

So Many Colors!

December 2021



Growing. Playing. Learning.

 **Gee Whiz**
Education

Keep in mind that any materials you might need a little bit more time to gather are featured in red.

Get Ready!

Please see the Materials List for items you may need extra time to gather/locate.

What is your favorite color? Our next unit, "So Many Colors!" invites the children to explore colors in many different ways. From exploring how primary colors are used to make secondary colors to investigating natural colors, this unit is going to be very busy and VERY hands-on! During the course of this unit, be sure to record anecdotal notes during experiences to help you evaluate and document each child's level of knowledge about colors in a non-intrusive way.

The activities included in this guide are merely a starting point and not an "end all." Please incorporate your own activities and experiences you believe the children would enjoy and adapt those in this guide to better meet the unique needs of the children in your care. Be sure to use the Individualization Web, Customized/Individualized Lesson Planning Sheet & Connecting the Dots component to help you achieve this goal.

Don't forget to email or send home a copy of the Family Letter with each child as you begin this unit. In addition, email or text the Digital Family Notes when you believe they would be the most beneficial. Most importantly, have fun!

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Program Symbols for Developmental Areas

 = Language Development

 = Literacy Knowledge

 = Math Knowledge

 = Science Knowledge

 = Logic & Reasoning

 = Social Studies Knowledge

 = Social & Emotional Development

 = Music & Creative Arts

 = Physical Development & Health

 = Approaches to Learning

Get Moving!

Activities with this icon help you address the goals of the Let's Move! Child Care campaign (www.letsmove.gov).



Activities with the sunshine icon may be done outdoors if you desire.



This icon helps you quickly locate some of the activities that address Character Education included in this unit

2 Week/10 Day Planning Grid

All the daily experiences are included on this grid so you know EXACTLY what is planned for each day.



| DAY 1 | DAY 2 | DAY 3 | DAY 4 | DAY 5 |
|---|--|--|--|--|
| Exploring Together: Color Investigators (p.4) Center/Small Group: Water & Markers (p.5) Center/Small Group: Colorful Books (p. 5) Infants: What Color Are You Wearing? (p. 5) | Exploring Together: Pretty Primary Colors (p. 6) Center/Small Group: Exploring Primary Colors (p. 7) Center/Small Group: Color Memory (p. 7) Infants: Sensory Colors (p. 7) | Exploring Together: What Will Happen? (p. 8) Center/Small Group: Let's Go on An Orange Hunt (p. 9) Center/Small Group: Squish & Discover (p. 9) Infants: Squishy Fun (p. 9) | Exploring Together: Another New Color (p. 10) Center/Small Group: Colorful Water Fun (p. 11) Center/Small Group: Tints of Green (p. 11) Infants: Green Sensory Bin (p.11) | Exploring Together: A Purple Path (p. 12) Center/Small Group: Printing with Purple (p. 13) Center/Small Group: Find It! Match It! (p. 13) Infants: Purple Water Fun (p. 13) |
| DAY 6 Exploring Together: Black & White (p. 14) Center/Small Group: Can You Make Black? (p. 15) Center/Small Group: Black & White Art (p. 15) Infants: Black & White Ball (p.15) | DAY 7 Exploring Together: Our Favorite Colors (p. 16) Center/Small Group: A Favorite Color Mobile (p. 17) Center/Small Group: Matchin' Colors (p. 17) Infants: Crawling on Colors (p. 17) | DAY 8 Exploring Together: Rainbow Dance (p. 18) Center/Small Group: Colorful Collages (p. 19) Center/Small Group: An Edible Rainbow (p. 19) Infants: Rainbow Bundles (p.19) | DAY 9 Exploring Together: Finding Colors in Nature (p. 20) Center/Small Group: Natural Painting (p. 21) Center/Small Group: Up Close Observations (p. 21) Infants: Turn the Page (p.21) | DAY 10 Exploring Together: Color Day! (p. 22) Center/Small Group: Toss It! Find It! (p. 23) Center/Small Group: Shake N' Paint (p. 23) Infants: Please Sing to Me (p. 23) |

School-Age Activities:

My Favorite Color...A Poem (p. 24)

Lighter, Darker (p. 24)

Black is Really Many Colors (p. 25)

Making Marbled Paper (p. 25)

Colorful Bracelets (p. 26)

Eating Colors (p. 26)

DAY 1

Unit: So Many Colors!

Today's Focus: Colors are Everywhere

Developmental Areas Addressed Today:



Be Healthy & Safe!

Make sure to offer a variety of fresh fruits and vegetables each day. These foods are not only colorful they are very nutritious!

Teaching Tip of the Day

Acknowledging that there are often many solutions to a problem is a wonderful way to encourage diversity of ideas.



Transition Time

Sing the song, "I See..." (p. 30) and have the children find, and point out, colors as they move from activity to activity today.

Exploring Together: Colors Investigators

(all ages,

Materials:

- Color Spying Tool for each child** - To make, simply roll a piece of construction paper into a tube and tape to secure.
- Mr. Rainbow puppet, prepared** (see prep directions on p. 31)

- Our world is filled with colors! The introductory experience is designed to help you gauge the children's level of knowledge of colors while inviting them to talk about their favorites. This is an excellent way for them to build expressive language skills and vocabulary at the same time.
- Pick up one of the "Color Spying Tools" and look through it. As you do so, talk about what you see...using color words to describe the items you spy. For instance, you might say something like, "I see a red block" or "Wow! Look at that big blue pillow on the couch." As children show interest, give each one his/her own Color Spying Tool. Invite more verbal children to describe the items they spy, using color words in the process. Your younger children that are not yet verbal can point to the items they "spy" and you can describe them for them. This is an excellent way of building receptive language skills.
- Next, introduce Mr. Rainbow. Have Mr. Rainbow explain that he LOVES colors! See how many colors the children can "spy" on Mr. Rainbow. Then, sing the song, "I See..." (p. 30) and have the children use their Color Spying Tools to find items that match each color as you sing about it. See how many different colors they can find. **Save the Color Spying Tools for use again over the next few days.**
- **EXTENSION:** Take the Color Spying Tools outside and have the children "spy" items outside. What colors are easier to find outside than inside?

Today's Vocabulary

Use some of these words in conversations with children today!

colors favorite eyes

mix explore discover



As younger children participate in activities today, model language by...

- Using words such as **colors, favorite, eyes, mix, discover** and **explore** and as children complete activities.
- Talking with children as they create with washable markers & water (p. 5).
- Engaging children in conversations as they look at books about colors (p. 5).

Questions to Spur Thinking

- *What do you spy with your Color Spying Tool?*
- *What things did you spy that were red? Blue? Green?*
- *Which color do you think it is the easiest to spy? Why do you think that is?*
- *What color is your favorite? Why do you like that color best?*
- *What colors do you think Mr. Rainbow likes best? Why do you think that?*



Water & Markers

(Toddlers–4 years,)

Materials:

- Washable markers, paintbrushes, white paper
- Shallow dishes of water, paper towels

- Most children are very familiar with markers and how they work. But this experience invites them to use markers in a new way as they make discoveries about colors. As children participate in this experience, they will not only build fine motor skills, they will also make & test predictions.
- Set out the washable markers, paintbrushes, paper, shallow dishes of water and paper towels. Invite the children to use the markers as desired to create on white paper. Then, once they finish drawing, challenge them to dip paintbrushes in water and then “paint” over their art. Adapt and modify as needed for different developmental levels.
- **Toddlers/Twos/Threes:** Make sure that these children have paintbrushes with thicker handles. They are easier for them to handle. Additionally, be sure to describe both the children’s actions and the results as they paint over their art with water. This is also important for ELL/DLL children.
- **Fours/Advanced Preschoolers:** These children should be able to name many of the colors they use as they draw. Those that are more verbal can also predict what they believe will happen when they add water and then compare the actual results to their predictions.

What Color Are You Wearing?

(Infants,)

Materials:

- None needed

- While it will be a long time before infants are ready to identify colors, you can still expose them to color words in a meaningful way when they are very little. This experience utilizes a rhyme to help infants build an awareness of colors in a way that also builds the infant/caregiver bond.
- Hold the infant in your lap. As you engage together, recite the following rhyme. Point to the different colors as you incorporate them into the rhyme.

The color _____ is on your shirt,
On your shirt, on your shirt.
The color _____ is on your shirt,
Yes, oh, yes, it is.

The color _____ is on your pants...

The color _____ is on your socks...

DAY 1 - Center/Small Group Activities

Questions to Spur Thinking

- *What do you like about drawing with water?*
- *What do you think will happen when you “paint” over your drawing with water?*
- *What is your favorite color? Where did you find that color in the books?.*

Colorful Books

(Toddlers–4 years,)

Materials:

- Books about colors** (see Book List, p. 30 for suggestions)
- White paper, crayons/markers, stapler (adult use only)

- There are many children’s books about colors. Gather an assortment for this experience...including board books for Toddlers and longer stories for older children. Include a variety of both fiction and nonfiction books. This experience provides a wonderful opportunity for you to expose children to new vocabulary while helping them build background knowledge about colors.
- Set out the assortment of books and invite interested children to “read” them. As they look at the books, engage them in conversations about the colors they see in the illustrations. Which are their favorite colors? Why do they like those colors best? For ELL/DLL children, be sure to name colors in both English & their home languages. Be sure to add the books to your language center where the children can enjoy them during this entire unit.
- **Advanced Preschoolers:** These children can make their own color books after looking at the ones you gathered. Just stack white paper, staple on the left-hand side and have the children draw pictures of different colored items on the pages inside. They can then dictate words to go with their pictures for you to write down. As you write, be sure to talk about letters names and sounds. Now would be a very meaningful time to do so.

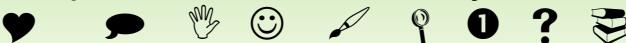
Your Own Activities

DAY 2

Unit: So Many Colors!

Today's Focus: What Are Primary Colors?

Developmental Areas Addressed Today:



Be Healthy & Safe!

Make sure all electrical outlets are covered so little fingers cannot "explore" them.

Teaching Tip of the Day

Be patient when children are telling you something. For many children learning language, it takes them awhile to get the words out.

Transition Time

Have children point out red, yellow or blue on their own clothes or the clothing of their friends before moving from activity to activity.

Get Moving!

Exploring Together: Pretty Primary Colors

(all ages,

Materials:

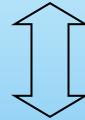
- 3 pieces of construction paper - one red, one blue and one yellow**, black marker
- Each child's Color Spying Tool (p. 4)
- Mr. Rainbow puppet + red, yellow & blue items inside a box**

- This active experience helps children recognize colors by name. In addition, it opens the door for children to practice problem-solving skills and recognize that there is often more than one solution to a challenge. Because the children will be active during this experience, it also builds both gross and fine motor skills. In addition, an element of math is included as the children count the number of members in each group.
- Use your Color Spying Tool to look at the children and describe the colors of clothing they are wearing. Invite interested children to get a Color Spying Tool and use it to "spy" colors on each other's clothing as well. Have Mr. Rainbow help you "spy" colors, too! Next, have Mr. Rainbow give the children clues to help them guess the colors of items he has inside his box today (red, yellow and blue). As the children guess each color, remove it. Then, have the children match the items to the red, blue and yellow construction paper. Count the number of items on each color. Next, print the color word in large letters on each sheet of paper, naming letters and talking about beginning sounds as you do so (if developmentally appropriate for your group). For ELL/DLL children, do this in both English & their home languages. Explain that these three colors (red, blue and yellow) are called primary colors because you can make other colors by mixing these three colors in different combinations and amounts.
- Now, introduce the game, "How Fast Can You Find It?" Explain the rules of the game and then play for as long as the children show interest. Tell the children that you are going to pick up one of the pieces of paper and say the color. They must then look around the room quickly to find an item that is the same color and touch it. Repeat each color a several times as you play.

Today's Vocabulary

Use some of these words in conversations with children today!

primary colors
red blue yellow



As younger children participate in activities today, model language by...

- Using words, such as those listed above, while engaging children in conversations during the day's activities.
- Talking with children as they work with the Color Memory Teaching Tool (p. 7).
- Describing what happens when fingerpaints mix as children create and explore (p. 7).

Questions to Spur Thinking

- What color did you spy on your friend's clothing?
- What color do you think the most people are wearing today?
- What color do you think the least people are wearing today?
- What can you think of that is blue? Red? Yellow?
- Tell me about the item you found.
- Which color (red, yellow or blue) do you like best? Why did you choose that color?



Exploring Primary Colors

(Toddlers—4 years,

Materials:

- Red, yellow and blue fingerpaint + fingerpaint paper**
OR
- Red, yellow and blue tempera paint** and white paper + paintbrushes

- Paint, either regular or fingerpaint, provides the perfect medium for children to explore primary colors. As the children create with the paints, they may find they can make new colors (secondary) by mixing red, yellow or blue together in different combinations and amounts. As the children make discoveries and share them with you, they will also be building expressive language skills.
- Set out the paints (either fingerpaints or regular) and invite interested children to choose the colors they would like to use. As you watch, engage the children in conversations. Encourage more verbal children to talk about what happens when the colors mix. Do new colors appear? If so, what colors do they see? For less verbal children, you can describe what you see happening. This is an excellent way to help nonverbal children as well as those who are ELL/DLL build background knowledge about both primary and secondary colors.
- **Advanced Preschoolers:** These children should be able to name the colors of paint they choose to use as well as any new colors that appear as they create.

Sensory Colors

(Infants,

Materials:

- Colors Sensory Bottle** - To make, fill a clear plastic drink bottle with colorful items such as beads, pom-poms, torn pieces of art tissue, veggie pasta noodles, etc. Glue the cap to the bottle and then wrap with masking tape.

- Infants love sensory bottles! For this experience, you can choose to make one bottle, or several, for the infant to explore during this unit. As infants explore sensory bottles, they build fine motor control and observation skills. As you describe the items inside the bottle as well as the infant's actions, you are helping the infant build key receptive language skills and future vocabulary.
- Sit on the floor with the infant and place the sensory bottle in front of you. Watch to see what the infant does. Describe his/her actions. As the infant explores the bottle, talk about what is inside. Note the colors of the items as well as the noises they make when the bottle is shaken.

DAY 2 - Center/Small Group Activities

Questions to Spur Thinking

- *What colors did you choose to use?*
- *What happened when (color) mixed with (color)?*

- *What color do you like best? Why is that your favorite?*
- *How could you use these cards to play a different game?*

Color Memory

(Toddlers—4 years,

Materials:

- Color Memory Teaching Tool, prepared** - See p. 31 for details. We are offering both an English & Spanish option of this material.

- Matching is an important skill that requires children to utilize their visual discrimination. This Teaching Tool also opens the door for children to practice recognizing and naming colors. As the children manipulate the pieces, they will also build fine motor control.
- Set out the Color Memory Teaching Tool and watch to see if children show interest in this material. As they do so, encourage them to describe what they see on the cards. Can more verbal children name any of the colors? Point to the words on the cards and read them to the children. If desired, expose the children to both Spanish and English. Young children learn new languages very easily! From this point, adapt and modify based on the developmental levels of the children in your group.
- **Toddlers/Twos/Young Threes:** For this group, hold up one of the color cards and name the color. Challenge the children to find another card that is the same. Continue matching the cards in this fashion. This is an excellent way to help these children understand that different colors have different names.
- **Older Threes/Fours/Advanced Preschoolers:** These children can use the cards to play a memory game. Have them turn all of the cards face down and arrange them in a grid pattern. Then, have them take turns turning two cards over. If the colors match, the child should name the color and take the match. If not, he/she should turn the cards face down and play continues.

Your Own Activities

DAY 3

Unit: So Many Colors!

Today's Focus: Orange is a Secondary Color

Developmental Areas Addressed Today:



Be Healthy & Safe!

Teaching children to hold hands with an adult when walking is a simple way to help keep them safe.

Teaching Tip of the Day

Make sure to take time out for yourself! You can not be an effective educator if you are stressed and tired.

Transition Time

Have the children point out, and name, orange items when moving from activity to activity today.

Exploring Together: What Will Happen?

(all ages,

Materials:

- 3 clear plastic containers**, water in a pitcher, **red & yellow food coloring (adult use ONLY!)**, paper towels, spoon
- Each child's Color Spying Tool (p. 4)
- Mr. Rainbow puppet + orange items inside the box

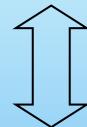
- Today the children will learn what a secondary color is and how it is made. The key is that they will do this through experimentation and exploration! During the process, you will have the opportunity to build language and vocabulary skills. In addition, because the children will be making and testing predictions, they will be learning more about the scientific method.
- Place the materials listed above on a table and put Mr. Rainbow on the table, too. Chances are good that the children will quickly become curious about what you are doing. Explain that today, they are going to be scientists. To begin, have your "little scientists" help you put water in two of the three plastic containers. Fill them about half full. Talk about how the water looks and sounds. Then, show them the red and yellow food coloring. Ask more verbal children to predict what they believe is going to happen if you put a few drops of red food coloring into one of the containers of water. After they predict, add the food coloring and then have them take turns stirring. Compare their predictions to the actual results. Then, repeat in another container using yellow food coloring.
- Next, have the children predict what they think will happen if they pour the yellow water into the red water. After they share, have them help you add the yellow water to the red water and then stir. Were their predictions correct? Use this experiment to introduce the children to the secondary color...orange. Have the children remove the orange items from Mr. Rainbow's box. Challenge more verbal children to name each item. Then, give the children their Color Spying Tools and see how many orange items they can find in the room.

Today's Vocabulary

Use some of these words in conversations with children today!

secondary color

orange create mix



As younger children participate in activities today, model language by...

- Using words, such as those above, as children participate in the daily experiences.
- Talking about the orange items the children find during their Orange Hunt (p. 9).
- Encouraging children to describe what happens when they mix yellow and red playdough (p. 9).

Questions to Spur Thinking

- *What do you think we are going to do with these materials?*
- *What do you think is going to happen to the water when we add some red food coloring?*
- *Were your predictions correct?*
- *Now, what do you think will happen if we pour the yellow water into the red water?*
- *What things do you see in this room that are orange...like the water?*
- *What foods can you think of that are orange?*



Get Moving!

Let's Go on An Orange Hunt

(Toddlers—4 years, ☺ ❤️ 🖐️ ⓘ ? 📚 💬)

Materials:

- Large sheet of orange construction paper, marker
- Music

- This experience challenges children to take new knowledge and apply it. As the children seek out items that are orange, they will also build visual discrimination skills, fine and gross motor control as well as language skills. Because the children will also be counting the number of items they locate, this activity also incorporates mathematics.
- It's time to go on a hunt...an Orange Hunt...to be exact! Set out the sheet of orange construction paper. As children choose to join you, encourage them to identify the color of the paper. Then, as they watch, print the word *orange* on the paper...naming letters as you do so.
- Next, start the hunt. Turn on music and have the children see how many orange things they can find to bring to you. Play the music for a short while and then stop it. Adapt and modify from this point based on the developmental levels of the children in your group.
- Toddlers/Twos: Point to the items the children found and count them out loud. Then, name each item and talk about how all of the items are orange.
- Threes/Fours/Advanced Preschoolers: Have these estimate the number of orange items they found by looking at the pile. Then, have them count with you to determine the actual amount. Compare & contrast the items as well. If the children enjoyed finding orange items, turn the music on and have them keep searching. See how many more orange items they can locate.

DAY 3 - Center/Small Group Activities

Questions to Spur Thinking

- *How many orange items do you think we found?*
- *What do you think will happen when you squeeze the yellow and red playdough together?*

Squish & Discover

(Toddlers—4 years, 🖐️ 💬 ❤️ ? ✎ 💁 ☺)

Materials:

- **Yellow and red playdough** (see p. 31 for a recipe)

- This experience helps children build fine motor control while inviting them to make and test predictions. Best of all, the children will have the opportunity to make whatever they want as they mix and explore playdough.
- Set out small balls of yellow and red playdough on the table. As children show interest, they can pick a place to sit and start working with the dough. As you observe and interact with the children, encourage them to talk about the colors of the dough. If any of the children choose both colors and mix them, encourage more verbal children to describe what happens when the colors mix. Keep in mind that some children may decide not to mix the dough and that is OK.
- Invite the children to create with their dough as desired for the remainder of the experience.
- Advanced Preschoolers: These children should be able to predict what will happen to the two colors of dough if they choose to mix them together. They can share their ideas with others.

Squishy Fun

(Infants - ❤️ 🖐️ ☺ 💁 💬)

Materials:

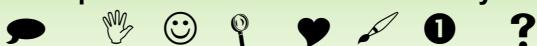
- **Orange playdough** (use some from the small group experience, "Squish & Discover")
- With direct supervision, there is no reason why infants can not explore playdough. In fact, it is a wonderful material for building their fine motor skills as well as engaging all of their senses (except taste...of course!).
- Put the infant in his/her high chair and place a small amount of orange playdough on the tray. Watch to see what the infant does. Describe his/her actions as well as how the playdough looks, feels, smells and even sounds as the infant plays with it. Talk about the color of the dough as well. Remember...the more you talk to infants...the better!

Your Own Activities

DAY 4

Unit: So Many Colors!

Today's Focus: Green is a Secondary Color
Developmental Areas Addressed Today:



Be Healthy & Safe!

Provide parents/caregivers with your sick child policies in writing before they even enroll to prevent future issues.

Teaching Tip of the Day

Celebrating the diversity of the children and families in your group is a wonderful way to promote respect and kindness.



Transition Time

Have the children look for the color green as they move from activity to activity today.

Get Moving!

Exploring Together: Another New Color

(all ages,)

Materials:

- Zipper-top bag, yellow and blue paint, plastic spoon
- Mr. Rainbow + green items in his box

- Today the children will learn that green is another secondary color. A hands-on experiment will help the children better understand this concept. During the course of this activity, the children will have the opportunity to act as scientists as they make and test predictions. This experience also opens the door for plenty of language and vocabulary.
- Sit at a table with the zipper-top bag and paint (yellow and blue). As children become curious, invite them to explore with you. Choose one child to hold the zipper-top bag while you spoon in some yellow paint. Then, have the children predict what they think will happen if you add blue paint.
- Then, add some blue paint to the bag and zip shut. Invite the children to take turns gently squeezing the bag to mix the paints. What happens? Encourage children to share their observations with you and compare these to their predictions. Use this hands-on activity to introduce the concept that green is a secondary color. Have Mr. Rainbow give the children clues about the items in his box. As the children guess each one, remove it and invite the children to explore. More verbal children can compare the items...while all of the items are green, how are the greens the same? How are they different?
- Next, introduce the group game, "Find and Touch." To play, explain to the children that you are going to count to 10. You might want to pair younger children with older ones. The children's job is to find something that is green to touch before you say, "10." Once you finish counting, invite each verbal child to describe the green item he/she found. Repeat this process several times to see how many different green things the children can locate.
- **EXTENSION:** Have the children find green items when playing outdoors.

Today's Vocabulary

Use some of these words in conversations with children today!

blue yellow green

shade white



As younger children participate in activities today, model language by...

- *Using words such as those listed above as children participate in today's activities.*
- *Engaging children in conversations as they create tints of green with paint (p. 11).*
- *Describing what happens when blue washable paint or food coloring is added to yellow water (p. 11).*

Questions to Spur Thinking

- *What things do you like that are yellow? Blue?*
- *What do you think is going to happen when I add some blue paint to the yellow paint?*
- *Were your predictions correct?*
- *Tell me about the thing you found that is green.*
- *What kind of green things do you think we would find if we went outside?*



Colorful Water Fun

(Toddlers—4 years,     

Materials:

- Yellow water in the water table or a container of water** (to make, simply tint with food coloring OR a small amount of washable paint)
 - Blue washable paint or food coloring
 - Items to play with in the water** (e.g., large plastic spoons, colanders, plastic bowls, funnels, etc.)
- Children love water play! This water play experience also invites children to make and test predictions as they explore how yellow and blue make green. As you observe, be sure to ask questions that challenge the children to think. In addition, note the developmental level of each child's fine motor skills as he/she plays. This would be a great time to record an anecdotal note that is focused in this area of development.
 - Set out the water table or container filled with yellow water. Invite interested children to play in the water as desired. They may choose to use some of the materials listed above. As they interact with the children, talk about how the water looks, feels and sounds. Then, after a short while, show the children the blue paint or food coloring. Invite those who are more verbal to predict what they think will happen to the water when you add the blue food coloring or paint. Then, add a little bit and have the children stir. Compare the actual results to their predictions.
 - **Advanced Preschoolers:** These children should be able to make fairly accurate predictions about what is going to happen when you add the blue paint or food coloring.

Green Sensory Bin

(Infants,     

Materials:

- Plastic tub filled with green items that are safe for an infant to explore** (e.g., balls, socks, large pom-poms, blocks, toy cars, small plush frogs or turtles, etc.)
- Infants need to explore! A sensory bin provides a wonderful opportunity for infants to use their senses of touch, sight and even hearing. By engaging with infants as they explore, you are able to build receptive language and future vocabulary in a meaningful way.
 - Sit on the floor and hold the infant in your lap. Put the green sensory bin in front of you. Watch to see what the infant does and then describe his/her actions as well as the green items he/she explores. Talk about how each item looks and feels as the infant explores.

DAY 4 - Center/Small Group Activities

Questions to Spur Thinking

- *What do you think is going to happen to the yellow water when I add the blue paint (or food coloring)?*
- *What happens to the green and white mixture when you add more white?*

Tints of Green

(Toddlers—4 years,       

Materials:

- Green and white paint, large sheets of white paper, paintbrushes
- This art activity invites children to act as scientists as they create. As you observe and interact with the children, be sure to ask questions to help build expressive language and vocabulary.
 - Set out the materials listed above and invite the children to use them freely. Some children may choose to just use green paint while others may choose to mix green with white. For those that choose to mix colors, introduce the concept of tints. Adapt and modify as needed for different developmental levels.
 - **Toddlers/Twos:** Make sure to provide paintbrushes with thick handles for these children. Also, describe what happens as the green and white paints mix, using the term *tint* as part of your description.

- **Threes/Fours/Advanced Preschoolers:** Encourage these children to talk about the different tints of green they create as they paint. Talk about which they like best and why. Compare and contrast the tints as well. This is an excellent way for you to build vocabulary and language skills. As the children create, encourage them to name items they can think of that are different shades of green. How many different things can they think of?

Your Own Activities

DAY 5

Unit: So Many Colors!

Today's Focus: Purple is a Secondary Color

Developmental Areas Addressed Today:



Be Healthy & Safe!

Here is a great resource for healthy food ideas for providers: <https://www.fns.usda.gov/tn/recipes-healthy-kids-cookbook-child-care-centers>

Teaching Tip of the Day

Dancing to upbeat music is a great way to lift everyone's spirits on a dreary day AND put gross motor play into schedule!

Transition Time

Have the children look for things that are purple as they move from activity to activity today.

Get Moving!



Exploring Together: A Purple Path

(all ages, ☺ 🙌 ❤️ ? 🎵 📚 🎵 🗣)

Materials:

- Zipper-top bag, blue and red paint, plastic spoon
- Purple Path** - To make, use blue painter's tape to attach sheets of purple construction paper to the floor to create a path. Leave space between the sheets of paper.
- Music, Mr. Rainbow + purple items in his box

- Purple is another secondary color. This experience helps children build background knowledge that red + blue = purple. An active game then invites children to move along a path in different ways. This helps the children build gross motor skills while inviting them to practice self-regulation.
- Sit at a table with the paint and zipper-top bag. Have Mr. Rainbow with his purple items (in box) on the table as well. As children choose to join you, have them help you put some red paint in the bag. Then, invite them to share what they believe will happen when some blue paint is added. After they share their ideas, add the blue paint and then have the children take turns squeezing the bag. Were their predictions correct? Compare their predictions to the actual results and use this hands-on experience to help the children learn that when you put blue and red together, you get purple. Have Mr. Rainbow give the children clues about the purple items in his box. As the children guess them correctly, remove the items and then, once the box is empty, invite them to explore.
- Next, invite interested children to play the game, "Move Along the Purple Path." Explain to the children that you are going to turn on music and they may move from purple paper to purple paper in any way they would like. Some children may choose to crawl, others may choose to roll and still others may just want to walk. Turn on the music and have the children start moving. Then, randomly turn off the music and have each child find a piece of purple paper to sit on. See if more verbal children can then name something that is purple before you turn on the music and they start moving again.
- **EXTENSION:** Share the book, *Harold and the Purple Crayon* by Crockett Johnson and then have the children draw their own pictures with purple crayons.

Today's Vocabulary

Use some of these words in conversations with children today!

purple red blue

combine appear



As younger children participate in activities today, model language by...

- Saying the words listed above as children complete activities.
- Talking with children as they create purple while printing (p. 13).
- Engaging children in conversations as they find and match colors (p. 13)

Questions to Spur Thinking

- What do you think is going to happen when I add blue paint to the bag?
- What things can you think of that are purple?
- How does the color purple make you feel?
- How did you choose to move along the Purple Path?
- Who do you know that likes the color purple?



Printing with Purple

(Toddlers–4 years,

Materials:

- Folded paper towels or sponges soaked in purple paint in shallow dishes**
- Assorted materials for printing** (e.g., bath poofs, sponge pieces clipped in clothespins, large pom-pom balls, old tennis balls, etc.)
- Large sheets of white paper

- During this experience, the children will build fine motor control, practice problem-solving and hone observations skills all while creating beautiful, unique pieces of art!
- Set out the materials listed above and invite those children who show interest to use them freely to create. As the children press different items into the paint-soaked sponges or folded paper towels and then on white paper, engage them in conversations. Talk together about the color of paint the children are using as well as the unique designs each item creates. This is a wonderful time to help children build both expressive and receptive language skills. Now would also be an excellent time to record an anecdotal note about each child's fine motor control as well.
- **Advanced Preschoolers:** These children may want to try other items for printing. Invite them to share their ideas with you to verify that the items they want to use are safe for paint. Then, have them test their ideas.

Purple Water Fun

(Infants,

Materials:

- Plastic bin filled with purple water, bath poof**
- Small towel

- Infants love water play! Tinting the water and adding a bath poof are fun ways to make the experience even more sensory. As infant's play in water, they use their senses, build fine motor control and explore cause & effect.
- Put the towel on the infant's high chair tray and place the container of water on top. Add the bath poof as well. As the infant explores the water and the poof, sing the following song.

PURPLE, PURPLE
(tune: "Mary Had a Little Lamb")

I see purple, yes, I do,
Yes, I do. Yes, I do.
I see purple, yes I do.
Do you see it, too?

DAY 5 - Center/Small Group Activities

Questions to Spur Thinking

- Tell me about your purple creation.
- What type of design do you think that the (name of item) will make when you press it on your paper?

- What color did you find?
- Which color is your favorite? Why do you like that one best?

Find It! Match It!

(Toddlers–4 years,

Materials:

- Color Memory Teaching Tool (**hide one set of cards around the room ahead of time**)

- Today you will utilize the Color Memory Teaching Tool in a new way...for a game! You will want to hide one set of color cards in the room when the children are not looking. As the children participate in this experience, they will build visual discrimination skills, match like items and engage in conversations with others. Those who are nonverbal will build key receptive language skills. Of course, everyone who participates will also build color recognition skills.

- Put the set of color cards that are not hidden on the floor or table. As interested children choose to join you, invite them to play the game, "Find It! Match It!" Explain that the other set of color cards are hiding in the room. Challenge the children who are interested to search the room to find the cards. Then, once a child finds a card, he/she should bring it to you. Adapt and modify based on the developmental levels of the children in your group.

- **Toddlers/Twos/Threes:** As these children find cards and bring them to you, see if they can find a card on the table or floor that is the "same." Then, name the color each child found. For ELL/DLL children, be sure to do this in both English and their home languages..

- **Fours/Advanced Preschoolers:** These children should be able to not only match the cards they find to the ones on the table/floor, they should be able to identify many, if not all, of the colors as well.

Your Own Activities

DAY 6

Unit: So Many Colors!

Today's Focus: Black & White Are Colors, Too

Developmental Areas Addressed Today:



Be Healthy & Safe!

Teaching children deep breathing techniques is a wonderful way to address their mental health. Deep breathing not only relaxes the body but the mind as well.

Teaching Tip of the Day

Read to the children at least once per day.

Transition Time

Have the children point out items that are black or white when moving from activity to activity today.



Exploring Together: Black & White

(all ages, ☺ ❤ ? 🙌 ☺ ☺ ☺ ☺ ☺ ☺)

Get Moving!

Materials:

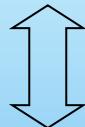
- Black and white construction paper
- Plush or plastic animals that are black and white (e.g., dog, cat, cow, zebra, etc.) + other black & white items such as a soccer ball.** Put all of these items in a clothesbasket or box.
- Music, Mr. Rainbow + black & white items in his box
- Black and white are important colors in many ways. When mixed with paint, these two colors directly affect the shade or tint of the original color. There are many things in our world that are black and white. Today you will use examples of just a few of these to introduce these colors to the children. An action game then helps the children put their new knowledge to use while building gross motor skills at the same time.
- Sit on the floor with the clothesbasket filled with black and white items and Mr. Rainbow with his items as well. As children become curious, invite them to look at the items in the clothesbasket with you. See if they can figure out on their own that all of the items are black and white. Use the items to introduce these colors to the children. Have them also guess the items in the Mr. Rainbow's box as well by giving them clues.
- Next, introduce the group game, "Black and White Dance." To play, have the children help you scatter sheets of black and white construction paper on the floor. Then, turn on recorded music and invite the children to dance freely around (not on) the papers. As the children dance, they will need to respect the personal space of others. Randomly turn off the music and say a color...either black or white. See if the children can find, and sit upon, the color you say. Repeat for as long as the children show interest.
- **EXTENSION:** Take the children for a walk or car ride around the neighborhood and look for the colors black and white. Which color can they spot the most?

Today's Vocabulary

Use some of these words in conversations with children today!

black white mix

dark light



As younger children participate in activities today, model language by...

- Using the words above as the children complete the day's activities.
- Talking with children as they attempt to make the color black by mixing paint (p. 15).
- Engaging children in conversations as they create with white chalk on black paper (p. 15).

Questions to Spur Thinking

- What is the same about all of the items in the clothesbasket/box?
- What other things can you think of that are black and white?
- What do you think would happen if you mixed black and white together?
- Which color is dark...black or white?
- Which color is light...black or white?



Can You Make Black?

(Toddlers–4 years, ☺ ❤️ ♀ ? 🖐️ 💬)

Materials:

- All colors of paint, paintbrushes
- Large sheets of white paper

- When children experiment...they learn! This activity invites children to make and test predictions while they build observation and language skills. In the process, you will have the opportunity to engage the children in conversations about colors. This would be the perfect time to evaluate each child's level of knowledge in this area.
- Set out the paints, paper and paintbrushes. As children choose this experience, challenge them to see if they can create the color black by mixing paint. As the children mix, talk with them about their discoveries. This is an excellent way to help them build both expressive and receptive language skills. Is making black easy or difficult? What techniques work best? These are the type of questions you will want to ask as you interact and observe the children. Keep the developmental levels of the children in mind as you engage with the children.
- Toddlers/Twos/Young Threes: If these children are non-verbal, it will be very important for you to describe both the colors of paint they choose to use and the results when they mix. They will probably not fully understand mixing to attempt to create black, but that is OK. They will become more familiar with colors simply by exploring.
- Older Threes/Fours/Advanced Preschoolers: These children should be able to name all (or many) of the colors they use as they attempt to create black.

Black & White Ball

(Infants - ❤️ 🖐️ ☺ ♀ 💬)

Materials:

- Soccer ball** (black & white)

- A soccer ball provides a wonderful tool for exposing infants to the colors black and white through active exploration. As the infant pushes the ball, he/she will actually be exploring the scientific concepts of cause and effect.
- Sit on the floor with the infant. Put the soccer ball in front of you. Gently push the ball so it rolls and sing the song below. Invite the infant to push the ball as well.

THE BALL

(tune: "The Farmer in the Dell")

The ball is black and white,
The ball is black and white,
We push it and it rolls away;
The ball is black and white.

DAY 6 - Center/Small Group Activities

Questions to Spur Thinking

- Tell me what happened when you mixed the paints.
- Tell me about your white and black creation.
- What do you like about working with chalk? What don't you like?
- How is drawing with chalk like drawing with crayons or markers? How is it different?

Black & White Art

(Toddlers–4 years, ☺ ❤️ ♀ ✎ ☺ ⓘ 💬)

Materials:

- White chalk**
- Black construction paper

- It is important to provide children with different types of art materials. Chalk is a totally different drawing tool and a great one to use when talking about the color white. Drawing on black construction paper helps the children review both of these colors while creating unique art at the same time.
- Set out the materials listed above and invite the children to create freely. As they draw on the black construction paper with the white chalk, engage them in conversations about these colors. In addition, talk with them about how the chalk looks, feels, sounds and even smells as they create.
- Advanced Preschoolers: Encourage these children to compare using chalk to using crayons or markers. How is this art material the same? How is it different? Also, these children should be able to identify the colors black & white.

Your Own Activities

DAY 7

Unit: So Many Colors!

Today's Focus: Colors and Feelings

Developmental Areas Addressed Today:



Be Healthy & Safe!

Drinking plenty of water is just as important in the colder months as it is in the warmer ones. Make sure to offer water frequently to children to make sure they stay hydrated.

Teaching Tip of the Day

A little patience can go a long way when children are attempting to do things on their own. Having patience also demonstrates respect.



Transition Time

Have the children name their favorite colors before moving from activity to activity today.



Exploring Together: Our Favorite Colors

(all ages,

Get Moving!

Materials:

- Crayons and markers (all colors)
- Long piece of mural paper

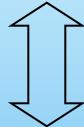
- Most young children have favorite colors. This experience celebrates this concept while inviting the children to create. During the course of this experience, the children will become aware that not everyone likes the same color...which is just another way in which we are all unique and special. Adding a song and creative movement just makes the experience even more engaging and adds an element of literacy.
- Sit on the floor with a container of crayons or markers. As children show interest, invite them to join you. Find a crayon or marker that is your favorite color and explain to the children why you like that color. Then, invite each child to pick a crayon or marker in his/her favorite color. More verbal children may want to share why they like that color best. Be sure to point out how different people have different favorite colors and this is just another way in which we are all different and special.
- Next, sing the song, "(Child's Name) Favorite Color Is..." (p. 31). Insert each child's name in the song and have him/her add the name of his/her favorite color. At the end of the verse, the child can share how seeing that color makes him/her feel through words and movement. Repeat until everyone has a turn.
- Now move to the table where the mural paper and crayons/markers are located and invite each child to draw using his/her favorite color. As the children create, have more verbal children dictate sentences about why they like the colors they chose. Print what each child says near his/her art such as, "Tamara loves the color blue because her stuffed bear is blue." Be sure to note letters/letter sounds in the process.

Today's Vocabulary

Use some of these words in conversations with children today!

favorite color feelings

shades tints



As younger children participate in activities today, model language by...

- Using the words such as those listed above during Exploring Together and throughout the day.
- Describing the tints and shades of colors as the children match paint samples (p. 17).
- Talking with children as they create mobiles to showcase their favorite colors (p. 17).

Questions to Spur Thinking

- What is your favorite color?
- What things are your favorite color?
- How do you feel when you see your favorite color?
- Tell me about your drawing.
- Tell me why you like the color (name of color).



A Favorite Color Mobile

(Toddlers—4 years,

Materials:

- Sturdy paper strips, paper plates, plastic coat hangers, etc.** - Provide plenty of options!
 - Construction paper, art tissue, old magazines, art/craft supplies, yarn/string, tape, stapler
-
- When art experiences are open-ended, they invite children to test their own ideas and problem-solve. Keeping this experience open-ended achieves this goal while helping children build fine motor skills as they make choices. Adapt and modify as needed based on the developmental levels of children in your group.
 - Set out the materials listed above and invite the children to use them freely to create mobiles of their favorite colors. Some children may choose to make a mobile of just one color while others may have more than one, “favorite” color. Either way is great! The key of this experience is to allow the children to construct their mobiles in any way they want AND make choices about what to hang from them. Display the mobiles when they are finished for all to enjoy.
 - **Toddlers/Twos/Threes:** If you are working with very young children, just provide paper plates they can decorate and then you can hang. They can still use nonverbal communication skills to indicate where they would like you to hang their creations. Keep in mind that they may also use more than one color and this is just fine!
 - **Fours/Advanced Preschoolers:** Once these children finish their mobiles, help them print the color words for their favorite colors on them. For ELL/DLL children, be sure to do this in both English & their home languages. Talk about letter names & sounds in the process.

Crawling on Colors

(Infants,

Materials:

- Quilt, beach towel or other colorful linen**

- Exposing infants to the concept of color is easy in this experience. Plus, this activity encourages infants to build gross motor skills. Describing the infant’s actions as well as the colors on the towel or quilt is an excellent way to build receptive language skills and future vocabulary.
- Spread out the colorful quilt, beach towel or other linen. Invite the infant to crawl on the linen. If the infant is not crawling yet, this would be the perfect opportunity for a little tummy time. As the infant moves and touches different colors on the linen, describe them. For instance, you might say something like, “Your hand just touched the pink flower” or “Your tummy is on the yellow sun.”

DAY 7 - Center/Small Group Activities

Questions to Spur Thinking

- Tell me about your creation.
- Which colors make you feel happy?

Matchin' Colors

(Toddlers—4 years,

Materials:

- Paint sample cards, prepared** - Visit your local home supply store and pick up paint samples cards. You will want two of each sample. If there is more than one shade on each card, cut the shades apart.
-
- There are so many beautiful colors and we all have our favorites. This experience invites the children to explore the many different tints and shades of colors while practicing their visual discrimination skills. In addition, the children will have the opportunity to talk about how different colors make them feel. This is an excellent way for them to build their expressive language skills.
 - Set out the paint samples and invite interested children to explore them. As they do so, talk about the colors on the cards as well as the tints and shades. Invite each child to share which is his/her favorite as well as which color makes him/her feel happy. Are there any colors that make the children feel sad? Which ones? Next, challenge the children to match the colors. Adapt and modify based on the developmental levels of the children.
-
- **Toddlers/Twos/Threes:** These children can match single colors instead of multiple shades. Be sure to name each color as the children match it. Do this in both English & each child’s home language for ELL/DLL children.

- **Fours/Advanced Preschoolers:** These children can match tints and shades as well. As the children match the colors, talk about how they are the same and how they are different. You might also want to talk about what color these children would want to paint their bedrooms. Your most advanced children may also be able to arrange the paints in order from lightest to darkest or darkest to lightest.

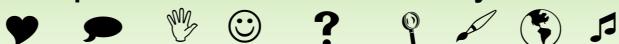
Your Own Activities

DAY 8

Unit: So Many Colors!

Today's Focus: There Are Many Different Colors

Developmental Areas Addressed Today:



Be Healthy & Safe!

Make sure to sanitize food preparation surfaces before and after preparing food.

Teaching Tip of the Day

When exciting events occur, use them as teachable moments. It is OK to stray from your lesson plans and take advantage of these opportunities for learning.

Transition Time

Send the children to their next activity based on the colors they are wearing. For instance, "If you are wearing blue, you may go to the next activity."



Exploring Together: Rainbow Dance

(all ages, ☺, 🗣, 🖐, 🎵, ✎, 🎶, ?, ❤)

Get Moving!

Materials:

- Music (different tempos and styles)
- Assorted colors of crepe paper streamers OR scarves OR small towels
- Paper grocery bag

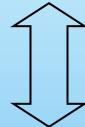
- Creative movement is a wonderful way for children to express their feelings, thoughts and ideas. This experience utilizes creative movement while immersing the children in color. As the children dance, they will build gross motor skills, practice self-regulation (e.g., respecting other's personal space) and participate in a group experience.
- Put the crepe paper streamers, scarves or small towels in a paper grocery bag. Shake the bag to get the children's attention. Then, once they choose to join you, ask them to listen carefully as you shake the bag again. Can they guess what might be inside? What color do they think the items in the bag might be? Then, have the children take turns reaching into the bag without looking. As they touch the items, invite them to guess what they are. Again, ask them if they can identify the color of the items by touching them. Why not? Then, open the bag and dump out the contents. Invite the children to share the colors they see. Use this demonstration to help the children recognize that the sense they use to determine color is the sense of sight.
- Next, have each child choose a piece of crepe paper streamer, scarf or small towel. Turn on music and begin the Rainbow Dance. As the children dance freely, talk about the tempo and style of the music. Continue for as long as the children show interest.

Today's Vocabulary

Use some of these words in conversations with children today!

rainbow shades

patterns colors



As younger children participate in activities today, model language by...

- Using the words, such as those listed above as children complete today's activities.
- Talking with children as they create collages with wrapping paper (p. 19).
- Describing how the fruits used to create an edible rainbow look, feel, smell and taste (p. 19).

Questions to Spur Thinking

- What do you think might be inside this bag?
- Tell me about what you feel.
- What color are the things you are touching?
- Why can't you tell?
- What part of your body helps you to determine the color of an object?
- What do you think it would be like if you could not see colors?



DAY 8 - Center/Small Group Activities

Colorful Collages

(Toddlers—4 years,

Materials:

- Large sheets of construction paper
- Colorful wrapping paper scraps**
- Gluesticks OR glue in shallow dishes and old paintbrushes

- Collage is a wonderful art technique that helps children build fine motor control as they express their ideas and work with colors. As the children create, you will also have the opportunity to talk individually with each child about colors. This is a meaningful way to evaluate each child's level of knowledge about this concept.
- Set out the materials listed above and invite the children to use them freely to create collages. Those children with limited fine motor control can tear the wrapping paper instead of cutting it. As the children create, talk with them about the colors and patterns they see on the wrapping paper they choose to use. See if more verbal children can share when they may have unwrapped a gift at home. What was the reason for the gift/celebration? When the collages are finished, display for all to enjoy.
- Advanced Preschoolers: These children can point out their favorite wrapping paper pattern and share why they like it best. This is an excellent way for them to practice their expressive language skills and sharing preferences with others.

Questions to Spur Thinking

- *What do you like about the wrapping paper you chose?*
- *What other fruits could we use to make our edible rainbows?*

An Edible Rainbow

(Toddlers—4 years,

Materials:

- Fruits to make an edible rainbow*** (e.g., strawberries, orange slices, bananas, kiwi, blueberries, purple grapes (sliced in half) or other colorful fruits you choose)
- Paper plates, plastic knives

- Fruits come in many bright colors and are good for all of us to eat! They are packed with important vitamins and minerals. This experience invites each child to create an edible rainbow using fruit. While the children may choose to arrange the fruits to create a rainbow shape, this is not necessary. Invite them to create their edible rainbows by arranging the fruit in any way they would like. This is also a wonderful activity for engaging all of the senses!
- Set out the fruits and see how many the children can name. Do their families eat any of these fruits at home? While you will need to peel and prepare some of the fruits, more advanced children can help do the others. For instance, they can slice bananas, kiwis and even strawberries with plastic knives. This is a meaningful way for them to build fine motor control. Once the fruits are prepared, the children can arrange them as desired on their paper plates. As mentioned above, some children may choose to arrange the prepared fruit in the shape of a rainbow while others may decide to arrange it in a different way. Adapt and modify based on the developmental levels of the children in your group. Also, make the focus of the experience how the fruits look, smell, feel and of course, taste.
- Advanced Preschoolers: These children should be able to name all of the fruits and identify the color of each. In addition, these children should be able to use a plastic knife with some degree of control.

* As always, be sure to check with parents/caregivers before serving any foods.

Your Own Activities

Rainbow Bundles

(Infants,

Materials:

- Crayon or washable marker bundles** - To prepare, pick 4 different colors of crayons or markers (caps removed) and bundle together with a rubberband. Make sure the tips of the crayons or markers are even.
- Large sheets of white paper

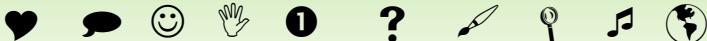
- Crayon or markers bundles are fun for children to explore. Because the markers or crayons are "bundled" together, they are easier for little hands to hold. Plus, the exciting part is that when you make marks with these bundles, several different colors appear. This opens the door for you to talk with the infant about colors in a fun and meaningful way.
- Use tape to attach a large sheet of white paper to the infant's highchair tray. Then, invite the infant to use either crayon or marker bundles to create on the paper. Describe the infant's actions as well as what happens when he/she moves the crayon or marker bundle on the paper.

DAY 9

Unit: So Many Colors!

Today's Focus: Natural Colors

Developmental Areas Addressed Today:



Be Healthy & Safe!

Always keep vitamin and mineral supplements out of the reach of children. They can be toxic in large quantities.

Teaching Tip of the Day

Give children a 2 minute warning before cleanup time. This helps them wrap up their play both physically and mentally.

Transition Time

Have the children look out the window and name a color they see when moving from activity to activity today.



Exploring Together: Finding Colors in Nature

(all ages, ☺ ❤️ 🙌 ❀ 🎵 ⓘ ? 💬)

Get Moving!

Materials:

Large paper grocery bag

- Hopefully the weather will cooperate so you can take the children outside for this experience. If not, you may need to conduct it as they look out a window instead. Another option would be to go for a car ride. In any case, the purpose of this experience is to help children recognize a few of the colors that occur in nature such as brown, gray and green. If you live in a snowy part of the world, you may want to include white as well. Observation, exploration and language are big parts of this experience.
- It's time to head outside! Get the children ready and then go for a walk around the neighborhood, the backyard or even the park. As you walk, sing the following song and invite the children to point out the things they see that are brown, gray or green.

THERE ARE MANY COLORS TO SEE
(tune: "Twinkle, Twinkle, Little Star")

There are many colors to see,
Brown and gray and also green.
Leaves can be green or be brown,
Gray is the color of sticks on the ground.
Outside there are colors to see,
Can share some now with me?

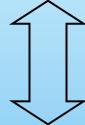
- Invite the children to gather small sticks, leaves and other brown, green and gray natural objects to put in the paper grocery bag. They will be using these later today for an art experience.
- **EXTENSION:** Count the number of green, brown and gray items the children found while outside.

Today's Vocabulary

Use some of these words in conversations with children today!

nature natural

gray brown green



As younger children participate in activities today, model language by...

- Using words such as those above during daily activities.
- Talking about the different nature items children use as the paint (p. 21).
- Engaging the children in conversations as they make close up observations of sand (p. 21).

Questions to Spur Thinking

- What colors do you think we might find outside?
- What things do you see that are green? Gray? Brown?
- What would you do if you saw a tree that was pink? What about a rock that was purple?
- Why do you think some trees stay green all the time?



Natural Painting

(Toddlers–4 years,)

Materials:

- Nature items gathered during the Exploring Together experience (e.g., small sticks, small rocks, small pine boughs, leaves, etc.)
 - Brown, green and gray paint in shallow dishes
 - Large sheets of white paper
- Challenging children to use common items in new ways is a great way to promote problem-solving skills as well as higher-order thinking skills. This experience achieves this goal while also building fine motor control and inviting children to express their ideas through art.

- Set out the materials listed above. Invite the children to use the natural items they collected during their walk (or you gathered ahead of time) as painting tools. The children can choose to use them in different ways. For instance, one child may choose to dip a stick in paint and then on paper to use it as a paintbrush. Another children may choose to press the stick in paint and then on paper to create prints. Encourage all ideas! As you observe, engage the children in conversations as a way of building both expressive and receptive language and vocabulary.
- **Advanced Preschoolers:** These children should be able to describe how they choose to use the nature items as painting tools. In addition, the should be able to share which techniques worked well and which did not.

Turn the Page

(Infants,)

Materials:

- Board books about colors (see the Book List on p. 30 for suggestions)

- Reading to infants is just as important as reading to older children. The key when reading with infants is to worry less about reading all of the printed text and more on describing the pictures. This is a wonderful way of building vocabulary and future language skills.
- Sit on the floor with the infant in your lap and put a couple board books on the floor. Watch to see which the infant seems attracted to and then pick up that one to read. As you turn the pages, talk about the illustrations, especially the colors you see. Be sure to point out those colors as your talk with the infant. For instance, you might say something like, "Look at that brown dog" as you point to the dog. This will help the infant begin to recognize that there are words for everything! Continue to explore the books for as long as the infant shows interest.

DAY 9 - Center/Small Group Activities

Questions to Spur Thinking

- Tell me about how you are using the (name of nature item) as a painting tool.
- What colors do you see in the sand? On the rocks?
- How does the magnifier help you?

Up Close Observations

(Toddlers–4 years,)

Materials:

- Sand table or container of sand
- Assorted rocks or stones** (smooth & safe...if available)
- Unbreakable magnifiers** (if available)

- This experience invites children to explore the colors of nature in an up-close way! Sand can actually be made up of many different colors if you look at it carefully. During the course of this experience, the children will utilize a tool (unbreakable magnifier) to help them examine sand to see what they can see. If you were able to locate some rocks or stones that are safe for the children to handle (e.g., not a choking hazard and smooth), they can examine these as well.
- Set up the sand table or prepare a container of sand. Add rocks/stones if you chose to use them. Provide access to unbreakable magnifiers as well. Invite those children who show interest to explore the sand...not just by playing in it but by using the magnifiers to examine the sand up close. Adapt and modify based on the developmental levels of the children in your group.
- **Toddlers/Twos/Young Threes:** More than likely, these children will not have the verbal skills to share their discoveries. They may, or may not, even understand how a magnifier works. This is OK! They can still learn by listening to you engage older children.
- **Older Threes/Fours/Advanced Preschoolers:** These children can be challenged to identify the colors they see in the sand. They should also be able to utilize the magnifiers with more control. These children can also talk about other places in your community where they could find items in nature to examine.

Your Own Activities

DAY 10

Unit: So Many Colors!

Today's Focus: Color Day!

Developmental Areas Addressed Today:



Be Healthy & Safe!

Make sure you have an area where children can go when they are upset. This area should be very comfortable with pillows, blankets and books. This is an excellent way to help children develop coping skills.

Teaching Tip of the Day

Use technology to build upon hands-on experiences. Do not use technology to replace them.

Transition Time

Sing the children's favorite songs from this unit as they move from activity to activity today.

Exploring Together: Color Day!

(all ages, ☺ ☚ ❤️ 🖐️ 🎵 🎨 ➊ ✎ 🎨 ?)

Get Moving!

Materials:

- Stringing beads** (large enough not to be a choking hazard) or **colorful blocks**
- Matchin' Colors game (p. 17)
- Color Memory Teaching Tool
- Construction paper + assorted art/collage materials (all colors)

- Today is Color Day! Choose the activities below that you think will work best for your program.
- **Matchin' Colors** - Set out the Matchin' Colors game you introduced earlier (p. 17) and invite the children to match the colors. Engage the children in conversations as they do so. This would be a great time to evaluate each child's level of understanding of colors, tints and shades.
- **Colorful Toys** – Stringing beads and blocks are just two common toys that are colorful. Invite interested children to explore these toys (as well as any others you might want to add). As they do so, engage them in conversations about the colors they choose to use and any patterns they create in the process.
- **More Color Memory** - Set out the Color Memory Teaching Tool and invite the children to use this material in any way they would like. As you watch how they choose to utilize the material, you may want to record an anecdotal note about each child.
- **Color Crowns** - Invite interested children to create crowns to accompany the clothing they are wearing today. To make the crowns, simply cut strips of construction paper and tape (or staple) together to make a long strip that will fit around the child's head. Then invite the child to decorate the strip using art/collage materials in the matching color. Print the sentence, "My favorite color is (name of color)" on each child's crown before fitting to each child's head. Be sure to talk about letters & letter sounds as you write (if developmentally appropriate).

Today's Vocabulary

Use some of these words in conversations with children today!

colors favorite match

mural + all color names



As younger children participate in activities today, model language by...

- *Saying the words listed above as children complete activities during the day.*
- *Encouraging children to make predictions as they Shake 'n Paint (p. 23).*
- *Naming colors as you play the game, "Toss It! Find It!" (p. 23).*

Questions to Spur Thinking

- *Tell me about your favorite color.*
- *What do you like best about that color?*
- *Where can you see (name of child's favorite color) in this room?*
- *How do you feel when you see (name of favorite color)?*
- *Why do you think different people like different colors?*
- *If you could create a new color, what would it look like and what would you call it?*



DAY 10 - Center/Small Group Activities

Get Moving!

Toss It! Find It!

(Toddlers—4 years, ❤️ ☺️ 🖐️ ⓘ️ ♀️ ? 💬)

Materials:

- Cupcake pan, prepared** - To prepare, cut circles from different colors of construction paper and put in the bottom of each cupcake section.
- Ping pong or other small ball that will fit in a section on a cupcake pan**

- This active game will not only help the children develop visual discrimination skills, it will also help them develop gross motor skills, practice problem-solving and promote cooperative behavior. You will definitely need to adapt and modify this experience based on the developmental levels of the children in your group.
- Set out the cupcake pan and invite interested children to look inside the sections. What do they see? Colors! Introduce the game, "Toss It! Find It!" To play, have the children take turns tossing a ball so it bounces and lands inside one of the sections in the cupcake pan.
- **Toddlers/Twos/Threes:** These children can simply place the ball in a section if they are not able to bounce it. You can name the color in the section in which they put the ball and then point out items in the room (or on their clothing) that is the same color.
- **Fours/Advanced Preschoolers:** Invite these children to bounce the ball and then find something to touch in the room that is the same color. Challenge these children to describe the objects they found. This is an excellent way for them to build expressive language skills. You might also want to pairs these children with younger ones as they play the game. This provides them with the opportunity to assume a leadership role.

Please Sing to Me

(Infants, 🎤 🎵 ☺️ ♀️ ❤️)

Materials:

- None needed

- Rhymes and songs are excellent tools for helping infants build language and vocabulary skills. Reciting rhymes and singing songs repeatedly helps build exposure to language in a fun way.
- Hold the infant in your lap and sing some of their favorite songs or rhymes from this unit. You will find those songs and rhymes on pages 5, 13 and 15 along with any others from Exploring Together activities. Have fun!

Questions to Spur Thinking

- Which color was easiest to find?
- Tell me about the colors of paint you are using.
- What do you think you will see when we open the container?

Shake N' Paint

(Toddlers—4 years, ❤️ ☺️ 🖐️ ⓘ️ 🖌️ ♀️ 💬)

Materials:

- Container with a lid** (safe for paint)
- White paper cut to fit inside the container**
- Paint (all colors)**, plastic spoons, blue painter's tape
- Several plastic balls** (safe for paint)

- This unique art experience will challenge children to make and test predictions. At the same time, it provides the perfect opportunity for you to review colors with them.
- It's time to Shake N' Paint! To begin, attach loops of blue painter's tape to the bottom of a piece of prepared white paper. Then have a child help you stick the paper in the bottom of the container. Next, invite the child to spoon several colors of paint onto the paper. As the child chooses colors, see if he/she can name them for you. Then, have the child add a few plastic balls and put the lid back on the container. Next, shake, shake, shake! As the child shakes, encourage him/her to predict what is happening to the paint if he/she has strong verbal skills. Then, once his/her arms get tired, open the lid to find the answer. Carefully remove the paper and talk about the designs the paint and balls created. Were the child's predictions correct?
- **Advanced Preschoolers:** These children should be able to name the colors of paint they chose to use as well as any new colors that appear as the paints mix.

Your Own Activities

School-Age Activities

If you have school-age children in your care, use these experiences with them as desired. Most require little preparation and can be implemented with just a few children. In addition, all of them can be extended to last more than one day.

My Favorite Color ... A Poem



There Are
Many Colors

Materials:

- Writing paper, pencils, art/collage materials

- An acrostic poem is one that does not rhyme and the first letter of each line spells out a word. Today the children will write acrostic poems about their favorite colors. During the process, they will have the opportunity to build their knowledge of letters, letter sounds and words.
- Introduce the concept of an acrostic poem to the children by giving them an example. For instance, here is one for the color red:

Reminds me of apples,
Eye-catching,
Dresses can be this color.
- Next, invite the children to name their favorite colors. To begin, have the children write the letters to spell the color name in capital letters vertically (as above). Then, have them use those letters to write words or phrases that describe the color. Encourage their creativity and provide help with spelling if they ask. When finished, invite each child to read his/her acrostic poem to the group.
- EXTEND FOR ANOTHER DAY:** Once the poems are complete, have the children mount them to the corresponding color of construction paper and then use art/collage materials to decorate.

Questions to Spur Thinking

- *What is your favorite color?*
- *Why do you like that color best?*
- *How do you feel when you see your favorite color?*
- *What things can you think of that are (favorite color)?*
- *What do you think will happen when you mix (white or black) with the (color) paint?*
- *What actually happened?*
- *How many different tints or shades do you think you could make of the (color)?*
- *Where have you seen many different tints and shades of colors?*

Colors Come in
Many Tints &
Shades

Lighter, Darker



Materials:

- Assorted colors of paint (including white and black), paintbrushes, large sheets of white paper

- This hands-on experience is designed to help school-age children explore the concepts of tint and shade. In color theory, tint is what happens when you mix a color with white while shade is what happens when you mix it with black. During the course of this activity, the children will have the opportunity to make and test predictions as they share discoveries with others.
- Set out the paints and other materials. Have each child choose one color to start with (not black or white). Then, invite each child to mix either a little white or a little black paint with the color he/she chose. Before mixing have the children predict what they think will happen. Then, have them mix the paints and compare the actual results to their predictions. Use this part of the experience to introduce the terms *tint* and *shade*. Invite the children to explore freely to see how many new and unique tints and shades they can create. Encourage them to share their discoveries with the group.

EXTEND FOR ANOTHER DAY: Have the children continue their explorations tomorrow. In addition, the children may want to name the new colors they create.

School-Age Activities

Black is Really Many Colors



Materials:

- Coffee filters**, scissors, washable black marker
- Cupcake pan, water

- During this experience, the children will explore a very interesting technique known as chromatography. This experiment will require the children to follow directions, make predictions and record observations. During the process, the children will build key receptive and expressive language skills.
- Set out the materials on the table and invite interested children to join you for a science experiment. To begin, have the children help you cut the coffee filters in 1" wide strips. Next, have each child use a washable black marker to make a dot about the size of a dime near one end of the strip (about 1/2" from the end). Then, have the children help pour water into the sections on the cupcake pan. Each child will need one section. To make things easier, just use the sections around the edge of the pan (not the center ones). Have each child place the end of the strip with the black dot in one of the sections so that it is barely in the water. Encourage the children to predict what they believe is going to happen and then have them observe. You may choose to also have the children take notes as they watch. As the water travels up the coffee filter, the water will cause the black ink to separate into many colors. This is because the color black is actually many colors. Encourage the children to compare their predictions to the actual results.

EXTEND FOR SEVERAL DAYS: Repeat the experiment using different types of black pens/markers. Are the results the same?

Exploring the Color Black

Questions to Spur Thinking

- *What do you think is going to happen to the black ink when you put the end of the strip in the water?*
- *What colors do you see on the strip?*
- *Do you think you could make black by mixing all of those colors together? Why or why not?*

- *What do you think is going to happen when we put the paper on top of the oil and water?*
- *What do you see when you look at the design?*
- *What colors do you think make the best design? Why do you like those colors?*

Making Marbled Paper



Materials:

- 13" x 9" cake pans**, water, **disposable wooden skewers or plastic forks**, paper towels, old newspapers, spoons
- Colored oil in jars with lids** - To make each color, put 1/4 cup of vegetable oil in the jar and add a generous amount of food coloring. Shake well right before using so the color mixes with the oil to as much as possible.
- White cardstock or heavyweight paper**

- Marbled paper is beautiful! While creating it can be messy, the results are worth it. In fact, it is so beautiful that if framed or matted, it would make a fabulous gift! The process of marbling paper also invites children to make and test predictions as they express their creativity.
- To begin, cover the table with old newspaper and fill each pan about 1/2 full with water. Next, have the children carefully spoon colored oil onto the surface of the water. Once enough color has been added, have the children use plastic forks or wooden skewers to swirl the oil. Next, carefully place the paper on top of the water/oil for just a few seconds. Quickly lift up the paper and carefully flip over. Encourage the children to share what they see as they look at the beautiful designs. Allow the paper to dry completely before sending home.

EXTEND FOR ANOTHER DAY: This is an experience all of the children will probably want to repeat!

Creating Art with Color

School-Age Activities

Colorful Bracelets



Materials:

- Chenille stems, plastic beads** (with holes the size of a chenille stem), masking tape

- School-age children generally enjoy creating things they can wear. This experience invites them to do just that as they build fine motor control and coordination. Some children may also choose to create patterns as they make their bracelets.
- Set out the materials listed above and invite the children to use them to make bracelets. The children can begin by having you cut a chenille stem so that it will fit around their wrist. Then, they can string plastic beads on to the chenille stems. As they create, talk about the colors of beads they choose to use as well as any patterns they create while doing so. Twist the ends of the chenille stem together and then cover any sharp ends with masking tape. The children can wear their bracelets when they are finished.
- **EXTEND FOR ANOTHER DAY:** The children may want to make additional bracelets for themselves, their friends or their family. If so, set up an area where they can do this for several days. Just remember to **keep the beads out of the reach of children under the age of 3** because they can be a choking hazard.

We Can Wear Many Colors

Questions to Spur Thinking

- Tell me about the bracelet you are making.
- Who do you know that wears bracelets?
- Does your bracelet have a pattern? If so, tell me about it.

- What fruits or vegetables do you like to eat that are (color)?
- Which color has the most fruits and vegetables? Least? Same amount?
- What do you think it would be like if broccoli was blue and carrots were purple?

Eating Colors



Natural Colors

Materials:

- Large sheet of white paper, markers/crayons, pencil

- Fresh fruits and vegetables are naturally many different colors. This experience challenges children to think about the foods they eat and then categorize them by color. In addition, the children will practice their counting and writing skills as they convert their knowledge to a visual representation they will then share with younger children.
- What colors do you eat every day? This experience poses that question to the children. To begin, roll out the long piece of white paper on a table. Using the matching color of marker, print the words *red, orange, yellow, green, blue, and purple* across the top of the paper. See if the children can read any of those words. Then, challenge them to draw pictures of fruits and vegetables for each of the colors on the chart. They can draw their pictures below the color word and then write the name of the fruit or vegetable beside the picture. See how many different fruits or vegetables the children can think of for each color. When their display is finished, have the children share with the younger ones. This is an excellent way for them to assume a leadership role and build expressive language skills.

EXTEND FOR ANOTHER DAY: This experience is more than likely going to take more than one day to complete.

Directions for Make It! Sheets & Let's Read Together!

The Make It! sheets enhance the experiences presented in the lesson plans. Feel free to incorporate these activities where you feel they would fit best. Each one can be completed in different ways for children of different ages. The details below explain how each sheet COULD be used. Feel free to use them in other ways as well.

Make It! Sheet #3 – I Spy Colors!

You Will Need:

- None needed

What to Do:

- The purpose of this sheet is to help children build visual discrimination skills as they practice recognizing colors and build both receptive and expressive language skills.
- Give each child a copy of the sheet. Talk about the scene and invite the children to describe what they see.
- Then use the sheet to play the game, “I Spy Colors!” Describe something in the scene by using colors in the description. For instance, “I spy a girl wearing a pink shirt.” See if the children can find what you are describing and point it out to you. Keep in mind that there may be more than one right answer!
- More advanced children can then take turns giving clues to other children. Send the sheet home so children can continue to play the game with their parents/caregivers at home.

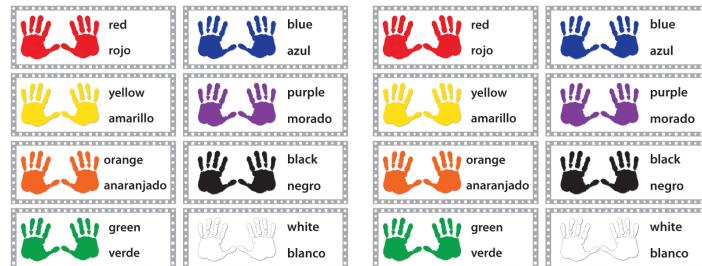


Make It! Sheet #4 – Color Memory

You Will Need:

- Envelope or zipper-top bag for each child
- Crayons/markers, child-safe scissors

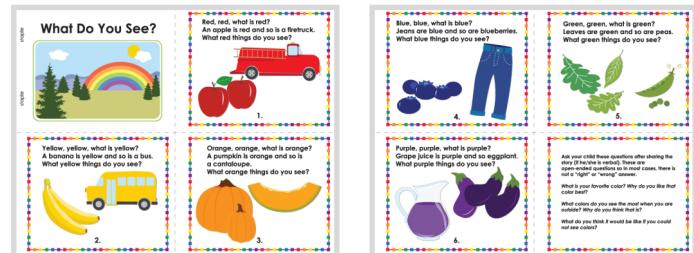
What to Do:



- The purpose of this sheet is to provide the children with a game they can play at home with their parents/caregivers to help them practice matching colors. Because the game includes both the English and Spanish color words, it opens the door to exposing children to the concept of different languages.
- Provide each child with a copy of the sheets. Have the children cut the cards apart by following the dotted lines. Then, to play the game, have the children turn their cards face down on the table. They can then turn two cards over to see if they match. If so, they take the cards and continue. If not, they turn the cards back over and try again. Play continues in this fashion until all of the cards are matched. Store each child’s cards in a zipper-top bag or envelope.
- **HELPFUL TIP:** Have each child use a different colored marker to make a dot on the back of each of their playing cards. That way, if their cards get mixed up with another friend’s, they can easily sort them out.

LET'S READ TOGETHER: What Do You See?

Print out a copy of both sheets for each child, cut apart and stack in order. Staple on the left-hand side. Use during your program as desired and then send home so parents/guardians can continue to build literacy skills at home.



Experiences for Advanced Preschoolers: School Readiness

The following experiences are designed for older preschoolers that are ready to learn more about letters and sounds as well as numbers, mathematical operations (addition/subtraction), and spatial concepts. The following extension ideas blend well with the activities presented in this Teaching Guide. Incorporate them as you complete activities if they are appropriate for the older children in your care.

Letter Recognition, Beginning Sounds and Creative Writing:

- **What Does Red Mean?:** This experience will challenge children to think about how people use color to mean different things. For instance, on a stoplight, red means stop, yellow means caution and green means go. This experience also provides the perfect opportunity to help children develop strong vocabulary skills. To begin, print the phrase, “Red means...” on a piece of paper with a red marker or crayon. Then, have children complete the phrase with different words like *stop, danger, fire*, etc. Follow the same procedure for each color. For some of the colors (e.g., purple), the children will need to think creatively and share their own unique ideas about what they think the color means to them personally. As you write down what the children say, be sure to talk about letter names and letter sounds.
- **It Starts With...:** As you introduce each new vocabulary word, print it on paper and have children identify the beginning letter and sound. Can children list other words that begin with the same letter and sound?
- **Find the Color Word:** Most crayons and markers have the color words printed on the side. This experience utilizes this tool to help the children practice recognizing color words in printed text. Gather an assortment of crayons and markers as well as book about colors. Challenge children to pick a crayon or marker, look at the word printed on the side and then find that same word within the context of the book. See how many times each child can find the color word he/she chooses.



Grouping, Counting and Exploring Addition:

- **Sort, Count, Add:** This experience challenges children to complete three different mathematical activities...sorting/grouping, counting and then adding. To begin, locate a large bowl and fill it with colorful building blocks (e.g., Duplos®, Legos®, Bristle Blocks®, etc.). Dump the bowl on a table or the floor and challenge children to begin by sorting the items by color. Then, once sorted, have the children estimate the number of blocks in each group. After estimating, have the children count to determine the actual amount. Next, have the children explore addition using the blocks. Give them specific directions to follow such as, “Find 2 yellow blocks and 3 blue blocks. Add them together. How many blocks do you have all together?” Repeat, using larger numerals as the children become more proficient at the activity.

Learning Indicators Addressed By Activity

| | Exploring Together | Small Group | Small Group | Infant |
|---------------|---|--|---|--|
| DAY 1 | Color Investigators LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, LR2, MK1, MK2, CA1, PD5 | Water & Markers LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA3, PD5 | Colorful Books LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, PD5 | What Color Are You Wearing? LD1, LD2, SE1, SE4, AL1, SK1 |
| DAY 2 | Pretty Primary Colors LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK2, LK3, LK4, LK5, LR1, MK1, MK2, PD4, PD5 | Exploring Primary Colors LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, CA3, PD5 | Color Memory LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK2, LR1, MK6, PD5 | Sensory Colors LD1, LD2, SE1, SE4, AL1, SK1, PD5 |
| DAY 3 | What Will Happen? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK6, PD5 | Let's Go on an Orange Hunt LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK2, LK3, LK4, LK5, LR1, MK1, MK2, MK6, PD4, PD5 | Squish & Discover LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, CA3, PD5 | Squishy Fun LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5 |
| DAY 4 | Another New Color LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK1, MK2, MK6, PD5 | Colorful Water Fun LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, PD5 | Tints of Green LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, CA3, PD5 | Green Sensory Bin LD1, LD2, SE1, SE4, AL1, SK1, PD5 |
| DAY 5 | A Purple Path LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, LK2, CA1, CA2, PD4, PD5 | Printing with Purple LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA3, PD5 | Find It! Match It! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK6, PD5 | Purple Water Fun LD1, LD2, SE1, SE4, AL1, SK1, CA1, PD5 |
| DAY 6 | Black & White LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, LR2, CA1, CA2, PD4, PD5 | Can You Make Black? LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, PD5 | Black & White Art LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, MK6, CA3, PD5 | Black & White Ball LD1, LD2, SE1, SE4, AL1, SK1, CA1, PD5 |
| DAY 7 | Our Favorite Colors LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LK2, LK3, LK4, LK5, LR1, CA1, CA3, PD4, PD5 | A Favorite Color Mobile LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, LR2, CA3, PD5 | Matchin' Colors LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, MK6, PD5 | Crawling on Colors LD1, LD2, SE1, SE4, AL1, SK1, PD4 |
| DAY 8 | Rainbow Dance LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, LR1, LR2, CA1, CA2, PD4, PD5 | Colorful Collages LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, CA3, SS1, SS3, PD5 | An Edible Rainbow LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LR1, SS1, PD5 | Rainbow Bundles LD1, LD2, SE1, SE4, AL1, SK1, CA3, PD5 |
| DAY 9 | Finding Colors in Nature LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK1, MK2, CA1, PD4, PD5 | Natural Painting LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA3, PD5 | Up Close Observations LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, SS2, PD5 | Turn the Page LD1, LD2, SE1, SE4, AL1, SK1, LK1, PD5 |
| DAY 10 | Color Day! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK2, LK3, LK4, LK5, MK4, MK6, LR1, LR2, CA3, PD4, PD5 | Toss It! Find It! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, LR1, LR2, MK6, PD5 | Shake 'N Paint LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, SK1, SK2, SK3, CA3, PD5 | Please Sing to Me LD1, LD2, SE1, SE4, AL1, SK1, CA1 |

Please see the Gee Whiz User's Guide for a full list of Learning Indicators.

| School-Age Experiences | | |
|---|---|--|
| My Favorite Color...A Poem LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LK2, LK3, LK4, LK5, LR1, CA3, PD5 | Black is Really Many Colors LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, PD5 | Colorful Bracelets LD1, LD2, LD3, LD4, SE1, SE3, SE2, SE4, AL1, AL2, AL3, SK1, LR1, MK4, PD5 |
| Lighter, Darker LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA3, PD5 | Making Marbled Paper LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, CA3, PD5 | Eating Colors LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK2, LK3, LK4, LK5, MK1, MK2, MK5, LR1, PD5 |

Book List

Here is a list of books that compliment our unit, "So Many Colors!."

Andy Warhol's Colors by Susan Goldman Rubin

Bear Sees Colors by Karma Wilson

Bilingual Bright Baby Colors by Roger Priddy

Black & White by Tana Hoban

Color by Ruth Heller

Color Dance by Ann Jonas

A Color of His Own by Leo Lionni

Colors by Roger Priddy

The Colors of Us by Karen Katz

The Color Monster: A Story about Emotions by Anna Llenas

Color Surprises by Chuck Murphy

Color Zoo by Lois Ehlert

The Day the Crayons Quit by Drew Daywalt

Duck & Goose Colors by Tad Hills

Elmer's Colors by David McKee

El monstruo de colores by Anna Llenas

Flaptastic: Colors by DK Publishing

If Kisses Were Colors by Janet Lawler

Little Owl's Colors by Divya Srinivasin

Look, Look! by Peter Linenthal

Mix It Up! by Herve Tullet

Pantone: Colors by Pantone

My Very First Book of Colors by Eric Carle

Sky Color by Peter H. Reynolds

I SEE...

(tune: "The Wheels on the Bus")

I spy red things, yes, I do,
Yes, I do. Yes, I do.

I spy red things, yes, I do.

Do you spy them too?

(children "spy" and point out red items)

I spy blue things, yes, I do,
Yes, I do. Yes, I do.

I spy blue things, yes, I do.

Do you see them too?

(children "spy" and point out blue items)

Repeat...using a different color each time.



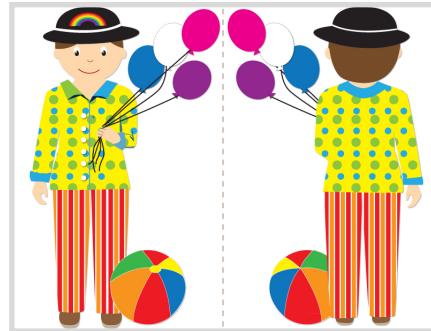
(CHILD'S NAME) FAVORITE COLOR IS...

(tune: "The Wheels on the Bus")

(Child's name) favorite color is (color),
(color), (color),
(Color), (color), (color). (Color), (color),
(color).
(Child's name) favorite color is (color),
(color), (color),
It makes him/her feel like this!
(child moves and dances freely and others imitate)

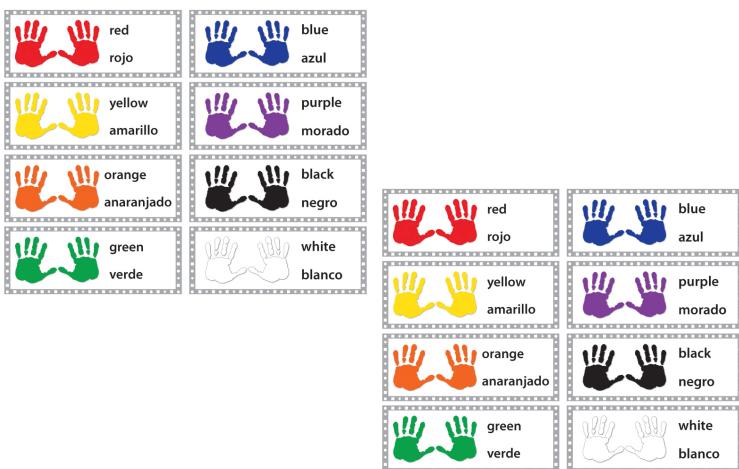
Mr. Rainbow Puppet Preparation Directions

- 1) Print the pages for the puppet from the program files.
- 2) Cut along the dotted lines.
- 3) Locate a small box (e.g., cracker) and remove the top. Attach the front of Mr. Rainbow to the front of the box and the back to the back. You will be putting small items inside the box.



Color Memory Teaching Tool Preparation Directions

- 1) Print the pages for the Teaching Tool from the Gee Whiz website. This file will be found with the other files for the unit, "So Many Colors!"
- 2) Mount the pages to heavyweight paper (if desired). Then, cut the color cards apart.
- 3) The Teaching Guide will give you more specific directions.



Cooked Playdough

- 2 cups flour
- 1 cup salt
- 2 cups water (add food coloring, if you want)
- 2 Tbsp. cooking oil
- 4 tsp. cream of tarter

Mix dry ingredients together in an old cooking pot. Add water and oil. Cook on medium heat until the mixture forms a ball. It is important to make sure you do NOT overcook the dough. Carefully remove the dough from the pot and knead once cool enough to touch. Store in a zipper-top bag to keep soft and fresh.