

Teaching Crayola® Colorology™



Interest Level: Grades Pre-K-3

Reading Level: Grade 1-2

LEARNER  SOURCE™

Titles in this series:

Crayola Art of Color

Crayola Color in Culture

Crayola Color in Nature

Crayola Science of Color



Standards

C3 Framework for Social Studies

- **D2.Geo.2.K-2.** Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
- **D2.Geo.6.K-2.** Identify some cultural and environmental characteristics of specific places.

Next Generation Science Standards

- **K-PS2-1.** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- **2-PS1-3.** Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.

Common Core State Standards

- **RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate an understanding of key details in a text.
- **RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.2.6** Produce complete sentences when appropriate to the task and situation to provide requested detail or clarification.
- **W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Multiple Intelligences Utilized

- Visual-spatial, intrapersonal, linguistic, logical-mathematical

Lesson 1

Images and Text

Purpose

Students will explain how specific images clarify a text.

Materials

- an illustrated book
- *Crayola Art of Color*
- a blank piece of paper
- Crayola crayons
- My Dream Home handout

Pretest

- Show students any illustrated book.
- Ask these questions:
 - What do you see on the book's pages?
 - Why do you think this book has pictures?
 - How do the pictures help?

Read

- Read aloud the front cover, title page, and table of contents of *Crayola Art of Color*.
- On the first spread, use a blank piece of paper to cover the paintings on page 5.
- Read aloud the text on page 4. Ask these questions:
 - What image do you think is behind my piece of paper? Why?
 - What clues are in the text?
 - What colors do you think are in the hidden image? Why do you think that?
- After students make their guesses, reveal the image. Compare students' guesses to the actual image.
- Repeat this process for each spread in the book. Cover the image, read the text, and ask students to guess about the image behind the paper. Then reveal the image and compare their guesses with the image.
- When you finish the book, ask these questions:
 - What pictures did you see in this book?
 - Was this book easier to understand with pictures or without pictures? Why?
 - How do pictures help the reader?
- Explain that pictures help authors tell a story. Pictures can show information that isn't in the text or help explain information that *is* in the text.

Activity

- Pass out Crayola crayons and copies of My Dream Home.
- Guide students in writing three to four sentences about their dream home.
- Then guide students in drawing pictures of their dream homes.
- Ask these questions:
 - What did you draw in your dream home?
 - What parts of your dream home did you write about?
 - What parts of your dream home did you draw but not write about?
 - How does your picture help tell about your dream home?

Evaluate

- Check for understanding by considering students' answers to questions and by reviewing students' My Dream Home handouts.

Lesson 2

Sorting Materials

Purpose

Students will sort items based on color and purpose.

Materials

- *Crayola Color in Nature*
- colored paper or magazine ads (1 per student)
- small, differently colored items such as blocks, bottle caps, toy cars, or crayons (at least 2 items per student)

Read

- Read aloud *Crayola Color in Nature*
- Ask these questions:
 - How do animals use color in nature? What three ways were explained in the book?
 - Where have you seen animals use color in nature?
- Record and categorize students' answers on the board.

Activity

- Divide students into groups of four to five.
- Pass out colored paper or magazine ads.
- Place six to ten items in the center of each table.
- Ask students to select an item that can hide against their paper or ad. Remind them of animals that use colors to hide. Scan the room to check for understanding. Select two to three examples to share with the class.
- Ask students to select an item that is bright against their paper or ad. Remind them of animals that use bright colors to warn. Scan the room to check for understanding. Select two to three examples to share with the class.
- Ask students to select an item that stands out against their paper or ad in an attractive way. Remind them of animals that use colors to attract. Scan the room to check for understanding. Select two to three examples to share with the class.

Evaluate

- Ask these questions:
 - What item did you use when you were trying to hide? Why?
 - What item did you use when you were trying to warn? Why?
 - What item did you use when you were trying to attract? Why?

Lesson 3

Experimenting with Color

Purpose

Students will write descriptions of color-based experiments.

Materials

- a black permanent marker
- coffee filters (1 per student)
- a pipette
- water
- *Crayola Science of Color*
- white paper
- Crayola crayons
- writing paper
- pencils

Prepare

- Use a black permanent marker to draw a pencil eraser-sized dot in the center of each coffee filter.
- Fill a pipette with water.

Pretest

- What colors do you know?
- What colors can you combine to make other colors?
- What are primary colors?
- What are secondary colors?
- How can you make purple (or green or orange)?
- What colors can you combine to make black?

Read

- Read aloud *Crayola Science of Color*.

Activity

- Give each student white paper and Crayola crayons.
- Ask students to use a red crayon to draw and fill in a large red box on the paper.
- Ask these questions:
 - What is a primary color?
 - What are the primary colors?
 - What happens when you mix two primary colors?
- Have students use a blue crayon to color over the red box. Ask students to name the new color they've made.
- Have students use a yellow crayon to color over the purple box. Ask students to name the new color they've made. (They should have created something brown or black.)
- Ask these questions:
 - What color did you make when you mixed all the primary colors together?
 - What colors do you think make up brown? What colors make up black?
- Pass out writing paper and coffee filters to each student.
- Ask these questions:
 - Each coffee filter has a black dot in the middle of it. What colors do you think combined to make the black dot?
 - Can we turn this black dot back into separate colors? Why or why not?
- Explain that you will be putting water on the black dots in the middle of coffee filters. Ask students to guess what will happen when you do this. Guide students in writing down this hypothesis.
- Walk around the room, using the pipette to place a drop of water on each black dot.
- Afterward, ask students to describe and draw what happened. Lead students in writing two to three sentences describing what happened.
- Lastly, ask students to share what they learned and then to write it down.

Evaluate

- Review student's experiment write-ups to check for understanding.

Lesson 4

Colors around the World

Purpose

Students will explore the use of color in countries' flags.

Materials

- flags or images of flags from Greece, Mexico, and your country
- My Flag handouts
- *Crayola Color in Culture*
- Crayola crayons

Prepare

- Locate flags or images of flags from three or more countries, including your own.
- Briefly research the colors and meanings for your country's flag.
- Print copies of My Flag (one per student).

Pretest

- What does our country's flag look like?
- What colors are on our flag?
- Why do you think our country uses those colors?
- What other flags have you seen before?
- What colors did those flags use?

Read

- Read aloud *Crayola Color in Culture*.
- Ask these questions:
 - What countries did you learn about in this book?
 - What flags did you see in this book?
 - What does our country's flag look like?

Activity

- Display the flags or images of flags.
- Discuss each flag. Identify the flag's country and what the flag's colors mean. In Mexico, green is the color of freedom. In Greece, the blue and white represent the sea and sky. Explain your flag's colors as well.
- Pass out My Flag handouts and crayons to students.
- Guide students in designing a flag of their own. Then guide students in writing three to four sentences explaining what the colors of their flag represent.

Evaluate

- Review students' completed My Flag handouts.

Assessment *My Favorite Color*

Purpose

Students will write about the feelings, science, and cultural use of their favorite color.

Materials

- Crayola Colorology series
- writing paper
- Crayola crayons or markers

Review

- How do pictures help tell more about a story?
- How do animals use color in nature?
- How do colors combine to make other colors?
- How do countries use colors as symbols?

Read

- Read or review any of the books from the Crayola Colorology series.

Activity

- Pass out writing paper and crayons.
- Ask students to choose their favorite color of crayon.
- Guide students in using their crayon to write a paragraph that answers these questions:
 - What is your favorite color?
 - How does your favorite color make you feel?
 - What books have used your favorite color?
 - Where have you seen your favorite color in nature?
 - What colors make your favorite color? Or what colors can you use your favorite color to make?
 - What flags or clothes use your favorite color?

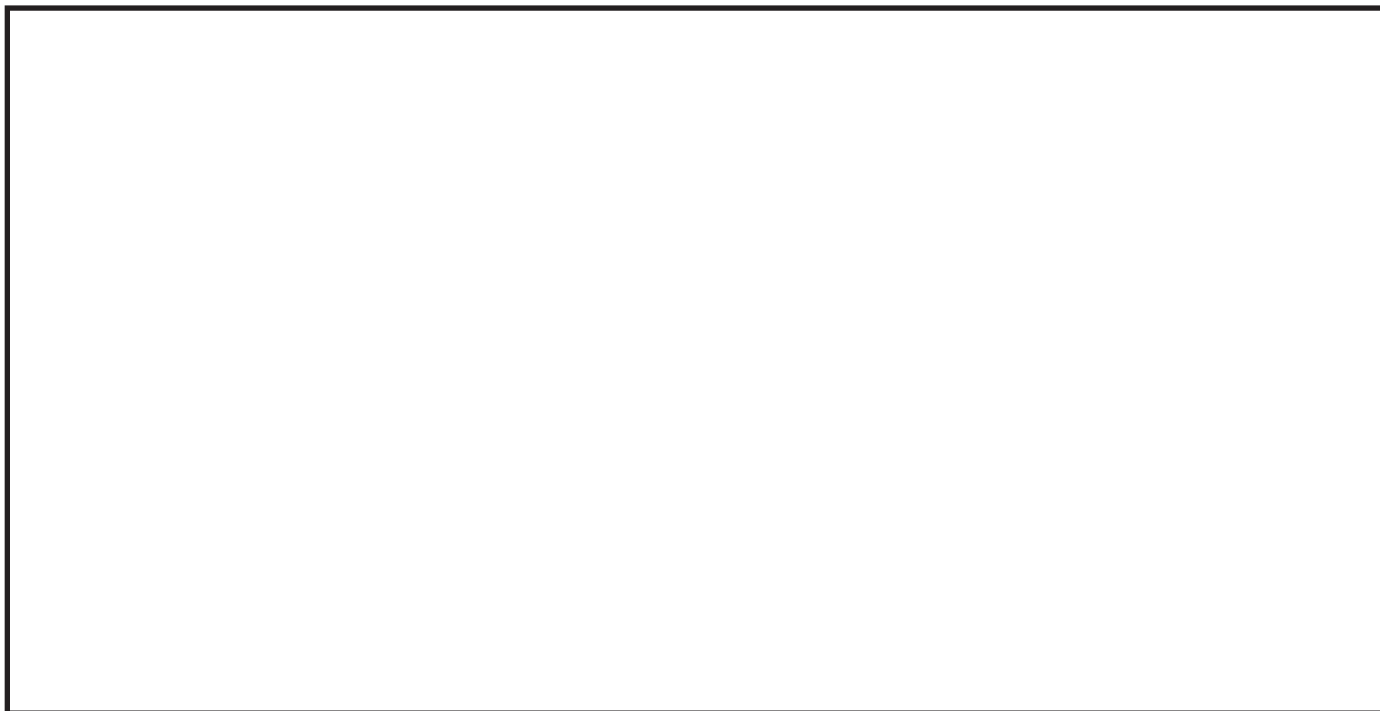
Evaluate

- Review students' completed paragraphs for understanding.

Name: _____

Date: _____

My Dream Home



Name: _____

Date: _____

My Flag

