

# Color

Kindergarten

Comprehensive Fine Arts Unit  
Integrated With Science,  
Language Arts, Health and Social  
Studies

## **Lesson 1: Literature and Art**

### **Read and Discuss: *Is It Red? Is it Yellow? Is it Blue?***

#### **Objectives**

Students will be able to analyze why certain colors are used in pictures and identify different colors around the room.

#### **Materials**

- *Is It Red? Is It Yellow? Is It Blue?* by Tana Hoban (This is a wordless photography book about colors.)

#### **Directions**

**Before you read:** Ask children to look at the cover illustration and ask, *What colors do you see?* Then read the title and the author's name. Explain that the photos in the book were taken by the author.

#### **While you read:**

- Turn to the first page with the line of colored dots and ask children to name the colors.
- Explain that on each page there is a photo that includes some of these colors.
- Turn the page and point to the red dot at the bottom of the page. Ask, *Why do you think the author put a red dot on the page with this photo?*
- Do the same with the other photographs, asking children to notice the connection between the colored dots and the colors in the photo.

**After you read:** Ask children if they've ever seen any objects that have the same colors they saw in the book—what about a yellow leaf, an orange Jack-o-Lantern, or different-colored gumballs? Ask them which photos they liked the best and what they liked about them.

## ***Extension/Activity on lesson: Art***

**Match colored paper to something in the room.**

### **Materials**

- circles of construction paper in blue, yellow, green, and red
- chart paper and markers in blue, yellow, green, and red

### **Key Science Concepts**

- There are many different colors.
- A single color can have different shades, from very light to very dark.

### **Directions**

Tell children, *We're going to go on a color hunt. I'll give you each a colored circle, like the colored circles we saw in the book. See if you can find things in the room that match your colored circle.*

1. Hand each child a construction paper circle and send them off to search for objects of the same color. Ask them to bring the objects back to the circle.
2. Ask each child to name the color of their circle and show the objects they found that matches it.

### **Reflect and Share**

Create a chart with a column for colors and in the corresponding column, draw or write down the name of the objects children found. Use a marker of that same color. Ask, *Are the objects you found the exact same color as your circle of paper? How are they different?*

## Lesson 2: Literature and Art

### Read and Discuss: *Mouse Paint*

#### Objectives

Students will be able to identify different colors in a story book and blend colors with paper.

#### Materials

*Mouse Paint* by Ellen Stoll Walsh

#### Key Science Concepts

- Two or more colors can be combined to make a new color.
- Something of one color against a background of a similar color may be hard to see.
- Something of one color against a background of a contrasting color is easy to see.

#### Vocabulary

Use and encourage children to use the words *contrast*, *different*, and *blend*.

#### Directions

**Before reading:** Tell children that you'll be reading the book *Mouse Paint*. Ask them to think about why the cat can't find the mice.

**After you read:** Talk about why the cat can't find the mice.

- Show the first illustration. Say: *Here are the white mice in the beginning of the story. The cat can't find them. Why do you think the cat can't find them?* (They are on white paper and they are white, so the cat can't see them.)
- Show the last illustration and read the last line: "But they left some white because of the cat." Remind children that the mice have just painted their

paper red, yellow, orange, blue, green, and purple. But they left part of the paper white. Ask, *Why do you think the mice left part of the paper white?*

- Then flip to some of the pages where the mice appear against colorful backgrounds. Ask, *Do you think the cat would find them here? Why do you think the cat would find them?* Point out that white against these colors is a *contrasting*, or different, color. *That makes the mice stand out and easier to see. And easier for a hungry cat to see!*

### **Extension/Activity on Lesson: Art and Science**

#### **Explore and Play: Contrasting Colors, Blending Colors**

**Some colors stand out, others blend in.**

##### **Materials**

- white and green (or another color) sheets of paper
- white and green paper torn into pieces
- chart paper with heading “Blending Colors/Contrasting Colors”

##### **Key Science Concepts**

- Similar shades of colors can blend into each other, sometimes making it hard to tell them apart.
- Contrasting colors stand out from each other, making them easier to see.

##### **Vocabulary**

Emphasize the words *contrast*, *different*, and *blend*.

##### **Directions**

Tell children, *When we read Mouse Paint, we looked at how some colors can blend into each other and others stand out from each other. We’re going to explore this some more.*

1. Tell children that some animals have colors that help them survive, or stay safe where they live, like the three mice. Their color helps them blend in so dangerous animals have trouble spotting them.
2. Have children put three scraps of white paper on a sheet of white paper. Ask, *How does this white background help the "mice" hide?*
3. Then have them place three scraps of green paper on a green sheet of paper. Ask, *Is it easy to see the three green pieces? Why not?*
4. Then have them put the green scraps on the white paper and the white scraps on the green paper. Ask, *do you think this would be a good place for the white and green scraps to hide? Why not?* Explain that these are contrasting, or very different, colors.

Create a new chart with the heading "Blending Colors/Contrasting Colors," and go over what these words mean: *Colors that blend look similar to each other; color that contrast are very different and stand out from each other.* Have children add their thoughts and ideas to the chart and tell them that they'll also be exploring contrasting colors and colors that blend together next week.

## **Lesson 3: Science and Art**

### **Mixing Colors Activity**

#### **Objectives**

Students will be mixing paint to create a new color.

#### **Materials**

- blue, red, yellow, black, and white paint
- paper
- 2 or 3 paper plates
- a paintbrush with a small tip or a craft stick (for each child)

#### **Key Science Concepts**

Children identify, create, and compare colors. They'll explore how:

- A single color can have different shades, from very light to very dark.
- Two or more colors can be combined to make a new color.
- Mixing colored paint with white paint makes a lighter shade of that color.

#### **Vocabulary**

Encourage children to use color names, as well as key terms such as *color*, *paint*, and *shade*; descriptive words such as *light*, *lighter*, *dark*, and *darker*; action words such as *describe*, *paint*, and *mix*; and science process words such as *change*, *compare*, *observe*, and *predict*.

#### **Directions**

Tell children that today, they will mix colors of paint, red, blue, and yellow. What color do they predict these two colors will make? Why do they predict that?

1. Have children experiment with mixing blue and red paint. (Later, they can experiment with adding white.)
2. Ask them what they noticed: *How did you make that color? How much blue did you use? How much red? What other colors do you think you can make? Do you have any colors that are exactly the same? How are these two colors different?*
3. Next, have the students start mixing in yellow with the blue. Ask them what color is made. Have them mix yellow with red.

Encourage children to share and post the “formula” for making a favorite color. Invite them to create a new color.

### **Reflect and Share**

Talk about what children observed and discovered while mixing colors of paint. Write their ideas on the chart, “Mixing New Colors.”

## ***Lesson 4: Music***

### **The Colors Song**

#### **Objectives**

Students will be able to memorize a song based on colors and reproduce a color on the board onto their paper.

#### **Materials**

[The Color Song by ELF](#)

[The Color Song Worksheet](#)

#### **Directions**

1. Play the song once and have them just watch.
2. Play the song again and have them start learning the words.
3. Once they have the words down, pass out the worksheet.
4. Go through what each crayon color name is.
5. Play the song again and have the students color the crayon as they see the color on the screen.
6. The video may have to be paused many times.

#### **Reflect and Share**

Go through the worksheet after everyone has it filled out. Use colored items from around the room and hold it up as your describing a certain color of crayon.

## ***Lesson 5: Social Studies, Dance, and Art***

### ***Colors and Culture: 2 Class Sessions***

#### **Objectives**

Students will be able to compare colors of flags and dance a cultural Folk Dance.

#### **Materials**

- 15-20 different flags
- [Flags Worksheet](#)
- World Map
- [Appalachian Circle Dance Music](#)

#### **Directions**

1. Show the students the flags that you have picked out. Talk about what country they belong to and why you think they chose those colors. As the teacher, do some research as to why some of the countries chose the colors they did and what they might mean.
2. Pass out the flag worksheet and have them create and color their own flag. Have the students explain to you or to the class why they chose the colors they did and what it means to them.
3. Basic Appalachian Circle Dance

Explain to the students that along with the different flags come different dances. Building community and group cohesion, circle dances can be found in many different cultures. You should plan to be the “caller” of this dance. Aim for 8 beats of music per movement (or longer if your students need it).

- 1) “All join hands and circle to the left.”
- 2) “Halfway back down the same old track.” Holding hands, circle back to the right.

- 3) "Step with your feet and clap the beat." Drop hands and clap to the rhythm while circling.
- 4) "Come into the center with a whoop and a holler." Grasp hands, walk to the center of the circle with a whoop, then back out.
- 5) Repeat steps 1 through 4 in any order you choose.
- 6) To end the dance, position yourself in the circle of students while they are circling left. Let go of the hand of the student on your left. Lead the line of students (with hands still joined) around the room, out the door, or wherever you would like to take them.

## ***Lesson 6: Drama and Health***

### **Inside Out**

#### **Objectives**

Students will be able to associate colors with certain emotions and represent them with their emotions.

#### **Materials**

- [Inside Out Emotions Posters](#)
- [Inside Out Video](#)

#### **Directions**

1. Play Inside Out video.
2. Explain to the students why colors can be associated with colors.
3. Go through with them and make faces to represent each emotion by holding up each poster.
4. Once they have each emotion memorized, randomly hold up a poster and see what faces they make.
5. Encourage students to get creative with their facial expressions.

#### **Reflect and Share**

Ask the students what colors they associate with how they feel. Some might say red makes them feel happy. Or purple makes them feel excited.