

Topic of Study – Color and Light

Introduction

The child's world is filled with color and light. Children see color in their clothes, their toys, and in their crayons, markers and paint. Many young children know the names of the colors they see. Children experience light, both natural and artificial each day. They begin to notice and talk about day and night. Sometimes they may see their own shadow. Children learn about color and light through their eyes.

Teacher Notes:

- *Include activities related to color throughout the year.*
- *Use color words in your daily conversation with children.*

Teacher Notes about STEM

- *Early Childhood Educators are now linking together science, technology, engineering, and math into what is called STEM curriculum.*
- *This topic of study, Color and Light, focuses on the science component of STEM.*

Teacher Notes

Arkansas Minimum Licensing Requirement (Rev. 1.1.15) requires the following:

400 PROGRAM – 401 Program Requirements for all ages

5.a.. The facility shall have an approved curriculum with weekly activity plans appropriate for the developmental needs of each group of children.

To assist your program in meeting this requirement, refer to Developing Weekly Activity Plans for Adventures in Learning for information on how to develop your plans. In addition, 2 different examples of blank activity plan sheets are included. Feel free to make copies of the plan sheet you select and use it each week. To help you in your planning, there are also 2 samples of completed plan sheets that you may use as guides when developing weekly activity plans for your group of children.

- ***Adventures in Learning** is an Arkansas approved curriculum.*
- *This curriculum guide is a collection of activities that support the Big Ideas listed below. Choose those activities that best meet the needs of the children in your group.*
- *Consider extending this topic of study beyond a one-week period of time. There is so much for children to learn about color and light. Carry over experiences from one week to another because children enjoy and learn best through repetition*
- *If you do not have some of the featured books, refer to the Additional Books section for other books you can use.*
- *It is important to read the same book several times to children so that they have a better understanding of the theme, plot, characters, and the sequence of events. In each of the readings presented here, there is a different focus on what is happening in the story.*

Big Ideas

Here are three big ideas about color and light you can help children explore:

- Colors have names and these names are used to describe objects
- Colors may be modified or changed
- Shadows are produced when an object passes in front of light

Materials to Collect and Make

- Pictures of objects that are specific colors: red, blue, yellow, green, orange, purple, black, and brown. Pictures that show shadows. Laminate or cover pictures with clear adhesive to preserve)
- Children's books about color and light
 - Little Blue and Little Yellow* by Leo Lionni
 - Mouse Paint* by Ellen Stoll Walsh
 - Planting a Rainbow* by Lois Ehlert
 - Moonbear's Shadow* by Frank Ash
- Illustrated rhyme chart for "Little Boy Blue" and "Little Robin Redbreast"
- Felt or Magnetic Board
- Storytelling figures (felt or magnetic) for the story *Mouse Paint*. (See Attachment: [Mouse Paint](#))
- Cellophane in different colors
- Shoe boxes of same size
- Color frames
- Color boxes
- Color glasses
- Color bears
- Pegs and pegboards
- Scarves and sheer fabric in different colors
- Plastic or silk flowers and plastic vase
- Plastic tubing ½" in diameter and 24" to 30" in length
- Corks
- Paint chips in basic colors: red, blue, yellow, green, orange, purple, black, brown
- Two-liter bottles filled with sand or gravel
- Liter bottles
- Individual milk cartons covered in construction paper of different colors
- Small cars in different colors
- Play dough (purchased or made)
Homemade Play dough recipe:
 - Mix together 1 cup flour, ½ cup salt, 1 cup water, 1 tablespoon cooking oil, 2 teaspoons cream of tartar and food coloring.
 - Place on medium heat and stir constantly for about 1 minute until mixture thickens.
 - Remove from pan and work with hands.
 - Keep well sealed in plastic bag or container. This mixture will dry easily when exposed to air.

Resources

- Check with your local library for the availability of children's books.
- Children's books can be purchased online, from school supply catalogs or local bookstores.

Introducing and Concluding the Topic

Introduction: Finding out what Children Know about Color and Light

Learning Goals:

CD2.4 Holds and manipulates information in memory (*short term and working memory and long-term memory*)

CD3.2 Engages in symbolic and abstract thinking (*abstract thinking*)

EL3.1 Responds to features of books and print (*print knowledge*)

To introduce the topic of “Color and Light” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about color and light.”
- Write on chart paper, chalk board or marker board the words “Color and Light.”
- Invite children to tell you things they already know about color and light. They may name the colors they know, for example. You may have to ask questions to stimulate their thinking; questions such as, “How can you tell if it is day or night?” “Have you ever seen your shadow?”
- Make a list of all of the things children know about color and light.
- Review the list with them and say, “You already know a lot of things about color and light and we’ll find out even more.”
- Now ask children what they would like to know about color and light and list their responses.
- Keep the two lists until you have completed the topic of study.

What We Know about Color and Light	What We Would Like to Know about Color and Light	Things We Learned about Color and Light

Conclusion: Finding out What Children Have Learned about Color and Light

- Gather the children in a group at the conclusion of the study about color and light.
- Write on chart paper, chalk board or marker board, “Things We Learned about Color and Light.”
- Invite children to tell you some things they have learned about color and light. You may have to ask prompt questions such as “What colors did we mix together to make a new color?” “What causes us to be able to see our shadow?”
- Make a list of all the things children learned about color and light.
- Read the first two lists you made with the children. Then say, “Here are some new things you found out about color and light” and read today’s list with the children.

Teacher Note: *This method of introducing and concluding the topic is known as KWL. What do children know, what they want to know, and what did they learn.*

Reading Books with Children

Learning Goals:

CD2.1 Focuses and sustains attention

CD2.4 Holds and manipulates information in memory (*short term and working memory*)

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

EL1.1 Shows interest in literacy experiences (*engagement in literacy experiences*)

EL1.2 engages in read-alouds and conversations about books and stories

EL3.1 Responds to features of books and print (*book knowledge*)

ST1.1 Engages in the scientific process to collect, analyze, and communicate information

Book #1: *Little Blue and Little Yellow* by Leo Lionni, author and illustrator

First Reading of *Little Blue and Little Yellow*

- Give each child two small balls of play dough, one blue and one yellow.
- Ask children to name the two colors of play dough they are holding.
- Ask children "What do you think will happen if you mix the blue and yellow play dough together?"
- Allow children to mix the two colors of play dough.
- Observe and listen to their comments as they create "green" play dough.
- Ask children to recall the two colors they started with and the color they now have.
- Explain that they will have more opportunities to experience mixing colors at a later time.
- Collect the balls of play dough before reading the story. Explain to children that play dough will be available in the art center for them to use.
- Prepare to read the book, *Little Blue and Little Yellow*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at the cover and predict what story is about.
- Read the story so all children can see the pictures in the book.
- Follow up with questions such as "What happened to little blue and little yellow when they hugged?" "What happened to your play dough when you mixed blue and yellow together?" "Remember that little blue and little yellow were best friends. If you had to pick one color to be your best friend, what color would it be?"

Second Reading of *Little Blue and Little Yellow*

- Show cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing the pages and inviting children to tell the story by looking at the pictures. You may have to ask questions to prompt discussion such as, "Do you remember what game they are playing here?" (Hide-and-Seek on one page and Ring-a-Ring-O'Rosie on the opposite page)

Book #2: *Mouse Paint* by Ellen Stohl Walsh, author and illustrator

First Reading of *Mouse Paint*

- Give ½ of the children two small play dough balls, one red and one yellow, and the other ½ of the group two small play dough balls, one red and one blue.
- Ask children to name the colors of play dough they are holding and to predict what will happen when they mix them together.
- Allow children to mix the two colors of play dough.
- Observe and listen to their comments as they create orange and purple.
- Ask the children to recall the colors of play dough they started with and the colors they now have. Were their predictions correct?
- Collect the balls of play dough before reading the story. Explain to children that the play dough will be available in the art center for them to use.
- Prepare to read the book, *Mouse Paint*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at the cover and predict what story is about.
- Read the story so all children can see the pictures in the book.
- Follow up with questions such as, “What happened to the mice when they got in the jars of paint?”

Second Reading of *Mouse Paint*

- Show cover. Invite children to recall the title of the book. Give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by involving children in discussing the colors the mice mixed to make new colors (red and yellow = orange, blue and yellow = green, red and blue = purple). Show pictures to help children see the color mixing.
- Ask children how the play dough mixing they did and the paint mixing the mice did were alike. (Made same new colors)

Book #3: *Planting a Rainbow* by Lois Ehlert, author and illustrator

First Reading of *Planting a Rainbow*

- Prepare to read the book, *Planting a Rainbow*
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at cover and predict what story is about.
- Open up the book and show the entire cover, front and back, to the children.
- Read story so all children can see the pictures in the book.
- Point to the labels as you read the names of the different flowers.
- Follow up by showing the pages with the color strips and reading about the flowers of each color.
- Ask children if they think you can plant a rainbow.
- Have picture of a rainbow and show to children. Ask children to find the colors of the flowers from the book in the rainbow.

Second Reading of *Planting a Rainbow*

- Show cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book..
- Follow up the second reading by inviting the children to say the names of the flowers as you point to them and say them first. For example, say “orange tiger lily” as you point to the label and bulb and ask children to repeat it with you.

Book #4: *Moonbear's Shadow* by Frank Asch, author and illustrator

First Reading of *Moonbear's Shadow*

- Prepare to read the book, *Moonbear's Shadow*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at cover and predict what book is about.
- Read story so all children can see the pictures in the book.
- Follow up with questions such as, "What caused Moonbear's fish to go away?" "What were some ways Moonbear tried to get rid of his shadow?" Show pictures in book as visual cues for the children.
- Invite children to share their experiences with shadows.

Second Reading of *Moonbear's Shadow*

- Show cover. Invite children to recall title. Give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by calling children's attention to the pictures in the book that show the position of the sun in the sky and the location of Moonbear's shadow. For example, on the first page the sun is behind Moonbear and his shadow is in front of him.
- Show page where Moonbear is digging a hole to bury his shadow. The sun is above Moonbear and there is no shadow.
- Show page with sun and shovel and call attention to position of sun and location and length of shadows.
- Show next to last page and call attention to the position of the sun (in front of Moonbear) and the location of his shadow (behind him).
- Involve children in saying where the sun is, where the shadow is and where Moonbear is. (Moonbear is between the sun and his shadow.)

Additional Books

White Rabbit's Color Book by Alan Baker

Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr., illustrated by Eric Carle

Color Dance by Ann Jonas

The Color Box by Doyle Ann Dodds (Spanish/English version)

What Makes a Shadow by Clyde Robert Bulla

Shadow Reflections by Tana Hoban

Mix it Up by Herve Tullet

Language and Literacy Materials and Activities

Learning Goals:

EL1.1 Shows interest in literacy experiences

EL2.1 Notices and manipulates the sounds of language (*rhyme*)

CA1.1 Explores through listening, singing, creating, and moving to music (*exploration of music and movement*)

- Make an illustrated rhyme chart for the following nursery rhyme:

Little Boy Blue

Little boy blue,
Come blow your horn,
The sheep's in the meadow,
The cow's in the corn.

Where is the little boy
Who looks after the sheep?
He's under the haystack
Fast asleep.

- Say the rhyme with the children while showing the appropriate chart.
- Post the chart on the wall at child's eye level. Observe to see if the children look at the chart and say the words.

Color Rhyme

Joe was a good fellow
Whenever he wore yellow.

Purple shoes are worn by Nick
When he wants to be quick!

Genevieve was a queen
Who always wore a gown of green.

Orange is best for Sue.
She will never wear blue.

Teacher Note: *Involve the children in making up additional color rhymes, using children's names with their permission.*

Favorite Color Song

(Sing to the tune of London Bridge is Falling Down)

Can you name your favorite color,
Favorite color, favorite color?
Can you name your favorite color?
Tell us Billy. (Insert name of a child in the group)

Teacher Note: *Billy names his favorite color. Repeat the song until all children have had a chance to name their favorite color.*

Finding Colors

(Sing to tune of The Muffin Man)

Oh, can you find the color blue,
The color blue, the color blue?
Oh, can you find the color blue,
Somewhere in this room?

Children look around the room and find and name objects that are blue. Repeat the song, changing the color.

Mary Wore Her Red Dress

Mary wore a red dress
Red dress, red dress.
Mary wore a red dress all day long.

- Sing this song with the children.
- Substitute the names of the children in the class for the name Mary in the song.
- Substitute the colors and articles of clothing. For example, "Paula wore her purple sweater." "Jeremiah wore his brown shoes."

Red, Yellow and Green

Red says stop!
Yellow says slow!
Then we have green
And it says go!

- Make 3 six-inch circles; one red, one yellow and one green.
- Write the word "Stop" on the red circle, "Slow" on the yellow circle and "Go" on the green circle. Laminate or cover the circles with self-adhesive paper for durability.
- Mount the circles on craft sticks.
- Say the rhyme with the children and show the appropriate sign.
- Allow the children turns to hold the signs and show them at the appropriate time.

My Disappearing Shadow

Me and my shadow
We go places together
Then he disappears
When it's cloudy weather.
Then my shadow hides
And I don't know why.
Then he comes back
When the sun's in the sky.

Learning Goal:

EL1.1 Shows interest in literacy experiences

Storytelling Figures: *Mouse Paint* (See Attachment: [Mouse Paint](#))

- Make either felt or magnetic storytelling figures for the story, *Mouse Paint*
- Read the book, *Mouse Paint*, to the children.
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

Science / Discovery and Math

Learning Goals:

CD1.1 Shows curiosity and a willingness to try new things (*exploration and investigation*)

CD3.1 Uses reasoning and planning ahead to solve problems and reach goals (*problem solving*)

ST1.1 Engages in the scientific process to collect, analyze, and communicate information

Activity: Color Frames

- Cut out the middle of two paper plates, leaving only the rim.
- Place a piece of red cellophane paper between the two rims.
- Put the two rims together using tape or staples (tape over the staples for safety).
- Repeat this process with the other colors of cellophane, blue, yellow and green, for example.
- Encourage the children to use the color frames to look at different objects in the room and describe what they see.

Activity: Color Boxes

- Collect four shoe boxes of the same size with interchangeable lids.
- Provide cellophane in four different colors.
- Cut a large circular opening in the top of each lid.
- Tape a piece of cellophane paper on the bottom side of the lid making sure that each box has a different color.
- Collect familiar objects that will fit inside the shoe boxes so that children can see how they look in different colors. Examples of objects include: wooden block, small doll, plastic fork, an envelope, white mug, small plastic bottle.
- Listen to the children discuss the changes they observe as they change lids.

Activity: Mixing Colors in a Tube (Small Group of 3-5 children)

- Use a piece of clear plastic tubing that is at least $\frac{1}{2}$ inch in diameter and from 24" to 30" in length.
- Put a cork in one end of the tube.
- Allow children to help you fill the tube with water and add a few drops of red food coloring. Cork the other end of the tube.
- Remove the cork from the opposite end and let children help you add a few drops of yellow food coloring. Replace the cork.
- Guide the children to take turns wiggling the tube or turning it end over end until the color from each end works to the center, mixes, and creates orange.
- Experiment with mixing of other colors.

Activity: Mixing Colors in a Bottle (Small Group of 3 to 5 children)

- Let the children help you fill liter size clear plastic bottles with water.
- Invite children to drop a few drops of blue food coloring into the bottle. Cap the bottle well.
- Allow the children to roll the bottle back and forth across the table and watch the color diffuse through the water.
- Uncap the bottle and invite children to drop a few drops of red food coloring into the bottle. Cap the bottle well and allow the children to repeat the rolling process and watch the creation of a new color – purple.
- Involve the children in experimenting with the mixing of other colors.

Activity: Color My World

- Cover one end of paper towel cardboard tube with different colors of cellophane for the children to look through. Secure the cellophane with a rubber band.
- Encourage children to look through the tubes both indoors and outdoors and discuss how things look.

Activity: Rose-Colored Glasses

- Cover plastic eyeglass frames (without lens) with colored cellophane. Use the same color for each side.
- Ask children to look through the glasses and describe what they see.
- Cover each side with a different color of cellophane; for example, red on one side and green on the other.
- Ask children to look through the glasses and describe what they see. Is it different than when both sides have the same color of cellophane?

Activity: I Spy Colors in My Room (Large Group)

- Say to children, "I spy something red in this room" and describe or give hints about what you see.
- Invite children to guess what you spy.
- Allow children to be the leader and say, "I spy something" and describe or give hints about what they see.

Extension of this activity:

- Collect six different colored objects and place in a bag.
- Invite a small group of children to play this game with you.
- Allow each child a turn pulling an object from the bag and naming the color.
- Ask the child to find something the same color in the classroom and say "I spy something blue" as the other children try to guess what it is.

Activity: Color Hunt

- Collect paint chips in these colors: red, blue, yellow, green, purple, orange, black and brown (no shades or tints). Have several chips of the same color.
- Have chips in a container such as a basket.
- Ask a child to select a chip and name the color.
- Ask the child to either find a matching chip or an object in the room that matches the chip.

Activity: Color a Little – Color a Lot

- Make 8" circles from different colors of construction paper: red, blue, yellow, orange, purple and green, for example. Make two or three circles in each color. Laminate or cover the circles with clear adhesive for durability.
- Begin with three colors of circles. Scatter the circles about the room.
- Explain to the children that they will play a color game. When they hear you say a certain color, they are to walk to that color circle and touch it with their fingers. Make sure they know that more than one person can touch the same circle.
- Say, "Color a little, color a lot, can you find a big red spot?"
- Repeat the rhyme with additional colors.
- Add more colors as children are ready for this.

Activity: Eyes See Colors (Small Group of 3 to 5 children)

- Collect identical objects that are different only in color. Examples: red wooden cube and blue wooden cube, large yellow wooden bead and large green wooden bead, small brown rubber ball and small white rubber ball, black crayon and purple crayon (Any combination of colors and objects will do. The key is to have identical pairs of objects except for color) Select objects that are familiar to children.
- Select four pairs of objects and separate them into two groups so that there is one of each object in each of the two groups.
- Place one set of objects in a bag and the other set in another bag. Be sure children do not see the objects as they are placed in the bag.
- Ask a child to put his/her hand in one bag and the other hand in the second bag.
- Ask child to feel around in the bags without removing the objects and find the two objects that are alike.
- Ask child to name the objects and tell how he/she knows they are the same.
- Ask the child, "What color are the objects?" Responses from the child may vary: "I don't know." or "I can't see it."
- Ask the child to take the objects out and ask if he/she was right about what they are.
- Ask the child, "Why couldn't you name the color while it was inside the box?" "What would have helped you know what color the objects were?"
- Help children realize that they need their eyes to see color.
- Ask children to close their eyes as you add a new pair to the bags. There will again be four objects in each bag.
- Repeat the procedure so that all children have a turn. Add new pairs of objects each time to replace those the child has removed.

Teacher Note: *By playing this game with a small group of children, you can use the same objects with each group.*

Activity: Color Shadows

- Select a sunny day for this experience.
- Give each child a 3" sheet of colored cellophane.
- Take the children to the playground and encourage them to make colored shadows with the cellophane sheets.

Teacher Note: *This experiment works best when the cellophane is held against a smooth, light colored surface such as concrete, brick or wood. It does not work on grass or dirt.*

Activity: Me and My Shadow

- Gather children in a group.
- Shine a flashlight on a wall.
- Place your hand in front of the flashlight's beam.
- Ask the children if your hand's shadow is big or small?
- Move your hand further from the light and ask the children if the shadow is growing bigger or smaller.

Activity: Do Shadows Change in Size?

- Choose a sunny day for this experiment.
- Involve children in taping a large sheet of light-colored bulletin board paper onto an outdoor table or similar flat surface where it will remain undisturbed.
- Seat a plastic doll in the center of the paper, taping it in place if you think that is necessary.
- Invite the children to observe the doll's shadow.
- Trace around the shadow with a marker and indicate the time of day.
- Ask children if they think the size of the shadow will change and if so, to predict if the shadow will become bigger or smaller.
- Return to the playground with the children at least twice that day and repeat the next step.
- Observe the shadow and again trace around it with a marker and indicate the time of day.
- Gather the children around the paper to examine the changing size of the shadows. Ask children if their predictions were correct. Did the size of the shadow change and did the shadow become bigger or smaller?
- Ask the children what they think caused the size of the shadow to change.

Learning Goals:

SE3.1 Shows awareness of self as unique individual (*preferences*)

EL3.1 Responds to features of books and print (*print knowledge*)

MT1.1 Demonstrates number sense and an understanding of quantity (*connection of number, numeral, and quantity*)

Graphing Our Favorite Colors

- Make a color graph for three colors: red, blue and yellow. Use a piece of construction paper with the color word written on it.
- Make name cards for each child in a size that will fit on the graph.
- Ask each child to select his or her favorite color and tape his or her name card in the correct column on the graph
- Involve the children in counting the number of children who like each color.

6			
5	Jonathan		
4	James		Miguel
3	Kennedy	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	red	blue	yellow

- Write a summary story.

Our Favorite Color

Five children like the color red the best. Three children like the color blue the best. Four children like the color yellow the best.

Movement / Physical Education

Learning Goals:

PH1.3 Demonstrates gross-motor manipulative skills (*throwing*)

MT2.1 Uses classification and patterning skills (*classification*)

Bean Bag Toss

- Provide beanbags of different colors and containers of matching colors. If you do not have containers in matching colors, attach a piece of construction paper to the container.
- Make a taped line for children to stand on when tossing.
- Ask children to toss beanbags into the containers of the same color.

Learning Goals:

ST1.1 Engages in scientific process to collect, analyze, and communicate information

CA1.1 Explores through listening, singing, creating, and moving to music (*exploration of music and movement*)

Shadow Dancing

- Take CD player and CDs with dance music outdoors on a sunny day.
- Invite children to listen to the music and dance with their shadow.
- Play music that suggests different kinds of movements; slow and swaying, then jazzy and fast, for example.
- Ask children how they liked dancing with their shadows. What were some things they noticed about their shadow as they danced together?

Learning Goals:

PH1.1 Demonstrates locomotor skills (*traveling*)

PH1.2 Shows stability and balance (*core stability*)

LD1.1 Understands and responds to language (in child's home language) (*follows directions*)

Red Light, Green Light (Large Group)

- Use red, yellow and green traffic circles from the Red, Yellow and Green activity.
- Create an indoor or outdoor highway (obstacle course). Use cones or two-liter soda bottles weighted with sand or gravel to represent yellow barrels on the highway in construction zones.
- Explain to children that they are going to pretend to be driving through a construction zone. Therefore, they must listen and follow the traffic signs.
- Show the signs and say, "When I hold up the yellow sign and say "Slow", you will walk/drive slowly." When I hold up the green sign and say "Go," walk/drive fast. When I hold up the red sign and say, "Stop" you stop."



Teacher Note: Allow children to pretend they have a steering wheel in their hands. Later you might offer them a paper plate to use for a steering wheel while driving. They could even draw their steering wheel.

Learning Centers

Teacher Note: *As children are involved in the learning centers, they are engaging in activities that support all or most of the domains of child development and early learning:*

- *Social and Emotional Development*
- *Cognitive Development*
- *Physical Development and Health*
- *Language Development*
- *Emergent Literacy*
- *Mathematical Thinking*
- *Science and Technology*
- *Social Studies*
- *Creativity and Aesthetics*

However, there will be activities included and these will have specific learning goals.

Learning Goal:

CA2.1 Explores, manipulates, creates, and responds to a variety of art media (*exploration of art*)

Art

- Add one-inch squares of tissue paper of different colors to the collection of collage materials.
- Provide children with a piece of construction paper or cardboard, a small clean paintbrush and a container of liquid starch. Encourage children to experiment by placing tissue paper shapes on the construction paper and brushing them lightly with the liquid starch. Some children may overlap pieces and create different colors and designs. The creations resemble stained glass.
- Add specialty color packs of crayons that include more than the classic or standard eight and twelve pack colors. Tropical colors and fluorescent colors are two examples.
- Give children two colors of finger paints such as red and yellow, blue and yellow, or blue and red. Observe the children and listen to their comments as they combine the colors and create new colors.
- Give children shaving cream. Add two colors of tempera paint, observe and listen to children's comments as they combine the colors and create new colors.
- Place three different colors of paint in three shallow pans. Provide paper and give children objects to use for printing: corks, cookie cutters, plastic blocks and thread spools are examples.
- Add play dough in different colors.

Learning Goal:

MT2.1 Uses classification and patterning skills (*classification*)

Block Center

- Add small cars of different colors
- Make garages for the small cars from boxes such as individual milk cartons. Cover the boxes with construction paper that is the same color as the small cars added to the center. Ask children how they can know which car goes in which garage. Observe to see if children park the red car in the red garage and the blue car in the blue garage, for example.
- Add traffic signs

Library/Book Corner

- Add books about color and light
- Add pictures that show lots of colors (lamine or cover pictures with self stick adhesive)
- Post Mother Goose rhyme charts on wall at child's eye level

Home Living/Dramatic Play

- Add scarves and large pieces of sheer fabric in different colors
- Add bouquets of plastic or silk flowers and a plastic vase for table decorations.

Learning Goals:

PH2.1 Demonstrates fine-motor, strength, control, and coordination

MT2.1 Uses classification and patterning skills

Manipulatives

- Add large wooden color beads. Observe children as they string them. Do they do random stringing, or do they create a pattern?
- Start a pattern with the wooden color beads: red, blue, red, blue, red, blue, for example. Invite children to string their beads just like yours. Increase the number of beads in the pattern: red, blue, yellow, red, blue, yellow, for example. Encourage children to string their beads just like yours.
- Add color bears and either small plastic bowls or sheets of construction paper of the same colors as the bears. Invite children to help the bears find their homes.
- Add pegs and pegboards.

Learning Goals:

CD1.1 Shows curiosity and a willingness to try new things

Water table or tub

- Add red and blue food coloring to the water in the water table. Squirt some liquid detergent into the water. Give the children eggbeaters and/or wire whisks and observe them as they discover purple suds.

Sand table or tub

- Hide color bears in sand. Ask children to find and name the colors of the bears they find. Another idea is to ask one child to find all the yellow bears and another to find all the green bears.

Science/Discovery

- Color frames
- Color boxes

Quiet Corner

Learning Goal:

SE2.1 Experiences, expresses, and regulates a range of emotions (*emotion regulation*)

- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
- Explain to children that the quiet corner is for one child at a time.

Teacher Note: *Make sure this area can be supervised by the adults in the classroom at all times.*

Transition Activities

Activity: Follow the Flashlight

- Turn off the lights.
- Tell the children to get behind you and follow the trail the flashlight shines on the floor.
- Walk around the room making a trail on the floor with the flashlight.
- Sit down quietly on the floor, turn off the flashlight, and speak quietly to the children about what they will do next.

Teacher Note: *Walk around the room then outdoors.*

Activity: Spy Colors

- Place different colored objects into a bag.
- Pull an object from the bag and ask children to name it.
- Direct all children with that color clothing or a specific item such as a shirt to go to the next activity.
- Continue drawing objects from a bag and sending children to the next activity based on the color drawn and the color of their clothing.

Family Connection and Engagement

Send home a note to parents stating for the next few days, the children will be learning about color and light. Suggest some ways families can be involved in the topic of study:

- Collect items such as two-liter bottles and plastic or silk flowers
- Involve their child in looking for cars of different colors
- Let their child help sort the laundry by colors
- Play the “I Spy” color game with their child
- Take their child outdoors on a sunny day and look at and talk about shadows
- Include the titles and authors of some of the children’s books about color and light. Suggest that they look for these books in the local library, check them out and read them with their child.