

Click®

Color My World

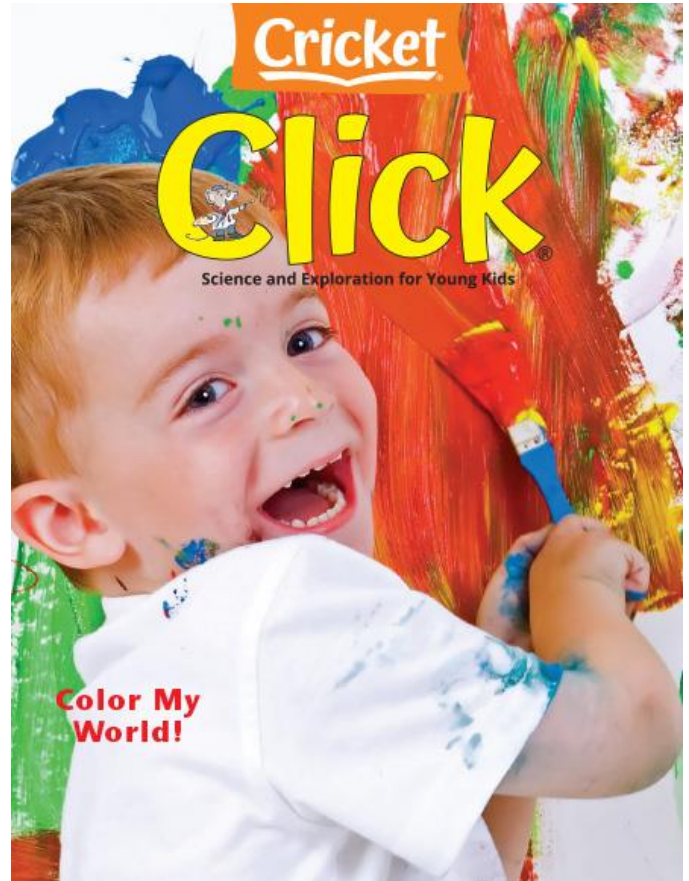
Colors can decorate our world, help us to make distinctions, and even warn us about danger. This issue of CLICK magazine teaches young readers where, why, and how we perceive color.

CONVERSATION QUESTION

How does color affect our world?

TEACHING OBJECTIVES

- Students will learn why being able to see different colors is helpful.
- Students will learn how animals communicate through color.
- Students will learn how artists use color to convey mood.
- Students will classify information.
- Students will obtain information from a nonfiction text.
- Students will construct explanations.
- Students will use colored manipulatives to practice making patterns.
- Students will participate in a camouflage learning activity.
- Students will engage in expressive communications about a particular artwork.



In addition to supplemental materials focused on core STEAM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **Our Colorful World**
Expository Nonfiction, ~630L
- **Color Talk**
Expository Nonfiction, ~870L
- **Color in Art**
Expository Nonfiction, ~770L

Our Colorful World

pp. 7–10, Expository Nonfiction

Colors can change our feelings or moods and even warn us of danger. This article explores how our lives would be different if we couldn't see color.



RESOURCES

Classify Information: Color Crazy

OBJECTIVES

- Students will learn why being able to see different colors is helpful.
- Students will classify information.
- Students will use colored manipulatives to practice making patterns.

KEY VOCABULARY

- **blend** (p. 9) to mix things together completely so that you cannot see the separate parts
- **stand out** (p. 9) to be very noticeable; to attract attention

ENGAGE

Conversation Question: How does color affect our world?

As a way to get students moving and interested in the topic, take them on a color walk. Decide if you want students to look for objects in all colors of the rainbow, or if you will concentrate on a few specific colors. This can be done outside, in the school, or even simply in the classroom. Provide students with crayons, colored pencils, or a camera to record what they see. As a follow-up activity, have students make a collage with their findings, do a counting activity, or categorize items into natural and manmade objects. Discuss as a class.

INTRODUCE VOCABULARY

Post and discuss the two key vocabulary terms. Ask students how the words are related. Acknowledge that the terms **blend** and **stand out** are opposites. Inform students that words that have opposite meanings are called *antonyms*. For additional practice have students provide an antonym for each of the following words that are found in the article: *darker* (p.7), *different* (p. 8), *far* (p. 9), *hot* (p.10).

READ & DISCUSS

As a post-reading activity, lead a discussion based on the following questions:


1. How does light help us to see color?
2. How would your life be different if you couldn't see colors?
3. Why do you think traffic signs and warning lights are usually red or yellow?
4. How do these colors make you feel: blue, green, and red?

SKILL FOCUS: Classify Information

INSTRUCT: The main idea of the article is to provide readers with information about how we see color and why it helps us to navigate the world. Present the graphic organizer, *Color Crazy*, and tell students that they will be using information from the article and their own critical thinking skills to correctly classify the items by color.

ASSESS: As students are working independently, circulate and discuss the information in the article. The completed color pattern will make this work easy to evaluate.

EXTEND

Mathematics: Patterns help young students develop a foundation for higher mathematical thinking and reasoning. Furthermore, patterning activities also help students make predictions because they learn to understand what comes next. First, use the children themselves for learning—have them make an AB pattern by alternating boys and girls or by having students stand up and sit down. For independent practice, have them use colored manipulatives (cubes, cereal pieces, colored paper clips, etc.) to create an AB pattern. Depending on the ability of your students, more complicated patterns can be created. For example: AABB can be represented with a  display of objects.

Color Crazy

Classify Information Use the correct color to classify each item listed as **red**, **blue**, **green**, or **yellow**. The first one has been filled in as an example.

	1. the color of strawberries that are ready to eat
	2. the color of a traffic light when it's time to go
	3. the color of robin eggs
	4. the color of ripe bananas
	5. the color of an inchworm
	6. the color of sunflowers
	7. the color of fire engines
	8. the color of blueberries
	9. the color of leaves in spring
	10. the color of lemons
	11. the color of denim jeans
	12. the color of ladybugs

Color Talk

pp. 11–13, Expository Nonfiction

Some colors whisper, some colors call out, and some colors shout. Young readers will examine the role of color in nature.



RESOURCES

Obtain Information: Who am I?

OBJECTIVES

- Students will learn how animals communicate through color.
- Students will obtain information from a nonfiction text.
- Students will participate in a camouflage learning activity.

KEY VOCABULARY

- **pouch (p. 12)** the pocket of skin on some animals' stomach or throat
- **attract (p. 12)** to gain the attention of; to cause (someone) to have a liking for
- **bold (p. 13)** having a strong or bright appearance

ENGAGE

Conversation Question: How does color affect our world?

Have students discuss *how* animals can camouflage themselves or change their appearance. (Examples: color matching, mimicry, active camouflage, etc.). Next discuss *why* animals employ these strategies (hunting, protection, etc.). Finally present the article, "Color Talk" and tell students that they will be reading about how changes in appearance can also be a form of communication.

INTRODUCE VOCABULARY

Post the key terms and discuss the definitions. Then display the following activity and have students supply the correct answer(s).

1. Which animal has a **pouch**?
a) tiger b) puppy c) kangaroo d) worm
2. How could you **attract** a friend?
a) sharing b) kicking c) smiling d) teasing
3. What color(s) are **bold**?
a) pink b) red c) lavender d) gold

Share answers aloud and have students explain their reasoning.

READ & DISCUSS

Reinforce comprehension of the concepts presented in the article by using the following questions to direct discussion.

1. List two animals that use their color to blend in.
2. What does the bright yellow color of the tang communicate?
3. Why do you think that only the male frigate bird can blow up a bright red pouch on his throat?
4. Why do poison dart frogs want to be seen?
5. How do chameleons warn others to back off?

SKILL FOCUS: Obtain Information

INSTRUCT: Guide students to obtain information from the text, captions, photos, and drawings in the article. Remind them that the article was written to teach readers how color helps animals to communicate. Introduce the worksheet, *Who am I?* and instruct students to read the sentences and identify the animal being described.

ASSESS: Collect worksheets to assess accuracy.

EXTEND

Science: Take your class to a grassy area and divide them into small groups. Give each group 40 paper clips in different colors. Have students predict which colors will be easiest to see in the grass and which will be most difficult. Have one student sprinkle the paper clips in the grass and count to thirty while the other members pick up as many as they can. Have students record their findings. Discuss the results and talk about how camouflage can help animals survive in the wild. Collect all paper clips when the activity is complete. *Note:* If you do not have a grassy area, this activity can easily be adapted by substituting the materials to work with a different environment.

Who am I?

Obtain Information Refer to the article to gather information needed to answer the question. Cut and paste the correct animal in the gray boxes to the right.

1. I have bright red markings on my back to warn others that my bite is dangerous. Who am I?

1.

2. I use my brown fur to help me blend in with the ground and trees so that enemies have a hard time spotting me. Who am I?

2.

3. I blow up a bright red pouch on my throat to attract the attention of females. Who am I?

3.

4. I show off my blue feet to tell females that I am healthy and will make a good dad. Who am I?

4.

Cut and paste.

sloth

male frigate

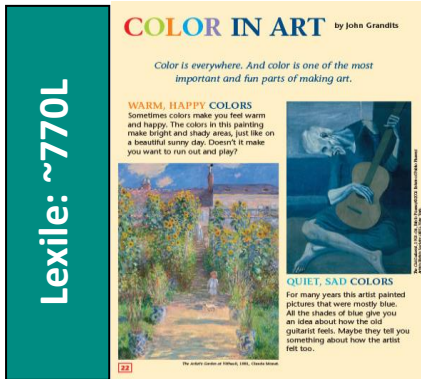
blue-footed
booby

black widow

Color in Art

pp. 22–24, Expository Nonfiction

This article exposes young students to a variety of famous works of art and teaches about the connection between colors and feelings.



RESOURCES

Construct Explanations: Color Questions

OBJECTIVES

- Students will learn how artists use color to convey mood.
- Students will construct explanations.
- Students will engage in expressive communications about a particular artwork.

KEY VOCABULARY

- **complicated** (p. 24) difficult to understand
- **reality** (p. 24) things as they truly are, rather than as imagined to be
- **mood** (p. 24) an emotional state of mind or feeling

ENGAGE

Conversation Question: How does color affect our world?

Post the following statements on the board: 1. *This rainy weather is giving me the blues.* 2. *My mom saw red when she noticed the mess we left in the kitchen.* Ask students to discuss the meanings of the color words as used in these sentences. Then ask them what emotions they associate with green, black, and yellow. Present the article, "Color in Art" and tell students that they will be learning about how artists use colors to convey certain moods and feelings.

INTRODUCE VOCABULARY

Post and discuss the key vocabulary words and definitions on the board. Then display the following cloze sentences and have students supply the correct word:

1. He's been in a grumpy _____ since he woke up.
2. The homework was too _____ for me to do without help.
3. When she awoke from the dream, _____ took over from fantasy.

READ & DISCUSS

Post and discuss questions prior to reading the article aloud. Then reread the article, pausing when answers to the questions are revealed.

1. What do you see in "The Artist's Garden" on page 22?
2. How do you think the artist of "The Old Guitarist" (p. 22) felt while he was painting? Why?
3. Which painting from the article looks the most realistic?
4. How is "Cows, Red, Green, Yellow" (p. 23) different from the other paintings in the article?
5. How did the artist create blocks of color in "A Sunday on La Grande Jatte" on page 24?

SKILL FOCUS: Construct Explanations

INSTRUCT: Advise students to review the article and to study the different ways that artists use color. Distribute the graphic organizer, *Color Questions*, and tell them that they will complete the chart with a partner. Students will need to express how colors produce feelings. Depending on the ability of the students, this may be done as a class.

ASSESS: Review the chart. Leave various art books in your reading center and give students the opportunity to discuss the colors and feelings in other works of art.

EXTEND

Speech and Communication: Arrange students into pairs and have them choose a painting from the article. Instruct them to imagine that they are *in* the painting. Using the first person perspective, have students discuss what they see and how they feel. Encourage the children to use their senses and their imaginations. Pose the question: *Is it possible for people to have different feelings about the same painting?* Discuss.

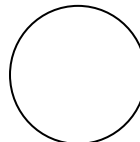
Color Questions

Construct Explanations Review the artwork in the article and complete the chart below by listing the colors you see and the feelings you have.

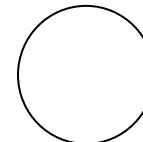
Artwork	Colors	Feelings
<p>“Still Life” (p. 24) <i>Artist: Raphaelle Peale</i></p>		
<p>“The Old Guitarist” (p. 22) <i>Artist: Pablo Picasso</i></p>		
<p>“A Sunday on La Grande Jatte” (p. 24) <i>Artist: Georges Seurat</i></p>		

Choose a color that gives you these feelings and shade the circle:

happy



sad



angry

