

Family Literacy Guided Lesson

For

Mouse Paint/Pinta ratones

NY State Learning Standards

Related to English

Language Arts

Standards 1 and 3:

Students will listen, speak, read, and write for information and understanding. Students will discover concepts, and analyze experiences, ideas, and information.

About the Book

Mouse Paint/Pinta ratones

Ellen Stoll Walsh, Author

In this popular book, Ellen Stoll Walsh introduces children and adults to the exciting and beautiful world of color. Three mice find jars of red, yellow and blue paint and begin mixing the colors together resulting in discoveries that are intriguing and amusing. Basic colors are used throughout the story providing a language opportunity for young children to learn color names. Basic color mixing in the story gives a starting point for children to experiment and learn about science and art as well as language.

Contents

- 1.....About the Book
- 1.....The Language/Literacy Connection
- 1.....NY State Learning Standards
- 2-3..... PLS-4 Related Skills
- 2.....Early Childhood Education
 - Infant/Toddler Level
- 3.....Early Childhood Education – Preschool and School Age Levels
- 4.....Parenting Education Activity
- 5.....Interactive Literacy Between Parents and Their Children
- 6.....Adult Literacy – ABE Level
- 7.....Adult Literacy – GED Level
- 8.....Adult Literacy – ELL Lesson

The Language/Literacy Connection

Colorful Language

Look around. What do you see? Most of us see a world full of colors – colors that make some items what they are: a bluebird, green grass, the yellow sun, or a color-filled sunset. As children learn the color names, they use them in their daily language to enhance descriptions of everything from clothing and eyes to symbols and emotions. Different cultures assign different meaning to colors. In some cultures, certain colors are more masculine or feminine or may be associated with wealthy individuals versus lower-income individuals. Some cultures view specific colors as relaxing or energizing and utilize this belief by painting the interior of offices or homes in specific colors to create a desired mood.

Children typically learn first to match primary colors – *find another red sock like this one* – then to point to colors when named – *show me the red sock* – and finally to name colors – *what color is this sock?* Daily parent-child experiences lead to a greater understanding and use of color words. Whether pointing out colors in book illustrations, or using color words to describe ordinary objects (*look at the yellow sun, see the green leaves, our house is white*), parents are helping their children learn about color.

A Product of the
Geneseo
Migrant Center
3 Mt. Morris-Leicester Rd.
Leicester, NY 14481

*Funded by New York State
Department of Education,
Migrant Education
Program
and
New York State Family
Literacy Partnerships
©2004
All Rights Reserved*



Early Childhood Education-Infant/Toddler Level

Book of Colors

PLS-4 Skills

Auditory

Comprehension

13. Looks at objects or people the caregiver calls attention to

Expressive

Communication

17. Has vocabulary of at least one word

Before the Visit

Gather Needed Materials

- ♦ Magazine pictures in the primary colors - red, yellow, blue - several of each color
- ♦ Card stock, 5x7 inches, in the primary colors plus 2 white sheets for the cover
- ♦ Glue
- ♦ Markers
- ♦ Hole punch
- ♦ Yarn
- ♦ Clear contact paper

Prepare Lesson Props

- ♦ Make a model color book.

During the Visit

- ♦ With the parent holding the infant or toddler read or look at *Mouse Paint*. Point out the colors as you read, giving toddlers the opportunity to repeat the colors you label. Ask older toddlers to point to colors. Say: *Touch the red (blue, yellow) mouse.*

Everyday Learning Opportunities

- ♦ Say to the parent: *There are many opportunities to help your child learn about colors. Look around your home. Everything has color to it. Point out the colors to (child's name). The more you identify colors, the more he/she will understand colors. Soon he/she will be naming the colors of items for you.*
- ♦ Describe an object in the room using a color word – *blue rug, brown couch*. Ask the parent to describe three other items by their color.

Color Book

- ♦ Say to the parent: *Children's understanding and use of colors grows as their language grows. They learn many concepts, including colors, through repetition – repeated exposure to whatever it is that you are teaching. Today we will make a book of colors for you to look at with (child's name). You will be able to use this book over and over with him/her.*

Directions for Color Book

- ♦ From the white card stock, make a title page – "(Child's Name)'s Book of Colors."
- ♦ Round the corners of the pages to make them safe for infants.
- ♦ Write a color word at the top of the remaining piece of card stock – a different color for each page.
- ♦ Glue corresponding magazine pictures on the front and back of each page, i.e., red apple on red page, banana on yellow page, tree on green page, etc.
- ♦ Cover the pages with clear contact paper to make them safe for mouthing.
- ♦ Punch three holes along the left side of the book.
- ♦ Cut three pieces of yarn and tie one piece in each hole to hold the book together.

Early Childhood Education-Preschool and School Age Levels

Experimenting With Colors

PLS-4 Skills

Auditory

Comprehension

36. Identifies colors

Expressive

Communication

52. Uses adjectives to describe objects

65. Tells a story in sequence, using grammatically correct sentences

Before the Visit

Gather Needed Materials

- ♦ 3 small plastic cups
- ♦ Food coloring (red, yellow, blue)
- ♦ Water
- ♦ Colored markers (red, yellow, blue, green, purple, orange)
- ♦ Paper
- ♦ Pen or pencil

Prepare Lesson Props

- ♦ Familiarize yourself with the water and food color experiment.

During the Visit

- ♦ With the parent and child sitting together, read *Mouse Paint / Pinta ratones*. If the parent is a reader, ask him/her to read the book. While reading the book, encourage the child to identify the colors and predict what will happen when the colors are mixed together. Encourage conversation about the book. Ask leading questions such as: *What is your favorite color? What happens when you mix blue and red together? What can you think of that is red (blue, yellow, green, etc.).*

Color Experiment

- ♦ Say: *Today we will do our own experiment with mixing colors. We will write the steps of the experiment and the results.*
- ♦ Ask the child to think of a title for the experiment. If no suggestions are given, offer some such as "Mixing Colors," or "The Great Color Mix-up." Write the title at the top of the paper. Number 1, 2, 3, along the left side of the paper. Next to each number write:
 $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
- ♦ As you follow the directions for the experiment, write in the colors you use. If the child is a writer, have him/her write the color names, as well as the resulting color. If the child is not a writer, have him/her color in the space with the appropriate colored marker.

Directions for Water Experiment

1. Pour a small amount of water into each of the three clear plastic cups.
2. Put two drops of food coloring into each cup (one with yellow, one with red, one with blue).
3. Add one or two drops of the following food coloring to the following cups and observe the result.

Add blue to the yellow cup

Add yellow to the red cup

Add red to the blue cup

Parenting Education Activity

Teaching Colors

Teaching children about colors can be done formally (using certain objects, books and games that specifically teach the concept), informally (naming the colors of items as a part of their description as you talk with your child throughout the day), or a combination of both. Using a combination of formal and informal teaching techniques is a great way to give your child many different opportunities to learn about colors.

Formal Teaching Opportunities

- ◆ With the parent, discuss some **formal ways** to teach children about colors. Say: *Some children learn best by reviewing colors over and over. Books about colors, color games and color cards are three formal ways to teach color concepts to children. When using color cards and games, mix up the order that colors are presented as children sometimes memorize the order but do not learn the color.*
- ◆ Have the parent make a set of basic color cards using 3 x 5 inch index cards and pictures either drawn or cut from magazines. Make one card for each color on which you plan to focus. Start with cards for red, blue, yellow and green. Add orange, purple, pink, brown, black and white.

Informal Teaching Opportunities

- ◆ Discuss **informal ways** to teach children about colors. Talk about the colors of fruits and vegetables as you shop at the grocery store. Point out colors while reading any type of book. Talk about the color of your house, clothing you and your child are wearing, cars, trucks and tractors. Ask the parent to name some situations in which he/she can point out and name colors with his/her children.
- ◆ As you discuss these informal methods, make a list of the ideas for the parent. If the parent is a writer, have him/her write the list.
- ◆ Say: *Using both types of teaching, formal and informal, is beneficial to your children. Set aside time to work with your child using formal techniques such as playing color memory or reading a book about colors. It will help your children focus on colors, and give you some nice time together. Use all kinds of situations, like those we've talked about, to informally reinforce color concepts.*

Color Memory Game

- ◆ Make a **color memory game**. Cut a 3 x 5 inch index card into two equal halves. On each half, draw a circle of the same color. Make a set of cards for red, blue, green, yellow, orange, and purple. Shuffle the cards together and lay them face down on a flat surface. Taking turns, turn two cards over. If they match, keep the cards. As you play, say the color names. *I found a yellow circle and a green circle. They don't match. Or, I found two blue circles. They match!*

Interactive Literacy Between Parents and Their Children

A Colorful Day

Pick a day to focus on colors. For young children, you may want to focus on just one color. For older children you can focus on more than one color.

Have a Color-Filled Snack

Snack on foods that are the color of the day. For example, on green day, eat green peppers, celery, broccoli, lettuce, green apples, etc.

Dress to Learn

Dress your child, your family and yourself in the color of the day. Throughout the day ask your child, *What color is your shirt (my shirt, socks, pants, etc.)?*

Take out the Paint

Cover a work surface with newspaper and use washable watercolor paint or finger paint. Begin with the color of the day, then experiment by mixing other colors with it.

Make Mice Fingerprints

Using finger paints or washable watercolors, make some colorful mice. Put a small amount of paint on your fingertips and press them onto paper. When the paint is dry, use a pen or pencil to add tails, eyes and ears. Make a family of one-colored mice or make many different colored mice dancing around the paper. Be creative and have fun!

Make a Colorful Collage

Cut pictures out of magazines that are primarily one color - a red apple, the yellow sun, a child wearing a blue shirt and blue jeans, etc. Glue the pictures that are the same color on a piece of paper to make a collage of one color or divide the paper into sections and make a multi-colored collage.

Play Color Memory

Make a color memory game as described in the Parenting Education Activity to play with your children. It's a fun way to learn about colors!

Color, Color, Color

Take out the crayons and colored markers and COLOR! Take out blank paper and draw colorful pictures. Take out coloring books and color in the pictures. Talk about the colors you and your child use. Ask your child to describe his/her pictures, telling you what colors he/she used.

Adult Literacy - ABE Level

What Do you Think About Colors?

Colors can inspire and describe feelings and emotions. Have you ever felt blue? Do you know anyone who looks at the world through rose-colored glasses? Have you ever been green with envy? Certain colors, such as red and green, have international meaning (stop and go) when used as symbols. Different cultures view different colors to be masculine or feminine. What do you think of as primarily a masculine color or a feminine color?

Write one or two words to describe what your thoughts are about the colors listed below. If the adult is not a writer, discuss each color and write his/her words for him/her.

1. Red _____
2. Blue _____
3. Yellow _____
4. Green _____
5. Purple _____
6. Gray _____
7. White _____
8. Black _____
9. Orange _____
10. Brown _____

Favorite Colors

Most people have a favorite color or two. They may have a color they prefer to wear because it compliments their eyes or makes them look healthier or more attractive. They may have a color or two they like to use in their home. Do you have a favorite color? What is it? Use the following format to write about your favorite color.

My favorite color is _____.

It makes me think of

_____.

I like this color because

_____.

My favorite item that I have in this color is

_____.

If I could have anything I wanted in this color it would be a

_____.

Adult Literacy - ELL Lesson

Experimenting With Colors

This simple experiment will give students who are English language learners the opportunity to practice basic vocabulary focusing on colors.

Vocabulary

Red Green
Yellow Orange
Blue Purple

Word phrases

This color is _____.
Add (color word)
to the (color word)
cup.

Before the Visit

Gather Needed Materials

- ♦ 3 small clear cups
- ♦ Food coloring (red, yellow, blue)
- ♦ Water
- ♦ Color cards made from 3 x 5 pieces of colored paper in each of the following colors: red, yellow, blue, green, orange, and purple

Prepare Lesson Plans

- ♦ Familiarize yourself with the water and food color experiment.

Substitution

- ♦ Pour a small amount of water into three of the clear plastic cups.
- ♦ Drop several drops of food coloring into the cups – red in one cup, blue in one cup and yellow in one cup.
- ♦ As you add color to each cup, have the student repeat after you:
This color is _____.
This color is yellow.
This color is red.
This color is blue.
- ♦ Add several drops of a second color to each cup. As you add the color say: *I am adding blue to the yellow cup.*
I am adding yellow to the red cup.
I am adding red to the blue cup.
- ♦ Have the student repeat after you the phrase *This color is _____* for each new color.
This color is green.
This color is orange.
This color is purple.

Introduce Vocabulary

- ♦ Review vocabulary words that the student has previously learned.
- ♦ Lay the color cards of unknown color words on the workspace. Point to one unknown color – maybe *purple*. Say: *This color is purple. What color is this?* Motion for the student to repeat: *This color is purple.* Repeat three times. Repeat procedure for other colors. Take out the items needed for the experiment and place them on your workspace.

More Advanced

As you do the color mixing experiment, ask the student to complete these statements.

The colors blue and yellow make _____.

The colors yellow and red make _____.

The colors red and blue make _____.