSERVING FOR ASSESSMENT

Does the student:

- respect others' work?
- use the materials in interesting ways?

## LEARNING OPPORTUNITIES

Students will:

- mix colours to create new colours
- experiment with new techniques and materials

## YOU WILL NEED

- different colours of tissue paper torn or cut into smaller pieces
- bristolboard or stiff paper
- glue, water, and brushes

## OBSERVING FOR ASSESSMENT

Can the student:

- create colours by following the modelled procedures?
- describe the colours created in the artwork?

## Activity: My Favourite Colour

Recall the queen's favourite colour in the story *Red Roses*. Say:

- The queen likes red. What is your favourite colour?

Record children's responses, and, if possible, have them agree on which is the most popular colour. Otherwise, choose the queen's favourite — red.

Tape a large sheet of paper (mural paper works well) on the floor, out of the traffic path. Place red paint nearby, along with red crayons and markers. Children who have red as a favourite colour can create pictures and designs using the red drawing materials. If children ask for suggestions on what to draw, suggest that they draw things that are red. On another day, replace the red drawing things with

other red materials such as red paper, wool, and fabric scraps. Children can glue these to make a red collage.

When the Red Colour Collage is complete, encourage discussion. Ask:

- Are all the colours of red the same? Which would you say is the darkest red? the lightest red?
- How does red make you feel?

## Extension

Repeat the process for other colours. Post all of the completed Favourite Colour Collages around the room or in the hall.

This Extension works well with Stand-Alone Activity 21: "Collage Creations" on page 135 and with Stand-Alone Activity 25: "Sponge Prints" on page 139.

## Activity: Tissue Paper Colours

Create a "gluewater" mixture using two parts glue to one part water. Show the children how to brush a thin coat of the mixture over the surface of the bristolboard. Explain that they can add one piece of tissue paper, then brush over it with the gluewater.

Demonstrate how they can overlap pieces of tissue paper — the colours of the tissue paper will overlap and run together to create new colours. Encourage children to cover their piece of bristolboard, using the process you demonstrated.

Display the work when dry and ask children to describe the colours. Ask:

- What paper colours did you use?
- What colours did you make when you overlapped the tissue papers?
- How did you make the colour purple? light blue? (and so on)

- Suppose you wanted to have the colour orange, what colours of tissue paper would you try?

## Extension

- Children can explore the effects of overlapping tissue paper in another way. Ask them to place bits of tissue paper on a piece of bristolboard, overlapping some, and then paint over with water. When the tissue pieces are dry, children can remove them to discover the colours beneath.
- Provide finger paint or tempera paint and brushes and have children paint on the windows. (If you add dishwashing liquid to the paint, it will be easier to wipe off later.) Children can enjoy looking through their own coloured windows.

## LEARNING OPPORTUNITIES

Students will:

- use gestures, tone of voice, and other non-verbal means to communicate more effectively
- make sense of simple written materials

## YOU WILL NEED

- colouring materials

## OBSERVING FOR ASSESSMENT

Look for:

- developing fluency in oral reading, such as attention to punctuation
- appropriate oral reading speed, word accuracy, and phrasing
- appropriate volume

## Activity: Readers' Theatre

Organize the children into two groups of equal size and assign the part of the queen to one group and the part of the gardeners to the other group. You can take on the part of the narrator. Have the children practise reading their assigned part on their own, then work as a group to rehearse their Readers' Theatre. By reading the story several times, the children will be able to commit their parts to memory.

As the children read, encourage them to think about how the queen sounds when she says, "Now my roses are orange!" and how the gardeners sound when they say, "We're painting the roses red."

To ensure the success of the performance, ensure that both groups have a number of children who can memorize quickly and accurately, and children with strong and dramatic speaking voices.

You may wish to begin the Readers' Theatre by playing background music (see Kindergarten CD Tracks 11–22, 24, and 26) while speaking a brief introduction, such as:

Once upon a time in the royal kingdom, the queen was strolling through her royal garden looking at her white roses. But white is not her favourite colour. "The queen likes red."

## Extension

- Have the two groups switch parts and read the story aloud. Then invite one child to take on the role of the queen and a small group to be the gardeners. The rest of the class can be the narrator.
- Give the children copies of **BLM 34**, so they can demonstrate their understanding of the story.



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## LEARNING OPPORTUNITIES

Students will:

- listen and respond in a variety of contexts
- follow simple directions and respond to questions

## YOU WILL NEED

- a variety of art materials
- chart paper and marker

## OBSERVING FOR ASSESSMENT

Can the student:

- follow directions?
- ask relevant questions?

## Activity: How Does Your Garden Grow?

Invite the children to use a variety of art media, such as construction paper, crayons, scissors, glue, and so on, to make a flower in their favourite colour.

Make a quick sketch on chart paper so that children can talk about the main parts of most flowers — the stem, the leaves, and the petals.

Once children have completed their flowers, help them to exhibit their work in a bulletin board display.

Invite the children to talk about their flowers with an emphasis on how they made them. Encourage the other children to listen carefully and to ask questions.

## Extension

- Explore the concept of different versions of a colour. Discuss the fact that colours can be light or dark, bright or soft, warm or cool, and so on.
- Give children a copy of **BLM 35**. Invite them to use different colours to draw pictures from the story.



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This Activity works well with Stand-Alone Activity 22: "Brush Paintings" on page 136 and with Stand-Alone Activity 26: "Mystery Prints" on page 140.

# Red Roses

BLM 33

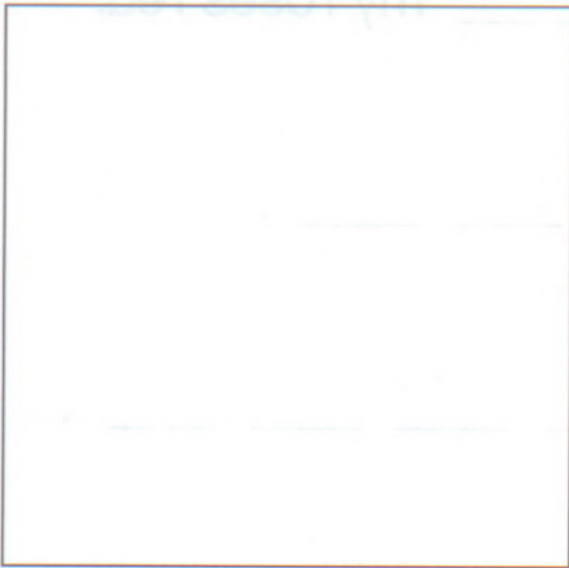
My name is \_\_\_\_\_.

I can mix colours.

I started with \_\_\_\_\_ and \_\_\_\_\_.

This colour is \_\_\_\_\_.

This colour is \_\_\_\_\_.



Here is the colour I made. It is \_\_\_\_\_.





# Red Roses

BLM 34

My name is \_\_\_\_\_.

Find the missing words. Print them in the spaces.

Please \_\_\_\_\_ my roses red.

We're painting the roses \_\_\_\_\_.

That's what the queen has \_\_\_\_\_.

We're painting the \_\_\_\_\_ red.

Please paint \_\_\_\_\_ roses red.

my      paint      roses      red      said

My name is \_\_\_\_\_

**Make pictures.**

