

# Our Many Colored Days

**Special Area:** Art (Kindergarten)

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**Length of Unit:** 8 Lessons

## I. ABSTRACT

This unit will use the book; *My Many Colored Days*, by Dr. Seuss as the springboard for teaching the basic colors. This theme will also integrate the feelings children have about themselves and others throughout the study of colors. A rich and varied selection of literature will be used as the basis for many hands-on activities that will teach reading and language skills as well as the main subjects of color and feelings. The children will be exposed to and involved in using different art mediums to create works of art, individually and with the group. This fun and exciting unit provides knowledge that is vital for kindergarten while creating an atmosphere of cooperation, sharing and respect in the classroom.

## II. OVERVIEW

A. Identify concept objectives.

1. Students will understand the world is full of color.
2. Students will develop an awareness of how colors create different feelings.

B. Identify content objectives.

1. Observe how color can create different feelings.
2. Listen to and understand a variety of texts, both fiction and nonfiction.
3. Understand and follow oral directions.

C. Skills taught

1. Identify basic colors
2. Work cooperatively in a group.
3. Develop fine motor skills (cutting, gluing, coloring, painting)

## III. BACKGROUND KNOWLEDGE

A. Teacher Background Knowledge

Every day each class will have a different object to make for that color and display them in the hall. Example: Red day: the whole class will work on one big apple, strawberry, fire engine, stop sign etc. See Appendix A.

## IV. RESOURCES

- A. *My Many Colored Days*
- B. *The Book of Virtues*
- C. *What Your Kindergartner Needs to Know*

## LESSONS

### Lesson One: My Many Colored Days

A. *Daily Objectives*

1. Concept Objective
  - a. The students will develop an awareness of how colors create different feelings

2. Lesson Content
  - a. *My Many Colored Days* by Dr. Seuss
3. Skill Objective
  - a. The student will be able to identify rhyming words.
  - b. The student will be able to identify colors.
  - c. The student will be able to listen and recall a story.
  - d. The student will be able to follow directions.
- B. *Materials*
  1. *My Many Colored Days* by Dr. Seuss
  2. Drawing paper.
  3. Crayons
- C. *Key Vocabulary*
  1. author
  2. illustrator
  3. heels
  4. groan
- D. *Procedures/Activities*
  1. Show the children the cover of the book and let them guess what it might be about.
  2. Tell them that sometimes certain colors make us feel certain ways or remind us of certain things. Ask them what is more cheerful, yellow or black? Ask several questions like that.
  3. Tell the students the title of the book and who the author is. Explain that author means who wrote the book. Discuss illustrators and who they are for this book.
  4. Read the book giving children plenty of opportunity to enjoy the wonderful pictures.
  5. Discuss the book. Ask questions. "Have you ever felt like kicking up your heels? When? Why? What makes you feel low, low down?"
  6. Read book again. Discuss vocabulary words. Leave out last work on; the page for children to fill in. Have them identify the rhymes.
  7. Let children discuss the pictures and choose their favorites.
  8. Lead them in a discussion about feelings and how we relate them to colors. Let them share colors that express feeling happy, sad, afraid, angry, etc.
  9. Give them drawing paper and ask them to choose one color to draw a picture representing a feeling. If time permits let them draw more than one or leave materials in a center for later use.
- E. *Evaluation / Assessment*
  1. Let children tell about their pictures. Have them identify the colors.

## **Lesson Two: Red**

- A. *Daily Objectives*
  1. Concept Objective
    - a. The students will understand the world is full of color.
    - b. The student will develop an awareness of how colors create different feelings.
  2. Lesson Content

- a. *The Great Blueness*
  - b. *Little Red Riding Hood*
3. Skills Objective
- a. identify colors, specifically red
  - b. recall and retell a story
  - c. working together in a group.
  - d. following directions
- B. *Materials*
- 1. A copy of *The Great Blueness and Other Predicaments*
  - 2. A copy of *Little Red Riding Hood* or any book featuring red.
  - 3. Large outline of an apple
  - 4. Red tempera paint
  - 5. Apple halves
  - 6. Large craft sticks
- C. *Key Vocabulary*
- a. predicament
  - b. depressing
  - c. glorious
- D. *Procedures/Activities*
- 1. Review the idea of colors related to feelings. Ask some questions such as “How am I feeling if I’m feeling blue”?, “What does it mean to be in the pink”?
  - 2. Introduce the book *The Great Blueness and Other Predicaments*. Read it to the children.
  - 3. As each color is introduced in the story let the children make predictions about what problems might occur.
  - 4. Discuss what our world would be like if it were all one color. Ask questions such as “Would it be harder to recognize things?”, “Would our world be less interesting?”.
  - 5. Tell the children you’re going to read a story about something red. Show them the cover of *Little Red Riding Hood*. Ask them if they’ve ever had a favorite jacket, sweater, or other article of clothing. Say the girl in the story has a favorite cape and it is red. Read the story.
  - 6. Discuss the story. Have children illustrate their favorite part of the story. While the children are drawing, pull out some children to paint the large apple cutout. Stick craft sticks into apple halves. Children hold the sticks and dip apple halves into red tempera paint and put apple prints all over the big apple cutout until its’ covered. Make sure all children have a turn to print with the apples.
- E. *Evaluation / Assessment*
- 1. Let children share their pictures with the class.
  - 2. Children are able to tell where their picture belongs- beginning, middle, or end of story and will place their picture in the appropriate column of a chart.
  - 3. Children will identify red thing in the picture of *Little Red Riding Hood*.

### **Lesson Three: Yellow**

#### *A. Daily Objectives*

- 1. Concept Objective:

- a. The student will understand the world is full of color.
  - b. Develop an awareness of how colors create different feelings.
2. Lesson Content
    - a. Yellow is a primary color.
  3. Skills Objective
    - a. Students will identify colors, specifically yellow.
- B. Materials**
1. a copy of *Yellow*
  2. a copy of *My Many Colored Days*
  3. chart paper
  4. construction paper (preferably yellow)
  5. a large outline of some yellow object
- C. Key Vocabulary**
1. Quote: “No Bees, no honey. No work, no money”
- D. Procedure / Activities**
1. Gather children in a circle. Read *My Many Colored Days*, again. Encourage students to read along. Allow them to name the colors on the pages.
  2. Review the previous lesson on the color red. Tell students they are going to talk about a new color today, yellow.
  3. Turn to the yellow page in *My Many Colored Days*. Read it again. Discuss what it means to be a “busy buzzing bee”.
  4. Tell students that yellow makes us feel excited, bright, cheery, etc. Tell students there is a saying about why we should be hard workers like those busy bees.
  5. Teach children the saying “No bees, no honey. No work, no money” (this saying can be displayed in the classroom as a banner and used as a motivational tool)
  6. Tell students you are going to read another book about yellow things. Show students the cover of the book, *Yellow*. Write the word yellow on chart paper in the center of the page. Let students identify the beginning sound and letter.
  7. Read the book *Yellow*, drawing special attention to the illustrations and different shades of yellow. (i.e. gold, yellow-orange). Tell student they are going to make their own list of yellow things. Encourage them to name objects that are not in the book.
  8. Tell students you are going to read another book about yellow things. Show students the cover of the book, *Yellow*. Write the word yellow on chart paper in the center of the page. Let students identify the beginning sound and letter.
  9. Read the book *Yellow*, drawing special attention to the illustrations and different shades of yellow. (i.e. gold, yellow-orange). Tell student they are going to make their own list of yellow things. Encourage them to name objects that are not in the book.
  10. Make a work web from the word “yellow” written on the chart paper. Try to get each child to name a yellow object.

E. *Assessment / Evaluation*

1. Students will use the object given for the word web to complete a page for a class made book that is similar to *Yellow*. Allow students to dictate their yellow object and illustrate it on their page.
2. Collect student pages and mount papers on yellow construction paper. Laminate and staple together to make a class book. Keep this book in a center or class library to use throughout color unit

**Lesson Four: Blue**

A. *Daily Objectives*

1. Concept Objective:
  - a. The student will develop an awareness of how colors create different feelings.
  - b. The student will understand the world is full of color.
2. Lesson Content
  - a. *The First Starry Night* by Joan Shaddox Isom
3. Skill Objective:
  - a. Students will identify basic colors – specifically blue.
  - b. Students will listen to and recall facts from a story.
  - c. Students will distinguish warm and cool colors.
  - d. Students will follow directions in painting individual and group pictures.

B. *Materials:*

1. Book *The First Starry Night*
2. paper for painting
3. water color paints for each student
4. large piece of white paper for group picture
5. blue, yellow, orange and white finger paint
6. copies of *My Many Colored Days* and *The Great Blueness*.

C. *Key Vocabulary*

1. Vincent Van Gogh
2. France
3. artist

D. *Procedures / Activities:*

1. Review what the children learned about red and yellow. Ask them to recall things that are red and things that are yellow.
2. Recall how the colors red and yellow were used in the books previously read. Note that red and yellow are sun colors or fire colors that make us feel warm. We associate them with being cheerful, happy, excited, etc.
3. Ask them to recall how blue was used in *My Many Colored Days*. Ask, “How do you think the author was feeling on his bright blue day?” Recall how blue affected the people in *The Great Blueness*. Show the pictures from those books.
4. Ask children to name things that are blue. Ask them if blue makes them think of warmth like red or yellow. Is the blue calmer, or more soothing? Does it make you think of cool things like water, ice, or sky?
5. Tell children you are going to tell them about a great artist and a famous painting. Show them the cover of *The First Starry Night*. Ask them what they see and what is the color they see most.

6. Tell them that Vincent Van Gogh was an artist who lived a long time ago. Explain that, in this case, an artist is someone who draws or paints pictures. Explain that Vincent loved the color in our world and he loved to use lots of color in his paintings. Tell the children to pay attention to the beautiful pictures in the book. Ask them whether the pictures are warm or cool.
7. Read or tell the story as you show the pictures.
8. Go back and discuss. Ask how Vincent and Jaques feel at different points in the story. How does Vincent use color to make his pictures express different things? Compare the sunflowers and the starry night pictures. Which is warmer? Which picture is cooler?
9. Give children paper and watercolors. Display a print of The Starry Night. Ask children to paint their own version of a starry night. Ask them to use lots of blue to paint their night sky.

E. *Evaluation / Assessment:*

1. Give children a sheet of paper divided into thirds. Have them use their crayons to draw something red in the first section, something yellow in the second section and something blue in the third.
2. Call children in small groups of 2 or 3 to work on a large group painting of a starry night using finger paint to make the swirls sky and stars.
3. Let students share their pictures telling which ones are warm colors and which one is cool.
4. Ask children to recall and discuss story by asking specific questions. “Who did Jaques live with?” “How were Jaques and Vincent alike?” “Why were people afraid of Vincent?” etc.

**Lesson Five: Green**

A. *Daily Objectives*

1. Concept Objective
  - a. Students develop an awareness of how color creates different feelings.
  - b. Students understand the world is full of color.
2. Lesson Content
  - a. Little Blue and Little Yellow by Leo Lionni
3. Skills Objective
  - a. Identify primary colors.
  - b. Identify green as an secondary color, created from blue and yellow.
  - c. Listen to and retell a story.

B. *Materials*

1. copy of *Little Blue and Little Yellow* by Leo Lionni.
2. Paper for painting
3. Blue and yellow tempers paint
4. Large outline of a tree
5. Squares of blue and yellow tissue paper

C. *Key Vocabulary*

1. primary colors
2. secondary colors

D. *Procedures/Activities*

1. Review all previous colors.

2. Identify red, yellow, and blue as primary colors. Tell children all other colors come from these three.
3. Show the cover of *Little Blue and Little Yellow*. Ask for comments or observations about the cover. Remind them what author and illustrator mean.
4. Read the story.
5. Go back and review the story. What happened to Little Blue and Little Yellow? What was the problem in the story? How was it solved? How were the characters in the story feeling at different times in the story?
6. Ask them what happened to Little Blue and Little Yellow when they hugged.
7. Tell the children they are going to make pictures of Little Blue and Little Yellow.
8. Pass out water, paper, and watercolors. Let children use their blue and yellow paints to represent Little Blue and Little Yellow.
9. Have them mix the two colors to make green. Let them create their own pictures about the story.
10. While children are painting call them in small groups to glue blue and yellow squares of tissue paper to the large tree.
11. Let them talk about what happens when they put the blue and yellow squares together.

*E. Evaluation/ Assessment*

1. Children will share their paintings with the group.
2. Have children act out story of Little Blue and Little Yellow. Encourage them to think of their own ways to do this.

**Lesson Six- Purple**

*A. Daily Objective*

1. Concept Objective
  - a. The student will develop an awareness of how colors create different feelings.
2. Lesson Content
  - a. *Harold and the Purple Crayon* by Crockett Johnson
3. Skills Objectives
  - a. Identify red and blue as primary colors
  - b. Identify purple as an secondary color
  - c. Illustrate ideas conveyed during a class discussion
  - d. Identify a specific letter in capital and lowercase forms

*B. Materials*

1. *Harold and the Purple Crayon* by Crockett Johnson
2. blue and red tempera paint
3. White paper for each child
4. Paintbrush for each child
5. 3 small containers (Paint cups, butter tubs, etc.) for each pair or trio of children
6. Chart paper on a stand or other steady upright surface
7. Red, blue, and purple markers or dry erase markers
8. Sentence strip
9. Crayons

*C. Key Vocabulary*

1. primary colors
2. secondary colors
3. circle

D. *Procedures/Activities*

1. Read *Harold and the Purple Crayon* to the class during circle time. Encourage them to predict (throughout the story) what Harold will do to get out of the trouble he runs into. Discuss and explain the meaning of any figurative language used in the story, such as “Drawing up the covers.” Direct their attention to the fact that everything in the story is purple. Ask them at the conclusion of the story what they would create if they had a special purple paintbrush like Harold’s crayon. Record their answers as complete sentences on chart paper for later use.
2. Review or identify the primary colors.
3. Have the children go to their desks. Provide pairs or trios of children with two small containers of paint—one blue and one red—and one empty container. Each child will need white paper and a brush. Tell them that they may now paint a picture of what they would make with their purple paintbrush. Remind them that the entire picture must be painted using only the color purple. Have them put a small amount of red and blue together in the empty container and stir it well. Ask them what they see. Write on chart paper or marker board with blue, red, and purple markers—BLUE + RED = PURPLE. Tell them that by mixing two primary colors, you can make a secondary color like purple. Tell them that now they can make their purple pictures. When they are finished, tell them to sign their work just as any other artist would. Display them with the title “Mrs. \_\_\_\_\_’s Class and the Purple Paintbrush” written on a sentence strip.
4. Using the sentences on chart paper used in the beginning of the lesson, have the children identify the letter currently being studied (such as p) by circling it as the teacher re-reads each sentence.
5. Read a sentence and call on a child to circle the letter p with a purple crayon.

E. *Evaluation/Assessment*

1. Let each child narrate (with help) a complete sentence as a caption for you to record on his/her painting.
2. The children will show their blue and red crayons when asked what 2 primary colors make purple.
3. The children will identify a specific capital and lowercase letter in a worksheet-sized copy of the class discussion of purple, or other text containing the specified letter, by highlighting it with a purple crayon or marker.

**Lesson Seven: Orange**

A. *Daily Objectives*

1. Concept Objective
  - a. Understand that the world is full of color.
  - b. Students will develop an awareness of how colors create different feelings.
2. Lesson Content
  - a. *The Color Kitten* by Margaret Wise Brown
3. Skill Objective

- a. identify red and yellow as primary colors
  - b. identify orange as a secondary color
  - c. Move fingers in response to music
- B. *Materials*
- 1. *The Color Kitten* by Margaret Wise Brown
  - 2. Red and yellow finger paints (Optional recipe on Appendix A )
  - 3. Finger painting paper
  - 4. Oak leaf template Appendix B
  - 5. Black marker for tracing
  - 6. Scissors
  - 7. Recording of Camille Saint-Saens, *Carnival of the Animals* (preferably a CD for ease in finding specific compositions)
  - 8. Fishing line (optional)
- C. *Key Vocabulary*
- 1. primary colors
  - 2. secondary colors
  - 3. pounce
- D. *Procedures/Activities*
- 1. Read the book *The Color Kittens* by Margaret Wise Brown. During the reading discuss with the students the meaning of the primary colors and how they can be mixed to make the secondary colors. Review with the students what they have learned previously about mixing colors and encourage them to tell you the “recipes” as the story is read. At the end of the story, talk about how the kittens felt after they had colored their world so beautifully and how they reacted to the beauty. Ask the students what colors make them feel happy and cheerful. They will probably suggest bright colors as happy. Tell them that you are going to let them create something with a “happy” color.
  - 2. Give each child some red and yellow finger paint on finger paint paper. Tell them to mix the colors in rhythm to Camille Saint-Saens, *Carnival of the Animals* (Pianists and Fossils are two favorite selections). When dry, the teacher can trace a large oak leaf shape on the back of each one to be cut out by the children. Display as falling leaves on the wall, or suspend two leaves back to back from fishing wire hung from the ceiling for a beautiful seasonal display.
- E. *Evaluation/Assessment*
- 1. Student will identify the colors involved in creating orange.
  - 2. Students will move in the response to the tempo of the music.
  - 3. Student will cut along a line.

### **Lesson Eight: Brown**

#### A. *Daily Objectives:*

- 1. Concept Objective:
  - a. Student will be able to relate color and actions to feelings.
- 2. Lesson Content
  - a. *Mrs. Wishy Washy*
- 3. Skill Objective:
  - a. Students will be able to identify the color brown.
  - b. Students will be able to recall and act out the story.

- B. *Materials:*
  - 1. Book *Mrs. Wishy Washy*
  - 2. Wash tub or mat
  - 3. Dirt or brown tempera paint
  - 4. Scarf
  - 5. masks for acting out story – see Appendix C
- C. *Key Vocabulary*
  - 1. Paddled
- D. *Procedures / Activities:*
  - 1. Read *Mrs. Wishy Washy*.
  - 2. Discuss the different actions of the animals getting into the mud.
  - 3. Discuss how the animals felt getting into the mud.
  - 4. Discuss the color of mud. Ask “What makes mud?” and how the color can change depending on what kind of dirt is mixed with water.
- E. *Evaluation / Assessment:*
  - 1. Students will act out story using props.
  - 2. After acting out story, students will finger paint with the mud (brown paint mixed with the mixer) a puddle of mud.

## VI. CULMINATING ACTIVITY

- A. Display group projects in cafeteria or hallway under the heading *Our Many Colored Days*.

## VII. HANDOUTS/STUDENT WORKSHEETS

Appendices A - C

## VIII. BIBLIOGRAPHY

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## Appendix A

We wanted to make this unit adaptable to your own needs. We have provided suggestions for the group projects, but many different ideas can be used. As long as it is the appropriate color, anything is possible (such as environmental print). Make a Hunts ketchup bottle for red, a French's mustard bottle for yellow, a John Deere cap for green, etc.

Just have fun.

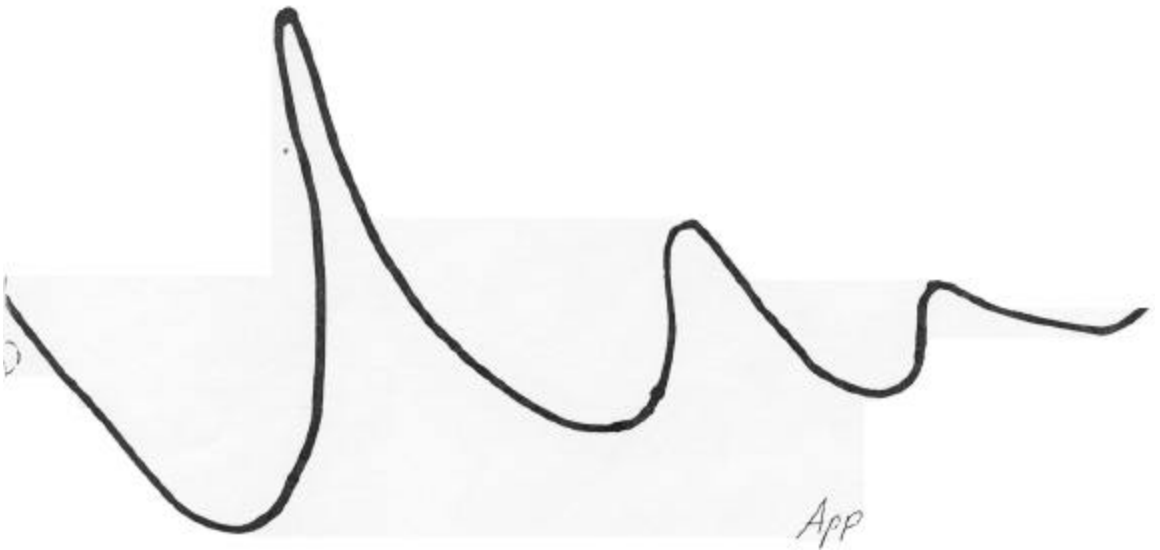
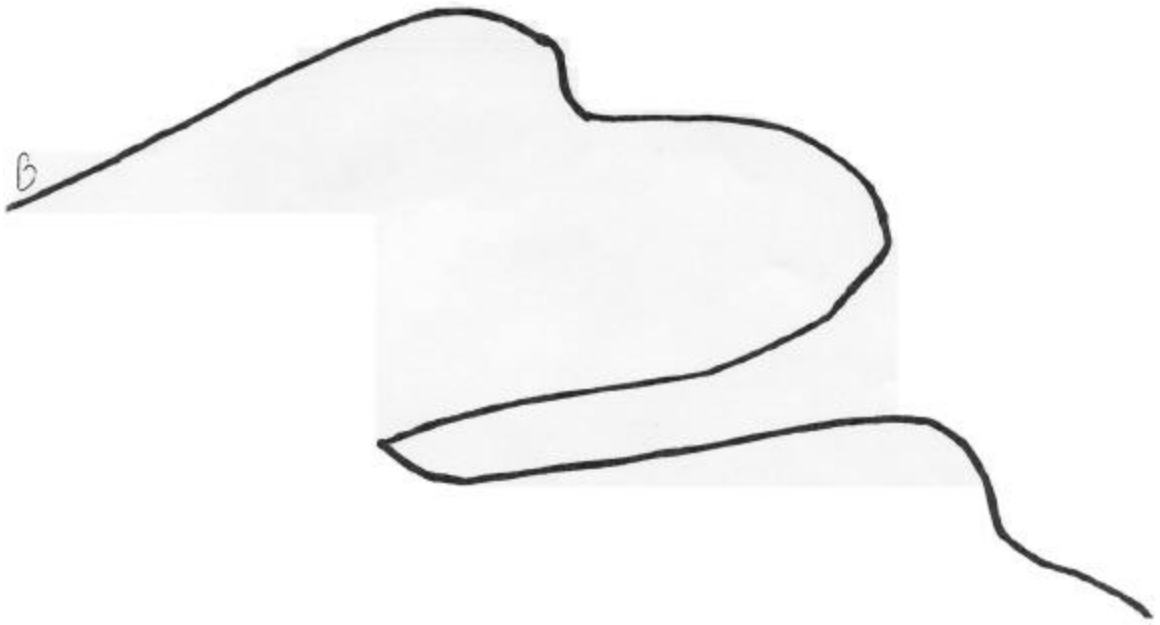
### Finger paint recipe

2 parts liquid laundry starch

1 part powdered tempera paint

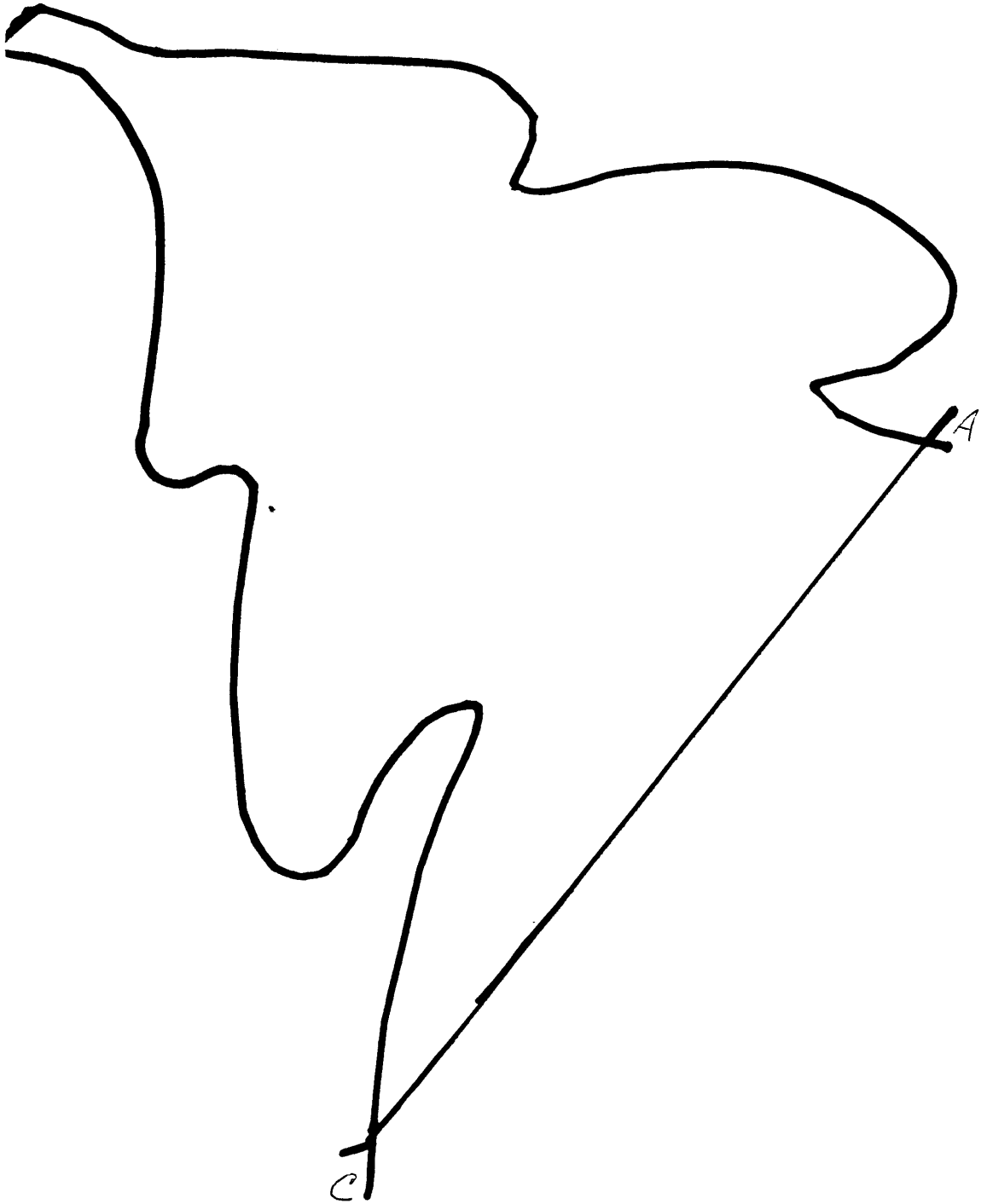
Optional Sprinkle powdered soap flakes into the mixture to make the paint glide over the paper and to aid in clean up.

Appendix B



**Appendix B**

**Join A to B and C to D.**



Appendix C  
Pig Paper Plate

