

# Unit 4

## Toys

### Objectives

By the end of the unit, students will:

- Identify toys.
- Ask and answer simple questions using verb *to be*.
- Identify colors.
- Ask and answer questions about the colors of objects.

### A-Z Vocabulary

**Toys:** doll, truck, kite, ball, yo-yo, teddy bear

**Colors:** red, green, yellow, blue, black, white

### Skills

**Listening:** Listen to and identify specific information.

**Speaking:** Respond with short answers to questions about specific objects.

**Reading:** Demonstrate understanding of the unit language through a fiction text: *Trixie, the Color Bear*. Recognize words in a text.

**Writing:** Write missing words to complete questions or answers.

**Phonics:** Identify the short *e* sound.

### Grammar

Is it a truck? Yes, it is. Is it a doll? No, it isn't. What color is it? It's red.

### It's Our World Cultural Diversity

#### Traditional Toys

Cultural diversity provides our world with different worldviews, a variety of skills, human values, etc. To work towards developing students in a global culture, it is important they know how to respect, protect and maintain cultural diversity. Culture is an important part of someone's identity, making everyone different. You may include examples from different cultures to show students what cultural diversity means. Use the unit's project as a way to make them aware of these differences. Also, whenever possible, celebrate the differences between your students and create an environment of inclusion and respect towards those differences.

### Teaching with Technology

When giving online classes, you can plan a show-and-tell session. You can ask students to choose their favorite toy and show it to the class. Tell students to ask and answer questions about their classmates' toy. This activity will encourage them to turn on their camera and interact with their classmates, even if they are not in the class. Also, it will help them practice the vocabulary and grammar they saw throughout the unit.

### Teaching with Games

**Game:** Hot Words Game

**Materials:** Unit 4 vocabulary flashcards, a bag, music

Ask students to sit in a circle. Put the flashcards in the bag and give the bag to a student. Play some music and ask students to pass the bag around the circle. Stop the music and ask the student who has the bag to pull out an image and identify the picture. If the student correctly identifies it, he or she keeps it. If not, the student puts it back into the bag. Continue until the bag is empty.

### Classroom Management

Good organization makes the board an even more effective tool. Think which words or ideas are most important for the lesson and write them at the top and center of the board. You might also choose to use a different color marker or piece of chalk. Write clearly and large enough for students in the back to see. Allow enough space between words to help beginning readers read more easily. When students write answers to activities on the board, be sure they write them in order.

### Teacher Workshop

### How to Use the Different Components

**Workbook:** Use the Workbook for extra practice, homework, or to level up students that require more practice.

**Flashcards:** Use the flashcards as a review or as an informal assessment. Display them and have students identify the vocabulary. Use the It's Our World flashcard to discuss cultural diversity through traditional toys.

#### Teacher's Digital Component

- **Class Planner:** Read the Class Planner beforehand and use it to plan the unit's contents.
- **Poster:** Use the Phonics poster to review the short *e* sound. Display it, read the words out loud and have students repeat them. Ask them to write the words in their notebooks and circle the sound they studied in this unit.
- **Assessment Pack:** Have students complete the unit's final exam after you finish the last lesson or the Review page. For global assessment, the pack also offers a mid-term exam and an end-of-the-year exam.

**Student's Digital Component and Happy Campers and The Inks app:** Have students practice all the skills by completing the interactive activities.

## Lesson 1

**Aim:** Identify and name toys.

**Vocabulary:** doll, truck, kite, ball, yo-yo, teddy bear

**Materials:** Audio Tracks 20 and 21

# Unit 4

## Toys

Lesson 1 Vocabulary A-Z

20 1 Listen. Then echo.



kite



ball



doll



truck



yo-yo



teddy bear

21 2 Listen and number.



2



1



4



3

21 3 Sing: *Guess My Toy*. Change the words in **bold**.

Guess My Toy

I have a toy.

Guess, guess, guess!

Is it a **doll**, a **doll**, a **doll**?

No, no, no.

No, it isn't.

I have a toy.

Guess, guess, guess!

Is it a **ball**, a **ball**, a **ball**?

Yes, yes, yes.

Yes, it is.



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## Start the Class

Have students look at Page 44 and predict what the lesson is about. Ask them to point to the toys they know and name them. They may use L1.

20 1 Listen. Then echo.

Have students look at the pictures and identify the words in L1. Explain that they will hear the words and will point to the image when they hear them. Play Track 20 and have students point to the pictures as they hear the words. Remind students that they will echo the words they hear. Play Track 20 again and have students echo the words.

**Try this!** Explain to the class that you will start drawing something on the board and that they will guess what you are drawing before you finish. Start drawing a doll on the board. If they correctly guess what you are drawing, the class gets a point. If they don't, you get a point. Repeat until you review all of the toys.

21 2 Listen and number.

Tell students they will listen to a song about toys. Explain that they will listen to the song and write numbers 1 to 4 in the checkbox next to the toy in the order they hear them. Play Track 21. Then play Track 21 again for students to check their answers. Then ask the questions from the song and have volunteers answer them.

21 3 Sing: *Guess My Toy*. Change the words in **bold**.

Tell students that they will listen to the song once more. Play Track 21 and have the class sing along, changing the words in bold with words from Activity 2 and in the order they agreed on. Have students follow the words with their fingers as they listen.

## Vocabulary A-Z

## Finish the Class

Have students sit in pairs. Explain that one of them will cover the image of a toy in the book and say *I have a toy, guess, guess, guess!* The other partner will guess the toy. Have students switch roles. Have a volunteer think of a toy for the class to guess. Repeat the activity as time allows.

**Mixed Abilities** Students often feel more relaxed when they are working together and helping each other in small groups. Group faster and on-level learners with slow learners so they can help each other. By helping the slower learners, the faster learners reinforce what they know, while slower learners may begin to feel more confident and take more risks using the language.

Page 52 can be completed as extra practice.

## Lesson 2

**Aim:** Ask and answer *yes / no* questions using verb *to be*.  
**Grammar:** Is it a truck? Yes it is. Is it a doll? No, it isn't.  
**Materials:** sheets of paper

### 1 Read and complete.

a) Is it a yo-yo?

Yes, it is.

b) Is it a teddy bear?

Yes, it is.

c) Is it a doll?

No, it isn't.

### 2 Look, read, and answer.

a) Is it a ball?

Yes, it is.

b) Is it a yo-yo?

No, it isn't.

c) Is it a truck?

Yes, it is.

### 3 Point, ask, and answer.

Is it a doll?

No, it isn't.

**Focus**  
 Is it a truck?  
 Yes, it is.  
 Is it a doll?  
 No, it isn't.

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## Grammar

### Start the Class

Divide students into groups of three. Explain that one student will say a toy word and the other students in the group will point to the picture of that toy in their books. The first one to point to the correct image will say another toy. Circulate among the groups and provide assistance as needed.

### 1 Read and complete.

Draw students' attention to the Focus box. Explain that those are examples of how to make questions with the verb *to be*. Explain that they are used to ask about what something is. Read the questions and answers out loud and ask students to follow the sentences with their fingers. Ask volunteers to use the structure to make questions about something else. You can use school supplies as examples.

Explain to the class they will complete some questions about toys. Tell students to go back and find in the song how the kids were asking what toy it was. Elicit *Is it a doll?* Read the first question and the answer. Ask *What is missing?* Tell the class they need to write only one word in each line. Have them work individually. Give them time to answer. To check answers, ask volunteers to write the whole questions on the board. After he or she finishes, draw lines below each word and echo the question. If time allows, practice individual repetitions showing different objects so they describe them.

### 2 Look, read, and answer.

Explain to the class that they will look at some toy pictures and answer questions about them. Point to the picture of the ball and say *Is it a teddy bear?* Elicit *No, it isn't*. Then ask *Is it a ball?* Elicit *Yes, it is*. Ask students to complete the first sentence. Read the next question and answer, then ask *What's missing?* Give them time to work individually. Share their answer with the class.

### 3 Point, ask, and answer.

Explain to students that they are going to ask each other questions about toys. Ask them to work in pairs. Tell them to look at the page and choose a toy before their partner starts asking questions. Tell them to ask each other *Is it a (doll)?* and answer the question.

**Try this!** Hand out sheets of paper. Ask students to think of a toy and draw it. Once they finish, tell them to walk around the classroom asking questions to guess other classmates' toys. Give them time to talk to different students and guess different toys.

### Finish the Class

Explain to the class that you will choose a toy from the unit's pages and that they will guess which one you chose. The student who correctly guesses the toy will choose another toy from the book for the class to identify.

Page 53 can be completed as extra practice.

## Lesson 3

**Aim:** Identify and name colors.

**Vocabulary:** red, green, yellow, blue, black, white







**Materials:** Audio Tracks 22 and 23, crayons, colored pencils or markers, a bag, music

### Lesson 3 Vocabulary in Context A-Z

#### 22 1 Read and listen.



#### 23 2 Find and complete. Then listen and say.

- a) red  b) green 
- c) yellow  d) blue 
- e) black  f) white 

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## Vocabulary in Context A-Z

### Start the Class

Have students look at Pages 46 and 47. Ask them to predict what the comic strip is about by looking at the pictures. Students may answer in L1.

#### 22 1 Read and listen.

Remind students that they will follow the words with their fingers as they read and listen. Play Track 22. Tell the class that they will listen again and will point to the yo-yos in their books as each color is mentioned. Play Track 22 again and ask students to find and circle the green yo-yo in each picture. Tell them to look carefully because it's well hidden.

#### 23 2 Find and complete. Then listen and say.

Have students look for the color words in the comic strip and underline them. Explain to the class that they will write the other missing letters on the lines to complete the words. For help, refer them to the words they underlined in the comic. Tell students to listen to the audio and say the words out loud. Play Track 23. Ask volunteers to write the words on the board. Point to the words and have the class read each one out loud.

#### Dictation Transcript

- a) red b) green c) yellow d) blue  
e) black f) white

**Try this!** Put the markers, colored pencils or crayons of different colors in a bag. Divide the class into two teams and have a volunteer from each team go to the board. Take out an object from a bag, show it to the class, and tell the volunteers to write the correct color word on the board. The first correct answer wins a point for the team. Repeat until there are no more objects in the bag.

### Finish the Class

Have students stand in a circle. Whisper a color to each student. Play some music and have students move to the right. Stop the music and say *Red inside!* Tell the class that all the students to whom you whispered *red* will go inside the circle and do what you say: *march, clap, jump*, etc. Repeat, varying the colors you say.

**Mixed Abilities** Students may feel more comfortable asking or discussing how to do things with their peers. Have students work in small groups to practice spelling out the names of colors, and have them ask each other *What letter comes next?* so they can spell each color correctly.

If possible, use the Student's Digital Component to watch the video.

Page 54 can be completed as extra practice.

Use the Flashcards for Unit 4.

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## Lesson 4

**Aim:** Ask and answer questions about color.

**Grammar:** What color is it? It's red.

**Materials:** Audio Track 22, Cheer 04, a ball, objects of different colors

### Lesson 4 Grammar in Context

#### 1 Listen again.

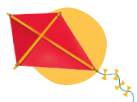


#### 2 Look and underline.

- a) What color is it?  
It's green / blue.



- b) What color is it?  
It's yellow / red.



#### 3 Complete.

- a) What color is it?  
b) Is it yellow?  
c) It's green.

#### 4 Point, ask, and answer.



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## Grammar in Context

#### 4 Point, ask, and answer.

Tell students that they are going to say what color some objects around the classroom are. Point to an object. Toss a ball to a student and ask *What color is it?* Have the student answer. Toss the ball to another student, point to another object, and ask *Is it (red)?* Have the student answer. Repeat with other students to review different questions and answers.

#### Finish the Class

Have the class put their heads down on their desks and cover their eyes. Tell a volunteer to take an object and hide it behind his or her back. Have students uncover their eyes. Explain that they have to guess the color of the object the volunteer is hiding. Have the class ask *Is it (color)?* and the volunteer answer *Yes, it is*, or *No, it isn't*. The student who guesses the correct color chooses an object for the next round of guesses. Repeat as time allows.

#### CHEER 04 Start the Class

Tell students that they will listen to Cheer 04. Play Cheer 04 and write it on the board while students listen. Then ask them to help you underline the question and circle the answer. Have the class listen to the audio and follow the cheer. Play Cheer 04 again and have the class cheer along with the audio. Divide the class into two groups. Have one of the groups ask the question and the other say the answer. Then switch roles.

#### Cheer Transcript

Happy Campers listen here!  
Now it's time to do a cheer!  
Ready? OK!  
What color is it?  
It's green! It's green! It's green!

#### 1 Listen again.

Tell the class that they will read and listen to the comic strip. Remind students to follow the words with their fingers as they read. Play Track 22. Then tell the class that they will read softly out loud as they listen to the audio. Play Track 22 again.

#### 2 Look and underline.

Explain to students that they will look at the pictures and identify the color of the objects. Point to the green yo-yo and say *What color is it?* Elicit *green*. Tell students to underline the correct option. Repeat with the questions for the red kite.

#### 3 Complete.

Tell the class that they will complete the sentences. Have students circle the questions about colors in the comic strip. Have volunteers share their answers with the class and write them on the board. Point to each question or sentence, read it, and have the class repeat it. Give students time to complete the sentences using the questions in the comic as a reference. Have students work individually, and then ask volunteers to write their answers on the board.

Page 55 can be completed as extra practice.

## Lesson 5

**Aim:** Demonstrate understanding of the unit language through a fiction text. Identify the short *e* sound.

**Vocabulary:** now, fun

**Phonics:** short *e* sound; Eddie, Teddy

**Materials:** Audio Tracks 24 and 25, music, a box, sheets of paper

### Lesson 5 Reading

#### 24 1 Read and listen.

#### Trixie, the Color Bear



Hi, I'm Trixie.  
I love colors!  
Look at the toys!

A green truck!  
Splish, splash, splosh!  
What color is it now?  
It's red!



Splish, splash, splosh!  
The ball isn't yellow now!  
It's blue!



Look at the doll!  
Is it blue now? No, it isn't!  
It's yellow!



Colors are fun! Bye!

#### 25 2 Listen and find two more words with the same *e* sound in the story.

Look at my teddy. Look at Eddie.  
His name is Eddie. He's my teddy.

**Phonics**  
Eddie Teddy

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## Reading

### Start the Class

Give each student a sheet of paper and tell them to draw the same toy on both sides of the paper. Tell them to color the toy a different color on each side. Collect the drawings. Display one of the drawings on the board. Have the students name the toy and then ask *What color is it?* Have the class answer together. Then say *Splish, splash, splosh!* and turn the paper over to reveal the same toy in a different color. Ask *What color is it now?* And have the class answer together. Repeat by using the drawings of several students.

#### 24 1 Read and listen.

Have students open their books on Page 48 and look at the title and the pictures. Ask *Is this fiction or nonfiction?* Elicit *fiction*. Remind students that fiction is a story. Have students point out why it is a fiction text. They may answer in L1. Tell the class that they will read the story as they listen to it. Remind them to follow the words with their fingers as they read along. Play Track 24. Then divide the class into four groups. Explain that each group will read a paragraph out loud, and then read the last paragraph as a class. Then have students circle the toy words and underline the color words. Play Track 24 again and have the class read out loud along with the audio. Encourage them to imitate correct pronunciation as much as possible.

**Try this!** Have students work in pairs. Explain that they will take turns reading the story to their partner. Tell students that the partner who is not reading will point to the toys as he or she hears them in the story. Circulate among the pairs to monitor students' pronunciation and provide assistance as needed.

#### 25 2 Listen and find two more words with the same *e* sound in the story.

Explain to the class that they will listen to a rhyme with some words that have a sound in common. Play Track 25. Draw their attention to the words *Eddie* and *Teddy*. Ask *How are they alike?* Elicit *They have a short *e* sound*. Play Track 25 again. Once they identify the short *e* sound, tell them to circle all the words in the story that have an *e*. Write them on the board and pronounce them out loud. Ask if they sound the same as *Eddie* or *Teddy*, if not, cross them.

### Finish the Class

Put the drawings the students made at the beginning of the class in a box. Have the class sit in a circle. Explain that they will pass around the box as they listen to music. When the music stops, the student with the box will pull out a drawing and ask *What color is it?* Let the class answer. Then the class says *Splish, splash, splosh!* and the student with the picture turns the drawing over and asks *What color is it now?* for the class to answer. Restart the music and have students pass the box around again. Repeat as long as time allows. Provide assistance as needed.

## Lesson 6



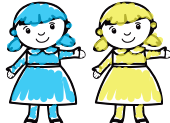
**Aim:** Recognize words in a text. Write missing words to complete questions or answers.

**Materials:** Audio Track 24, students' drawings from Lesson 5, sheets of paper



### Lesson 6 Writing

24 1 Listen again to *Trixie, the Color Bear*.

2 Color before and after. Then write.

- a)  It's red now!
- b)  It's blue now!
- c)  It's yellow now!

3 Look and answer.

- a)  What color is it?  
It's red.
- b)  Is it green now?  
No, it isn't.
- c)  What color is it?  
It's yellow.

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## Writing

### Start the Class

Display on the board six or eight of the drawings students made during the last class. Be sure to include drawings of different toys of different colors. Have students identify each toy and say what color it is. Then tell students to close their eyes. Turn a picture over. Have the students open their eyes and tell you which toy changed color. Repeat until you have reviewed several toys and colors.

24 1 Listen again to *Trixie, the Color Bear*.

Tell students they will listen to the story again. Remind them that they will read along, following the story with their fingers as they read and listen. Play Track 24.

Ask students to sit in small groups. Tell them that one student will read a sentence and the others in the group will echo it. Explain that they will take turns reading the sentences. Circulate among the groups to check pronunciation and provide assistance as needed.

2 Color before and after. Then write.

Have a volunteer read the directions. Explain to the class that they will color the toys as they were before and after Trixie painted them. Then they will write what color the toys are after Trixie painted them.

Have the class look at the first pictures. Ask the class what color the truck was before Trixie painted it. Remind students to refer to the story for help. Elicit *green*. Point to the second truck and ask *What color is it?* Elicit *red*. Have a volunteer read the example sentence. Tell the class to complete the activity individually. Walk around the classroom to monitor students' work and provide assistance as needed.

3 Look and answer.

Draw the attention of the class to the first picture. Have a student read the question out loud and another one answer it. Write the answer on the board. Tell the class to complete the activity individually. Then have volunteers write the answers on the board for the class to check their work.

**Try this!** Tell students they will work with a partner. Explain that they will take turns pointing to the toys on Page 49, asking *What color is it?* and *What color is it now?* for their partners to answer. Circulate among the pairs and provide assistance as needed.

### Finish the Class

Give each student a square sheet of paper. Have them fold a bottom corner to the opposite upper corner to make two triangles. Have them open the paper again and fold the other opposite corners to form two more triangles. When they open the paper, it will have a large folded X. Then tell students to fold each of the four corners to the center of the X to make a diamond shape. Next, have the students choose four toys to draw. Each toy must have a different color. Then have the students open each corner and draw the same toy as the one on top, but in a different color. When they have finished, explain that they are going to work with a partner. Have them take turns to name a toy and ask *What color is it?* Then have them open the corner and ask *What color is it now?* Have them play for as long as time allows.



## It's Our World

**Aim:** Make a vocabulary wheel to match colors and traditional toys.

**Materials:** construction paper, scissors, crayons, colored pencils, pencil or pen, Unit 4 flashcard

### 1 Read and match.

Explain to the class that they will read some descriptions about traditional toys, and they need to match them with their pictures using lines. Read the first description out loud. Focus on the colors and type of toys. Then tell them to use a color or crayon other than blue to draw over the line as an example from the description to the toy. Do the same with the rest of the descriptions.

### 2 Make a spinning wheel of traditional toys.

Explain to the class that they will make a wheel of traditional toys in teams. Make yours in advance, show it and make a demonstration with a pencil. Organize the students in teams of four. Give a sheet of construction paper and scissors per team. Tell them to divide the spinning wheel in four and draw in each space a toy with different colors.

### 3 Play.

One student should spin the pencil over the wheel while the rest of the team covers their eyes. Once the pencil points to a toy, the student should hide the pencil and let the rest of the team ask questions to guess what toy the pencil

**Traditional Toys**

**1 Read and match.**

a) What color is it?  
It's red, blue, and black.  
Is it a kite? Yes, it is.

b) Is it green?  
No, it isn't. It's blue and white.  
Is it a doll? Yes, it is.

c) What color is it?  
It's green.  
What is it? It's a truck.

d) Is it yellow?  
No, it isn't. It's red.  
Is it a yo-yo? Yes, it is.

**2 Make a spinning wheel of traditional toys.**

**3 Play.**

What's your traditional toy?

pointed at. The student who guesses correctly, spins the wheel next. Monitor and provide help as needed.



Explain to the class that every country has their own and unique toys. Tell students to point at the first picture of the previous activity. Say *This is called Matryoshka, Russian Wooden Nesting Dolls*. Explain that these dolls have many dolls inside arranged by sizes. Tell students to point at the second picture and explain that it is a

*diabolo* or Chinese yo-yo, a juggling or circus prop consisting of an axle and two cups or discs. Finally, ask if they know some traditional toys from their country. Guide them to reflect on how the diversity of toys represents diversity of cultures. You can use the It's Our World Unit 4 flashcard to present this subject.

## Review

**Aim:** Review vocabulary and grammar from Unit 4.

**Vocabulary:** red, green, yellow, blue, black, white

**Grammar:** It's red.

### 2 Circle.

Ask a volunteer to read the directions. Explain to the class that they will circle the object that matches the color in the sentence. Have students do the activity individually. Walk around the classroom to monitor students' work and provide assistance as needed. Then have volunteers share their answers with the class.

**Review**

**1 Match.**

a) re ck  
b) yel en  
c) bl low  
d) bla d  
e) gre ue

**2 Circle.**

a) It's red.

b) It's a doll.

c) It's green.

d) It's a yo-yo.

### 1 Match.

Have students look at the incomplete words. Explain that they will match the fragments of words to make a complete word, and then match it to the picture that represents the color. Guide students' attention to the example. Explain that the two fragments of this word make *red*. Have students work individually. Walk around the classroom and provide assistance as needed. Then have volunteers write the complete color words on the board. Point to the words and have the class read them out loud.

## Extra Practice

### 1 Find and circle six toys.

Guide students' attention to the word search. Explain that they will find and circle six toys. Point to the toy pictures and have the class identify them. Tell them to look at the pictures for clues of the words they need to find. Have students compare their answers with a partner.

### 2 Complete.

Tell students that they will complete the sentences with the name of the toy in the picture. Have a volunteer read the first sentence. Point to the kite and ask *What is it?* Elicit *It's a kite*. Explain to the class that they will work individually to complete the activity. Walk around the classroom and provide assistance as needed. Then have volunteers share their answers with the class. You may also have students write the sentences on the board.

Extra Practice Lesson 1 A2

1 Find and circle six toys.

2 Complete.

a) It's a kite.

b) It's a ball.

c) It's a doll.

d) It's a truck.

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### 1 Circle.

Ask two volunteers to read the Reminder box out loud. Tell students to look at the pictures, and explain that they will circle the correct answer to the question. Have students work individually and then compare their answers with a partner. Have volunteers share their answers with the class.

### 2 Read and draw.

Have the class read the directions out loud. Explain that they will read the questions and answers, and then draw the correct toy. Walk around the classroom and provide assistance as needed. Then have volunteers share their pictures with the class.

Extra Practice Lesson 2 A2

Reminder: Is it a truck? Yes, it is. Is it a doll? No, it isn't.

1 Circle.

a) Is it a teddy bear? Yes, it is. No, it isn't.

b) Is it a ball? Yes, it is. No, it isn't.

c) Is it a truck? Yes, it is. No, it isn't.

d) Is it a doll? Yes, it is. No, it isn't.

2 Read and draw.

a) Is it a yo-yo? No, it isn't. It's a ball. (Students' drawing of a ball.)

b) Is it a teddy bear? Yes, it is. (Students' drawing of a teddy bear.)

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## Extra Practice

### 1 Write.

Explain to the class that they will look at the crayons and write a sentence describing their color. Do the first example together and then have students finish the activity individually. Walk around the classroom, and provide assistance as needed. Have students compare their answers with a partner.

Extra Practice Lesson 3 A2

1 Write.

a) It's blue.

b) It's white.

c) It's red.

d) It's black.

e) It's yellow.

f) It's green.

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### 1 Complete.

Ask two volunteers to read the sentences in the Reminder box out loud. Tell the class that they will complete the questions and answers, and then compare their results with a partner. Walk around the classroom, and provide assistance as needed. Have volunteers write their answers on the board.

### 2 Color. Complete and answer.

Tell students to color the kite, complete the question, and answer it. Walk around the classroom and provide assistance as needed. Have volunteers share their ideas with the class.

Extra Practice Lesson 4 A2

Reminder: What color is it? It's red.

1 Complete.

a) What color is it? It's black.

b) What color is it? It's white.

c) What color is it? It's yellow.

d) What color is it? It's blue.

2 Color. Complete and answer.

(Students' own colors.)

What color is it? It's (Students' own answers.)

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