



Title: Mouse Colors

GRADE: 1 **TIME:** 1-2 sessions

Developed by Karen Stomberg and Eloise Larson



- KIT INCLUDES:**
- lesson plan
 - book: Mouse Paint by Ellen Stoll Walsh
 - mouse colors song poster
 - mouse color wheel
 - mouse color mixing poster
 - sample color graph with instructions
 - feet patterns to trace

- MATERIALS:**
- washable poster or tempera paint: red, yellow and blue
 - sponge brushes 2" wide (large easel brushes may be used)
 - 18 x 24" white paper
 - scissors, glue
 - large prepared color graph on roller paper (see attached instructions for making)

LESSON DESCRIPTION:
Students name the primary colors and discover what happens when paints are mixed by experimenting on large paper. While their paintings dry, students read Mouse Paint by Ellen Stoll Walsh. Then a class graph is created to see which colors they found. Each student traces a "foot" on their dried painted paper, cuts it out and glues it to the color graph in the matching color column.

VOCABULARY:

color	red
primary colors	yellow
secondary colors	blue
painting	orange
violet	green

ART ELEMENTS:

___ Shape/Form
___√ Color
___ Value
___ Texture
___ Space/Perspective

ART PRINCIPLES:

___ Pattern
___ Rhythm/movement
___ Proportion/Scale
___ Balance
___ Unity

CONTENT CONNECTIONS:

Math: graphing
Science: color

OBJECTIVES AND ASSESSMENT CRITERIA: Students will:

- name the PRIMARY COLORS;
- discuss and experience painting;
- discover what happens when the primary colors are mixed;
- name the SECONDARY COLORS;
- differentiate painted colors and match to colors on a graph.

PREPARE:

- Gather painting supplies and large 18 x 24" white paper.
- Fold in 2" on each side edge of the sheets of paper.
- Make a sample painting.
- Make a class color graph with butcher paper and the painted colors from your sample painting. (See the sample class color graph included in kit, or the instructions attached to this lesson plan as a guide for making the graph.)

ENGAGE, EXPLORE and CREATE:

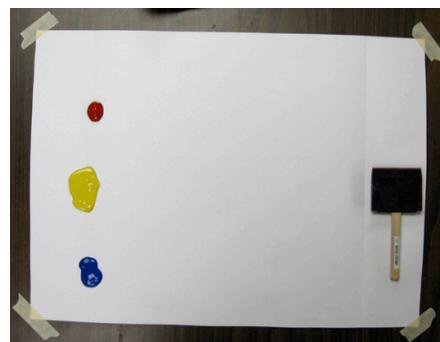
This lesson is designed to allow students to explore what they know about painting and color and to build on that knowledge. Students will move back and forth between exploring and creating.

1. Explore painting with students.

- A. Ask students, "What do you know about painting?"
- B. List responses on the board and add any rules or advice that will make painting easier.

2. Students explore color mixing with paint.

- A. Tape a sheet of paper (with 2" folds on each side) to the desk with masking tape.
- B. Place a 1" blob of BLUE paint, 1" of RED paint and a 2" blob of YELLOW on one edge of the sheet of paper. Ask students if they know the special name for this color family. These are the PRIMARY colors. Put a sponge brush on the other edge of paper.



- C. Gather students and demonstrate painting.



****As you paint, remind students of the painting rules for this lesson in the blue box below**

- D. Students get to work painting, following the rules below. When done, they put their paint brushes in the sink and **leave their paintings to dry.**

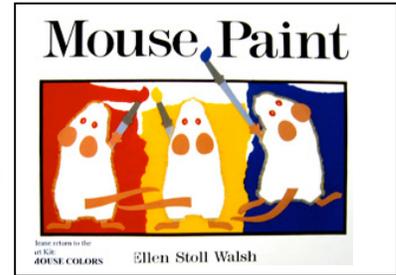
Painting Rules for this lesson...

- Mix only two colors at a time
- Every time you use a new color of paint, turn your brush.
- Leave some of each primary color on your paper.
- Leave some of each new color that you make on your paper.
- Don't mix all of your colors up and turn your paper brown.
- When you start to get brown, lay your brush down!**

3. Gather students in a group on the floor and read Mouse Paint by Ellen Stoll Walsh while paintings are drying.

A. As you read, let the children make predictions about the mice's activities.

B. Share and discuss the "Mouse Colors" color wheel and the "Mouse Colors" color mixing poster to reinforce the PRIMARY COLORS (RED, YELLOW, BLUE).



C. Explain that PRIMARY means first. Ask students to predict what the color family ORANGE, GREEN AND VIOLET is called. These are made by mixing the PRIMARY COLORS. They are called the SECONDARY COLORS.

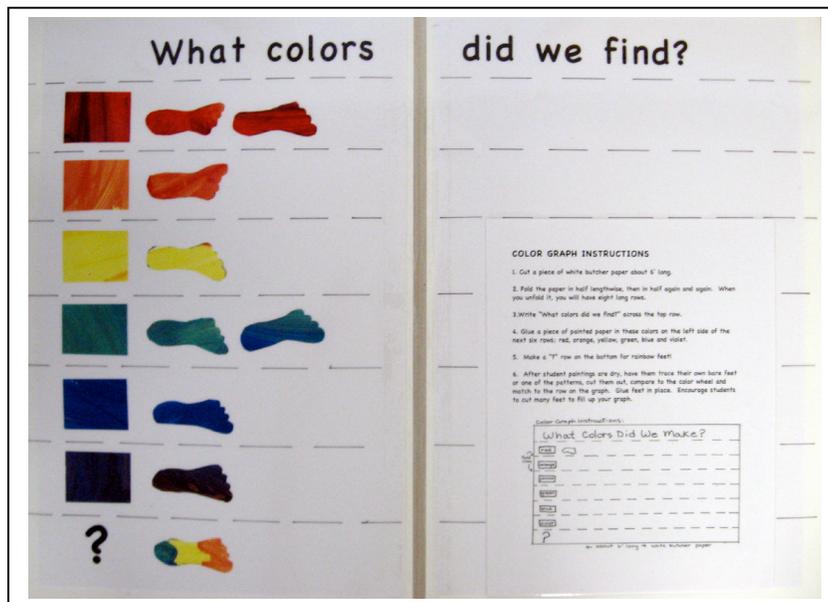
4. Create class color graph project.

A. Introduce the graphing project by stating, "We have a problem to solve today." Point out the graph with this question written on it. "What colors did we find?"

B. Ask, "What part of the body did the mice use to find new colors?" (their FEET) "Today we're going to solve the problem 'What colors did we find?' using our feet."

C. Demonstrate tracing and cutting out a foot from a dried painted paper. Show students how to go to the color wheel to compare the color of the foot, then match to a color on the graph. Glue the foot in place on the graph.

D. Children go to work tracing and cutting their own colorful feet to glue on the graph. They may trace their own bare foot or use one of the patterns. Encourage children to keep cutting out feet and fill the graph.



This is a small color graph example

**Your class Color Graph will be larger, with room for many colored feet. Instructions for preparing your large class Color Graph are included in the kit and are also found at the end of this lesson plan

CLOSE:

ASSESSMENT: Gather children around the completed graph. Ask, “Did we answer our question?” and “What colors did we find?” Let students respond. Then ask, “What other things can we learn from this graph?” As children respond, ask them to explain their thinking. Ask children to go up and point to PRIMARY COLORS, then SECONDARY COLORS.

Teacher administered assessment tool

DN	OK	UP	Lesson_____ Teacher_____																				
			Grade_____ Date_____ Number of Students_____																				
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement)																				
			1. Are RED, YELLOW and BLUE called PRIMARY colors? (K)																				
			2. Did you paint with all three of those colors? (K)																				
			3. Did you mix the PRIMARY colors and find new colors? (S)																				
			4. Were you able to find the right place on the graph for your colored feet? (S)																				
			5. Did you make any feet with lots of colors on them? (C)																				
			6. Did you actively listen and follow directions?(A)																				
			7. Did you do your best during this lesson?(E)																				
<u>Teacher self-critique</u>																							
			8. My teaching of this lesson: <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> </tr> <tr> <td colspan="7" style="text-align: left;">needed improvement</td> <td colspan="3" style="text-align: right;">was highly successful</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	needed improvement							was highly successful		
1	2	3	4	5	6	7	8	9	10														
needed improvement							was highly successful																
			9. What would I do differently next time?																				

ALIGNMENT:**Alignment of Standards:**

Art: A1,4,5; C2b&e.

English: B, C

Math: B, E.

Science: B

CREDITS:

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