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Resource ID#: 164779

Primary Type: Lesson Plan

The Color Wheel with Little Blue and Little Yellow

In this lesson, students will read the book Little Blue and Little Yellow and create an extension to the story to include the character Little Red. Students will create a 6 part color wheel using playdough and make connections to the story.

Subject(s): Visual Art, English Language Arts

Grade Level(s): K

Intended Audience: Educators

Suggested Technology: Computer for Presenter

Instructional Time: 50 Minute(s)

Resource supports reading in content area: Yes

Keywords: color wheel, Little Blue and Little Yellow, primary colors, secondary colors, color mixing

Resource Collection: Arts for a Complete Education (ACE)

LESSON CONTENT

Lesson Plan Template: General Lesson Plan

Learning Objectives: What should students know and be able to do as a result of this lesson?

The students will be able to understand what the primary colors are and mix the primary colors to make secondary colors.

The students will be able to arrange colors in the proper order on the color wheel.

The students will be able to relate to the story of Little Blue and Little Yellow and make key connections to the story as well as create an extension of the story using imagination.

Prior Knowledge: What prior knowledge should students have for this lesson?

Students should have some prior knowledge of what the primary colors are.

Students should have prior knowledge of how to mix playdough.

Guiding Questions: What are the guiding questions for this lesson?

Why do the primary colors create other colors when mixed together?

What are the three primary colors? Why do we call them primary?

What are the secondary colors?

How do you mix green?

How do you mix purple?

How do you mix orange?

Teaching Phase: How will the teacher present the concept or skill to students?

First, gather the students around in a circle and introduce the book Little Blue and Little Yellow by Leo Lionni. Discuss who the author is, and in this case, Leo Lionni was the author and illustrator.

Next read the book out loud to the students. Ask guiding questions along the way, like why did their families not recognize Little Blue and Little Yellow?

After reading the story, tell the students you are going to work on a color wheel. Explain that the color wheel is how artists organize color. Give each student, a small "marble size" amount of playdough in each primary color: red, yellow and blue. Also give students a blank color wheel (depending on the level of the students, you could put the words on the color wheel (or at least the primary colors) - this will aid in making sure the students place the colors in correct order on the color wheel.

Guided Practice: What activities or exercises will the students complete with teacher guidance?

After distributing materials, tell each student to find their blue playdough and take a small pinch of the dough (not quite half). Have students place the larger piece in the section of the color wheel where "blue" will sit (students will need guidance on this). Repeat with yellow.

Next have students take the two smaller pinches of blue and yellow and mix them together making green. Encourage the students to roll it inbetween their hands to really mix the colors. This is also helping students with fine motor skills.

Next, have a discussion with the students about an extension to the story. I usually ask something like do you see another color on our board? Who could that be in the story? Let the students come up with an extension to the story, such as "Red" is blue's cousin, or a friend from school, or a neighbor etc. Have students also identify an interaction that will happen with "Red" and "Blue" and then "Red" and "Yellow".

Repeat each step above by pinching small amounts of the primary colors and mixing them until you have a completed color wheel ready. Guide students each time with putting the colors in order on the color wheel.

Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?

When the colors are all mixed and the wheel is complete, have students remove their colors from the paper, and put them back in order again, independently.

Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?

Play the music video Three Primary Colors by OK Go as a closing activity.

Summative Assessment

The completion of the color wheel will be the summative assessment. Things to check students for when complete:

- Did the student mix the correct colors together?
- Did the student mix the colors thoroughly so that they achieved the secondary colors: green, orange and purple?
- Did they place the colors in the correct order?
- Were they able to place the colors in order again at the end with out assistance?

Formative Assessment

The teacher will use the guiding questions as a formative assessment.

Each stage of mixing colors can also be assessed formatively.

Feedback to Students

The teacher will provide students with feedback throughout the lesson. The teacher will circulate as students work on their color mixing giving feedback as to the proper mixing and/or placement of colors.

ACCOMMODATIONS & RECOMMENDATIONS

Accommodations:

Students need additional help with fine motor skills can be given a larger amount of playdough.

Seat students that are in need of extra help in close proximity to the teacher.

For ESOL students you could put the color name in their native language next to the English color word.

Extensions:

Give students a little bit of white and have them mix it with one of their colors to see what it makes (tint).

Have students mix complements to make brown. Complements are across from each other on the wheel, such as blue/orange, red/green, and purple/yellow.

Suggested Technology: Computer for Presenter

Special Materials Needed:

Playdough in Red, Blue and Yellow

Blank 6 section color wheel.

Little Blue and Little Yellow by Leo Lionni

Further Recommendations:

Note: The primary color playdough can be collected and re-used for a few classes, provided the students didn't mix in other colors. Let students take home their secondary colors.

SOURCE AND ACCESS INFORMATION

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Related Standards

Name	Description
VA.K.H.3.1:	Express ideas related to non-art content areas through personal artworks. Remarks/Examples: e.g., based on classroom learning activities: a story, thematic unit, important people, geometric shapes, animal characteristics
VA.K.O.1.1:	Explore the placement of the structural elements of art in personal works of art.
VA.K.S.2.1:	Develop artistic skills through the repeated use of tools, processes, and media. e.g., media-specific techniques, eye-hand coordination, fine-motor skills
VA.K.S.3.3:	Handle art tools and media safely in the art room.
LAFS.K.RL.1.2:	With prompting and support, retell familiar stories, including key details.
LAFS.K.RL.3.9:	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.