

Yesterday I Had the Blues

by Jeron Ashford Frame



A fast moving, rhythmic story bursting with colorful illustrations that follow a boy during his everyday life and describes how his family makes him feel "golden."

Read

Before:

Introduce the book and tell the children a little bit about it. Follow with a comment or question that is related to the story such as, *Colors can represent many different types of things, including emotion, status, character traits and more. What things do you associate with the color blue? Green? Red? Yellow?* Encourage a discussion so the children can comment, ask questions, and express their feelings. Set the stage for listening by asking an "I wonder" statement based on the cover illustration.

- I wonder where that boy could be headed off to.

During:

Encourage the children to comment on the illustrations, ask questions, and predict what will happen next in the story. Ask the children to try and remember as you read which animal crawled in the mitten first, second, and so on. Point out "rare words" (e.g., those words that are not commonly used in every day conversation) and help the children relate the meaning in a way that makes sense to them.

Rare Words in *Yesterday I Had the Blues*:

- volume: the control on a radio for adjusting the intensity of sound
- hedges: a row of bushes or small trees planted close together
- drugstore: a place of business, usually selling cosmetics, stationary, toothpaste, etc.
- straight: extending or proceeding in one single direction, without bends or curves
- ballet: a form of dance characterized by conventional steps, poses and graceful movements including leaps and spins
- indigo: a deep purplish blue color that lies between blue and violet on the visible spectrum
- saxophone: a metal wind instrument with keys and a reed that comes in several sizes and registers and is particularly associated with jazz music
- subway: an underground railroad, especially one powered by electricity
- rhyme: a similarity in the sound of word endings, especially in poetry
- parade: an organized procession of people celebrating a special occasion and often including decorated vehicles or floats, a marching band, people twirling batons, and people on horseback
- rocket: a firework, flare or similar device, usually cylindrical in shape, containing combustible propellants

After:

Discuss the story. Ask questions...

- What types of things does the boy associate with being sad?
- What color does he associate the feeling of wanting to be somebody?
- What kind of day was the boy's dad having?
- Describe someone who has "the pinks."
- How does the boy react to his sister's day?
- What emotions do you think of when someone has "the yellows."
- What do you think the color red means?
- What is the moral of the story, according to the boy?

Do

Colors of the Rainbow

You will need: white paper, markers or crayons

After reading the story, talk about the different moods found throughout the story. Have the children describe the mood they feel and what color they would be. Next, have the children name each marker or crayon color. Then, have the children go around the room and find other things of the same color. If applicable have the children sort small objects, i.e. counting bears, blocks, puzzles, etc, into the different colors. Finally, hand each child a piece of white paper and markers/crayons. Then have the children draw a self-portrait with their favorite colors.

Additional activity: if desired, have the children place their markers or crayons on a piece of construction paper. When you say a color, they will need to hold that color of marker/crayon in the air. Repeat for each color.