

LISTEN TO THE TALKING COLORS!

Special Area: Art (Kindergarten)

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Length of Unit: Five lessons (30 minutes)

I. ABSTRACT

This unit introduces the idea that colors can express different ideas and that they can be warm and cool as found in the *Core Knowledge Sequence* for Kindergarten. It uses children's knowledge of the world around them and builds on that knowledge. Objects from the children's environment are introduced with an emphasis on how the colors of those objects have a purpose.

II. OVERVIEW

A. Concept Objectives

1. Develop an awareness of the functionality of the elements of art. [**Colorado State Standard Visual Arts 2**]
2. Appreciate a variety of elements of art. [**CSS Arts 5**]

B. Content from the *Core Knowledge Sequence*

1. *Core Knowledge Sequence*, Visual Arts: Kindergarten
 - a. Colors can create different feelings.
 - b. Colors (red, orange, yellow) can seem "warm."
 - c. Colors (blue, green, purple) can seem "cool."
 - d. Use of color in:
 - i. Pieter Brughel, *The Hunters in the Snow*
 - ii. Helen Frankenthaler, *Blue Atmosphere*
 - iii. Paul Gauguin, *Tahitian Landscape*
 - iv. Pablo Picasso, *Le Gourmet*

2. Content not from *Core Knowledge Sequence*

- a. Definition of colors
- b. Colors serve a purpose in the world.

C. Skill Objectives

1. Students will identify colors. [**Colorado State Standard Arts 2.1 & 2.2**]
2. Students will describe the purpose of color. [**CSS Arts 5**]
3. Students will compare their feelings with a color. [**CSS Arts 1.3**]
4. Students will identify warm colors. [**CSS Arts 5.2**]
5. Students will identify cool colors. [**CSS Arts 5.2**]
6. Students will compare warm and cool colors. [**CSS Arts 5.2**]
7. Students will analyze characteristics of works of art. [**CSS Arts 5**]
8. Students will be able to apply their knowledge of warm and cool colors to their own artwork. [**CSS Arts 2.3**]

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Hirsch, Jr., E.D. *What Your Kindergartner Needs to Know*

B. For Students

None

IV. RESOURCES

- A. Brueghel, Pieter the Elder. *Return of the Hunters*. 1565 (Print)
- B. Frankenthaler, Helen. *Blue Atmosphere*. 1963 (Print)
- C. Gauguin, Paul. *Tahitian Landscape with a Mountain*. 1891 (Print)

- D. Lionni, Leo. *A Color of His Own*
- E. Picasso, Pablo. *Le Gourmet*. 1901 (Print)
- F. Seuss, Dr. *My Many Colored Days*

V. LESSONS

Lesson One: What is Color?

A. Daily Objectives

1. Concept Objective
 - a. Develop an awareness of the functionality of the elements of art.
2. Lesson Content
 - a. Definition of color.
 - b. Colors serve a purpose in the world.
3. Skill Objective(s)
 - a. Students will identify colors.
 - b. Students will describe the purpose of color.

B. Materials

1. *A Color of His Own*, by Leo Lionni
2. Color photographs or pictures of a stoplight, colorful animals, sports teams, etc.
3. Color map
4. Appendices A-C
5. Magazines
6. Scissors
7. Glue

C. Key Vocabulary

1. Color-Colors are light waves that we can see. Light from the sun is made up of millions of different colors. When the light lands on something it bounces off that object (reflected) and goes to our eyes. When that light is bounced, different colors are reflected.

D. Procedures/Activities

1. Choose one or two of the color songs to sing from Appendix A. These can be sung during the beginning of the day while you teach the unit, or before you begin a lesson on color each day.
2. Have students try to describe what color is, then introduce the definition of the vocabulary word. Use Appendix B to help show how the eye works when seeing color.
3. Ask students if they think that colors serve a purpose.
4. Read the book, *A Color of His Own*.
5. Discuss how color was used in the story and why a chameleon might be able to change colors. Possible discussion questions:
 - a. What made the chameleon sad? *That he was never the same color.*
 - b. What made the chameleon happy? *When he finally found something that was always the same color as him.*
 - c. Does anyone know why a chameleon changes color? *To camouflage themselves from danger or prey.*
6. Have students brainstorm different ways that color can be useful. Write their answers on the board.
7. Bring out the different pictures of animals, maps, sports teams, stoplights, etc. Have the students decide how and why color is used in each picture.
8. Give the students a magazine and have them cut out something colorful.
9. Students will glue their picture to the top of Appendix C and write underneath (in kindergarten spelling) how color is used in the picture.
10. Write the translation underneath the student's writing.

- E. *Evaluation/Assessment*
 - 1. Appendix C (writing out how color is used in a particular object)
 - 2. Discussion of story to identify colors

Lesson Two: Colors Make Us Feel

- A. *Daily Objectives*
 - 1. Concept Objective
 - a. Develop an awareness of the functionality of the elements of art.
 - 2. Lesson Content
 - a. Colors can create different feelings.
 - 3. Skill Objective(s)
 - a. Students will compare their feelings with a color.
- B. *Materials*
 - 1. *My Many Colored Days*, by Dr. Seuss
 - 2. Crayons
 - 3. Appendix A
 - 4. Appendix D
 - 5. Scissors
- C. *Key Vocabulary*
 - 1. Mood-the way a person is feeling
- D. *Procedures/Activities*
 - 1. Sing a couple of songs from Appendix A.
 - 2. Review the purposes of color with the students. Have the students name some of the purposes.
 - 3. Introduce the vocabulary word mood.
 - 4. Ask the students if they think that color can make them feel a certain way.
 - 5. Discuss how color can be used to describe emotion. For example: green with envy (jealousy), feeling blue (sad or lonely), and seeing red (angry).
 - 6. Read the story *My Many Colored Days*.
 - 7. Discuss how color is used to describe how the character in the book feels.
 - 8. Reread the book and have the students try to figure out how each color makes them feel before you read each page.
 - 9. Give students each a copy of Appendix D. The students will color the figure in to represent the emotion or mood that they are feeling that day.
 - 10. Students will cut out the figure and write their mood and name on the back of the figure.
 - 11. Afterwards, have the students hold up their figures and have the class guess what emotion it stands for or how it makes them feel.
 - 12. Mount all of the people cut outs on a black background for a great display!
- E. *Evaluation/Assessment*
 - 1. Appendix D (the students will be able to use color to describe their mood)

Lesson Three: Warm Colors

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Develop an awareness of the functionality of the elements of art.
 - b. Appreciate a variety of elements of art.
 - 2. Lesson Content
 - a. Colors (red, orange, yellow) can seem “warm.”
 - b. Use of color in *Tahitian Landscape*.
 - 3. Skill Objective(s)
 - a. Students will identify warm colors.

- b. Students will analyze characteristics of works of art.
 - c. Students will be able to apply their knowledge of warm colors to their own artwork.
- B. *Materials*
 - 1. A small box of crayons for each child
 - 2. Appendix E for each child
 - 3. *Tahitian Landscape*, painting by Paul Gauguin
 - 4. Construction paper tags to represent the different warm colors (red, orange, pink, peach, yellow)
 - 5. Appendix A
- C. *Key Vocabulary*
 - 1. Warm colors-colors that remind you of the sun or fire i.e. yellow, red, and orange
- D. *Procedures/Activities*
 - 1. Sing a couple of color songs from Appendix A.
 - 2. Review with the students how colors can describe your emotions or make you feel a certain way.
 - 3. Ask the students if they think that colors can make them feel warm and why.
 - 4. Write the answers up on the board.
 - 5. Introduce the vocabulary word and point out some things in the room that are warm colors.
 - 6. Draw a picture of the sun or fire and write the word “warm” inside of it.
 - 7. Put the construction paper tags around the sun or fire and explain that all of the tags are warm colors.
 - 8. Have the students point out objects in the room that are warm colors.
 - 9. Display *Tahitian Landscape*.
 - 10. Have the students study the picture. Discuss the use of warm color in the picture and how it makes the landscape seem like a tropical (warm) one.
 - 11. Give each child a box of crayons.
 - 12. Have the students take the crayons out of the box and divide the crayons into two piles, a warm color pile and a non-warm color pile.
 - 13. Have the students put away the crayons that are not warm colors.
 - 14. Hand out Appendix E. Students will draw a picture using only warm colors.
- E. *Evaluation/Assessment*
 - 1. Discussion and observation for the painting
 - 2. Appendix E (use of warm colors in personal artwork)

Lesson Four: Cool Colors

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Develop an awareness of the functionality of the elements of art.
 - b. Appreciate a variety of elements of art.
 - 2. Lesson Content
 - a. Colors (blue, green, purple) can seem “cool.”
 - b. Use of color in *Hunters in the Snow*.
 - 3. Skill Objective(s)
 - a. Students will identify cool colors.
 - b. Students will analyze characteristics of works of art.
 - c. Students will be able to apply their knowledge of cool colors to their own artwork.
- B. *Materials*
 - 1. A small box of crayons for each child
 - 2. Appendix F for each child

3. *Hunters in the Snow*, painting by Pieter Bruegel the Elder
 4. Construction paper tags to represent the different cool colors (blue, green, purple)
 5. Appendix A
- C. *Key Vocabulary*
1. Cool colors-colors that remind you of ice, water, or a cool forest i.e. blue, green, and purple
- D. *Procedures/Activities*
1. Sing a couple of color songs from Appendix A.
 2. Review warm colors with the students and ask them if they think that some colors can make them feel cooler.
 3. Introduce the vocabulary word and point out some things in the room that are cool colors.
 4. Draw a picture of water or ice and write the word “cool” inside of it.
 5. Put the construction paper tags around the water or ice and explain that all of the tags are cool colors.
 6. Have the students point out things in the classroom that are cool colors.
 7. Display *Hunters in the Snow*.
 8. Have the students study the picture. Discuss the use of cool colors in the picture and how it makes the landscape seem like winter.
 9. Give each child a box of crayons.
 10. Have the students take the crayons out of the box and divide the crayons into two piles, a cool color pile and a non-cool color pile.
 11. Have the students put away the crayons that are not cool colors.
 12. Hand out Appendix F. Students will draw a picture using only cool colors.
- E. *Evaluation/Assessment*
1. Discussion and observation for the painting
 2. Appendix F (use of cool colors in personal artwork)

Lesson Five: Cool and Warm Colors

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Develop an awareness of the functionality of the elements of art.
 - b. Appreciate a variety of elements of art.
 2. Lesson Content
 - a. Colors (red, orange, yellow) can seem “warm.”
 - b. Colors (blue, green, purple) can seem “cool.”
 - c. Use of color in *Blue Atmosphere*.
 - d. Use of color in *Le Gourmet*.
 3. Skill Objective(s)
 - a. Students will compare warm and cool colors.
 - b. Students will analyze characteristics of works of art.
 - c. Students will be able to apply their knowledge of warm and cool colors to their own artwork.
- B. *Materials*
1. Large piece of white construction paper labeled either warm or cool (one for each group of three students)
 2. Magazines
 3. *Blue Atmosphere*, painting by Helen Frankenthaler
 4. *Le Gourmet*, painting by Pablo Picasso
 5. Scissors
 6. Glue

7. Small box of crayons for each child
- C. *Key Vocabulary*
1. Neutral colors-colors that are not warm or cool; they look good with any color
- D. *Procedures/Activities*
1. Review warm and cool colors. Possible review questions:
 - a. Name some warm colors. *Red, yellow, and orange.*
 - b. Why do we call these colors warm? *They remind us of the sun or fire.*
 - c. Name some cool colors. *Blue, green, and purple.*
 - d. Why do we call them cool colors? *They remind us of cool things, like water or ice.*
 2. Give each child a box of crayons.
 3. Have the students divide the crayons into three groups, a warm color group, a cool color group, and all of the rest.
 4. Discuss the colors that are in each group.
 5. Ask the students what they think the name is for the third pile of crayons.
 6. Introduce the vocabulary word and point out things in the room that are neutral.
 7. Display *Blue Atmosphere*.
 8. Point out that all three kinds of colors are used in this painting and have the students find the warm, cool, and neutral colors.
 9. Discuss how the cool colors seem to be farther back than the warm colors.
 10. Discuss why the students think that this painting is named *Blue Atmosphere* and what other names would be good for the painting.
 11. Display *Le Gourmet*.
 12. Discuss the use of color in the painting and what type of color seems to be most prominent.
 13. Have the students find the warm color and discuss what the warm color seems to do to this painting.
 14. Divide the students into groups of three.
 15. Give each group a piece of construction paper labeled either “warm” or “cool.” Make sure that there is the same number of “warm” groups as there are “cool” groups.
 16. Give each group several magazines.
 17. Students will go through the magazines and find the type of color that is at the top of their paper. So if they have “cool” at the top of their paper, they will look for all of the pictures in the magazine that are cool colored and cut them out.
 18. After the students have cut their pictures out, they will (as a group) decide if all of their pictures are really the correct color type (warm or cool) and then glue them on the paper as a collage.
 19. When the collages are finished, collect them and cover up the label. Display the collages and have the students figure out if they are a cool collage or a warm collage.
- E. *Evaluation/Assessment*
1. Cool and warm collages
 2. Observation during the collage activity
 3. Discussion of the paintings

VI. CULMINATING ACTIVITY

- A. The appendices will be bound together with all of the artwork created during this unit to make an art portfolio. Use Appendix H as the front cover. Then, invite the parents to the “Kindergarten Art Gallery.” Students will get to display and explain their artwork to parents, as well as view their fellow classmates’ artwork. During the visit to the “Kindergarten Art Gallery,” the students will sing all of the color songs that they learned during the unit.

- B. Visit an art museum. During the visit students will focus on noticing how color is used in the different artwork. They should also notice if any of the painting are predominately warm or cool in color.
- C. Set up the centers according to Appendix G. The centers will be as follows:
 - 1. Blue Atmosphere
 - 2. Tahitian Landscape
 - 3. Le Gourmet
 - 4. Color Resist
 - 5. Color Songs
 - 6. Reading Center
 - 7. Writing Center

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Color Songs (3 pages)
- B. Appendix B: How the Eye Works
- C. Appendix C: Writing Paper
- D. Appendix D: Using Color to Describe Mood
- E. Appendix E: Warm Colors
- F. Appendix F: Cool Colors
- G. Appendix G: Centers
- H. Appendix H: Cover Sheet
- I. Appendix I: Cross Curriculum Ideas
- J. Appendix J: Color Booklet

VIII. BIBLIOGRAPHY

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Appendix A

Red (“Are You Sleeping”)

R-E-D, red, R-E-D, red

I can spell red. I can spell red.

Fire trucks are red.

Stop signs are red too.

R-E-D, R-E-D

Yellow (“If you’re happy and you know it”)

Y-E-L-L-O-W spells yellow.

Y-E-L-L-O-W spells yellow

Like the early morning sun

When the day has just begun.

Y-E-L-L-O-W spells yellow.

Daffodils and baby ducks are yellow.

Lemonade and scrambled eggs are yellow.

I like the smiley face that’s yellow.

He’s such a happy fellow.

Y-E-L-L-O-W spells yellow.

Green (“Row, row, row your boat”)

G-R-E-E-N, G-R-E-E-N,

I know how to spell green.

G-R-E-E-N

Caterpillars are green.

And grasshoppers too!

I know how to spell green.

G-R-E-E-N

Songs from the website: [farm @aol.com](http://farm@aol.com)

Purple (“Camp town races”)

P-U-R-P-L-E, purple, purple.

P-U-R-P-L-E, purple is what that spells.

Purple grapes on the vine.

Purple Kool-Aid’s fine.

P-U-R-P-L-E, purple is what that spells.

Blue (“Farmer in the dell”)

B-L-U-E spells blue

B-L-U-E spells blue

Hi-Ho did you know

B-L-U-E spells blue?

The big sky is blue.

The ocean is blue.

Hi-Ho did you know

B-L-U-E spells blue?

Brown (“Bingo”)

There is a color we all know,

Can you guess what it is?

B-R-O-W-N, B-R-O-W-N, B-R-O-W-N

That’s how you spell brown.

Teddy bears and squirrels are brown.

Autumn leaves are too!

Chocolate candy is always brown.

Chocolate cake is always brown.

Chocolate milk is always brown.

I like brown, don’t you?

Appendix A, page 2

Black (“She’ll be comin’
around the mountain”)

B-L-A-C-K spells black.

B-L-A-C-K spells black.

Flying bats are black.

Scary cats are black.

Jellybeans are black.

I like black.

B-L-A-C-K spells black

B-L-A-C-K spells black

Sunday shoes are black.

Santa’s boots are black.

B-L-A-C-K spells black.

B-L-A-C-K spells black.

Pink (jingle bells)

Cotton candy, fattening pigs,

Girls with socks and bows.

P-I-N-K, P-I-N-K

That is how it goes.

Bubble gum, Valentines.

These are all pink too.

Pink icing and pink balloons.

We can spell can you?

Orange (way down yonder in
the paw, paw patch)

O-R-A-N-G-E, O-R-A-N-G-E,

O-R-A-N-G-E,

Orange is what that spells.

Jack-o-lanterns are always orange.

Carrots are always orange.

Oranges are always orange.

O-R-A-N-G-E

White (“Ho-ho-ho you and me little brown
Jug”, “Don’t I love thee?”)

W-H-I-T-E

That spells white,

Sing with me.

Milk is white

And so is glue.

Ghosts are white

And they say boo!

W-H-I-T-E

That spells white.

Sing with me.

The clouds above,

The snow below.

Santa’s beard,

Ho-ho-ho!

Songs from the website: farm@aol.com

Appendix A, page 3

Red (“Farmer in the Dell”)

R-E-D spells red

R-E-D spells red

Apples, tomatoes, cherries, too!

R-E-D spells red.

White (“Happy Birthday”)

W-H-I-T-E, W-H-I-T-E

Snowballs and popcorn

Are as white as can be.

Red (“Three Blind Mice”)

R-E-D

R-E-D

Red is the word

Red is the word.

Apples and strawberries both are red.

Tomatoes and cherries both are red.

R-E-D spells red

Red, red, red.

Red song from website:

<http://www.track0.com/canteach/elementarysongspoem20.html>

Blue (“Are you Sleeping?”)

B-L-U-E, B-L-U-E

That spells blue, that spells blue

That’s the color of the sky

That’s the color of the sea

B-L-U-E, B-L-U-E.

(This one can be done in rounds.)

Purple (“Row, Row, Row Your Boat”)

P-U-R-P-L-E is as purple as can be.

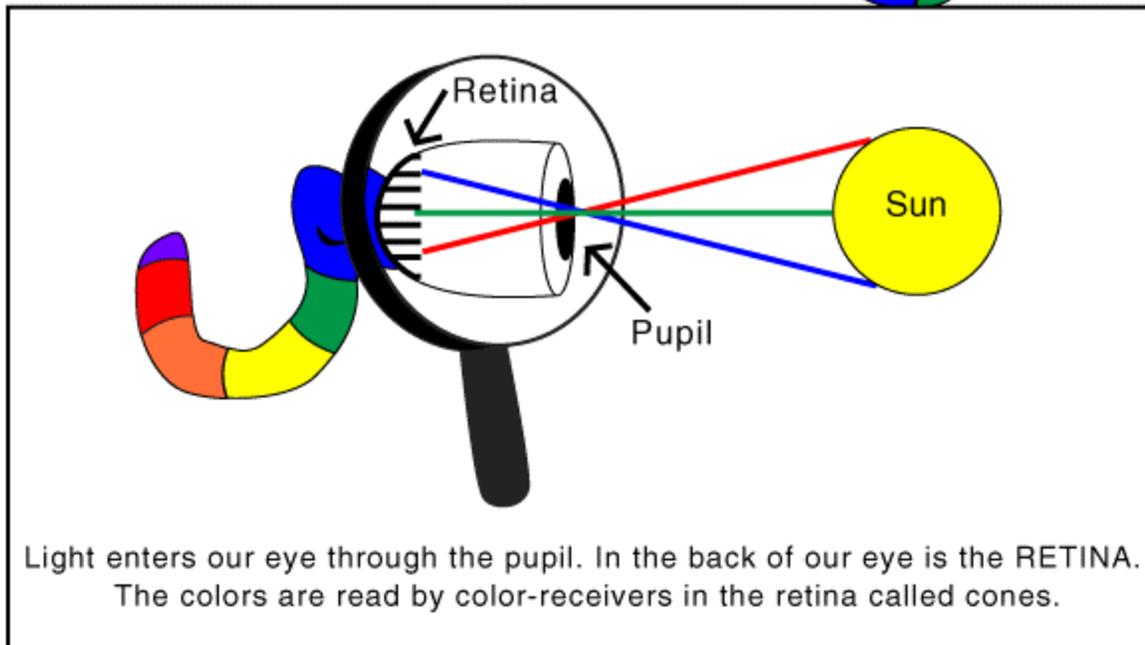
Purple grapes and violets

A sight for you and me!

Songs from the website: <http://www.teachers.net/lessons/post/368.html>

Appendix B

How do you see color?

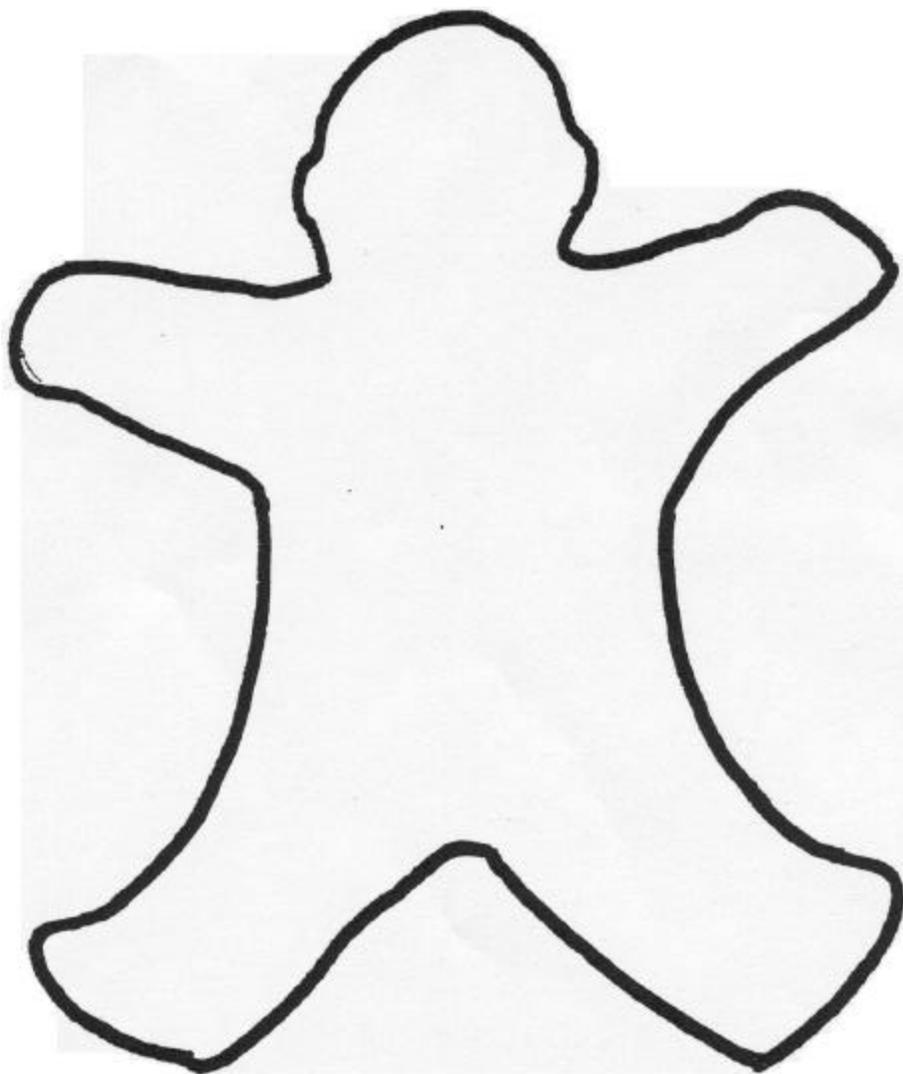


Your Retina “Sees” Color from the website:

<http://www.cs.iupui.edu/~pellison/colorworm/retina.html>

Appendix D

Mount the cut out, colored people figure on a black background to make a great bulletin board.



Appendix E

Warm Colors

Appendix F

Cool Colors

Appendix G

Blue Atmosphere: Have *Blue Atmosphere* hanging above this center. Students will brush water onto the paper and then place the tissue paper on top of the paper. Once the tissue has bled through, remove it and throw it away. Let the paper dry and then students can draw different things on the picture. Have the students title their work.

Materials: large white paper, can of water, *Blue Atmosphere (the painting)*, hand size torn pieces of colored tissue paper, black markers

Le Gourmet: Have *Le Gourmet* hanging above this center. Students will try to draw this picture just like they see it. If they have time left over they can color it.

Materials: drawing paper, pencils, erasers, crayons, *Le Gourmet (the painting)*

Tahitian Landscape: Have *Tahitian Landscape* hanging above this center. Students must try to recreate this painting using mostly cool colors. This should make the landscape seem dreary or winter like.

Materials: paper, watercolors, paint shirt, *Tahitian Landscape (the painting)*

Color Resist: Students will draw a picture using crayons only. Once they have finished their drawing, they will paint over it with a cool or warm color. The crayon should resist the paint.

Materials: paper, watercolors, crayons, paint shirt

Color Songs: Have separate copies of the color songs that your students have learned. Students will illustrate these as books. See Appendix J for books.

Materials: crayons, pencils, color songs typed out as books

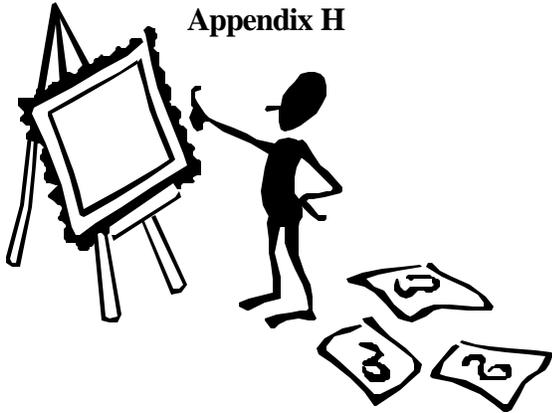
Reading Center: Have several books on color displayed for reading.

Materials: Any art books that you can find and the following reading books: *The Science Book of Color, I Love You, Blue Kangaroo!, Naming Colors, Rainbow Colors, Do You Know Colors?, Wet Paint, My Many Colored Days, A Color of His Own, Color Dance, Hailstones and Halibut Bones: Adventures in Color, Mouse Paint, White Rabbits Color Book, Of Colors And Things, Little Blue and Little Yellow, Purple, Green and Yellow.*

Writing Center: Have students write about their favorite colors.

Materials: paper, pencil, crayons

Appendix H



Kindergarten

Art

Name _____

Appendix I Cross Curriculum Ideas

Science:

- how animals use camouflage in the wild to protect themselves or to hunt
- colors change in nature during each season
- rainbows
- changing color of the sky during the day
- different colors of water with depth, cleanliness, and time of day
- experimentation with mixing colors
- dying carnations colors by coloring it's drinking water

Social Studies

- colors used in our current culture (sports teams, stoplights, weddings, etc.)
- colors used in different cultures
- colors of flags

Additional Books related to color

- A. Cooke, Tom. *Big Bird's Color Game*. New York: Western Publishing Company, Inc., 1989, ISBN 0-307-12254-9.
- B. DeRolf, Shane. *The Crayon Box That Talked*. New York: Scholastic Inc., 1996, ISBN 0-590-81928-3.
- C. Ehlert, Lois. *Red Leaf, Yellow Leaf*. Orlando: Harcourt Brace & Company, 1991, ISBN 0-15-307316-0.
- D. Fleming, Denise. *Lunch*. New York: Henry Holt & Company, 1992, ISBN 0-8050-4646-1.
- E. Hamanaka, Sheila. *All the Colors of the Earth*. New York: Scholastic Inc., 1994, ISBN 0-469-20221-3.
- F. Johnson, Crockett. *Harold and the Purple Crayon*. Mexico: HarperCollins Publishers, 1955, ISBN 0-06-022935-7.
- G. Marzollo, Jean. *I Am a Leaf*. New York: Scholastic Inc., 1998, ISBN 0-590-641201-4.
- H. Robbins, Ken. *Autumn Leaves*. New York: Scholastic Inc., 1998, ISBN 0-439-13146-X.
- I. Sun, Chyng Feng. *On a White Pebble Hill*. Orlando: Harcourt Brace & Company, 1994, ISBN 0-15-307512-0.

Appendix J

Red

by

Fire trucks are red.

R-E-D, red, R-E-D, red
I can spell red. I can
spell red.

Stop signs are red too.
R-E-D, R-E-D

Green

by

Caterpillars are green.

G-R-E-E-N, G-R-E-E-N
I know how to spell
green.
G-R-E-E-N

And grasshoppers are
too!
I know how to spell
green.
G-R-E-E-N!

Blue

by

The big sky is blue.

B-L-U-E spells blue,
B-L-U-E spells blue.
Hi-Ho did you know,
B-L-U-E spells blue?

The ocean is too.
Hi-Ho did you know,
B-L-U-E spells blue?

Orange

by _____

Jack-o-lanterns are
always orange.
Carrots are always
orange.

O-R-A-N-G-E, orange,
O-R-A-N-G-E, orange,
O-R-A-N-G-E, orange,
Orange is what that
spells.

Oranges are always
orange.
O-R-A-N-G-E, orange.