



Standards and Benchmarks: 1A, 1F, 1H

Color Description

Goal: The students will make artistic booklets about color.

Objectives

1. The student will participate in a class discussion.
2. The student will write descriptive sentences about color.

Materials

- copy of *Hailstones and Halibut Bones* by Mary O’Neill
- five sheets of chart paper
- marker
- copy of lesson worksheet (page 103) for each student
- construction paper
- stapler
- tempera paint
- paintbrush
- supply of magazine pictures

Introduction and Group Activity

1. Read *Hailstones and Halibut Bones*, drawing attention to the description of each color.
2. Post the chart paper along the walls. Label with the headings *looks, feels, sounds, smells, tastes*.
3. Select the color red and ask the students to think of things that “look” red. Encourage creativity when thinking of things that “taste” or “sound” red. For example, *red could taste like a fat, juicy strawberry*.

Red		
looks apples strawberries jelly bubble gum fire truck	feels hot fresh smooth	smells sweet spicy
	tastes juicy tart	sounds loud like a siren

Color Description *(cont.)*

Group Activity *(cont.)*

4. Show the students how the brainstormed lists can be used to write descriptions about the color red.

Red is apples. Red feels smooth. Red smells spicy like pizza. Red tastes like a juicy strawberry. Red sounds like a siren.

Reinforcing the Skill

1. Distribute copies of lesson worksheet (page 103). The student completes the page by writing lists of words that describe each color.
2. Written Application: Have each student write a color description using the technique in the Group Activity (page 101).
3. For each sentence of the color description, have a student paint a picture. For example, “Red is apples,” might have a picture of a tree filled with apples. Have the student write the accompanying sentence on each page.
4. After the paintings have dried, stack them together with a cover page and staple them together along the left edge.

Learning Center Activity

1. Place the magazine pictures at a learning center.
2. Encourage students to visit the center, select a picture, and think of ways to describe the colors.

Publishing Project

Display completed color booklets and invite students, administrators, and parents to enjoy them.

Evaluation

1. Lesson Objectives: Measure progress by reviewing each student’s participation in the group activity and the learning center.
2. Written Application: Use your choice of rubrics from pages 135–137 to evaluate each student’s written work. Record skills mastery on the checklist on pages 138 and 139. If desired, have each student evaluate his or her own work using the self-assessment sheet on page 140.

Color Description Worksheet

Write a list of words to describe each color.



looks _____
feels _____
tastes _____
smells _____
sounds _____



looks _____
feels _____
tastes _____
smells _____
sounds _____



looks _____
feels _____
tastes _____
smells _____
sounds _____



looks _____
feels _____
tastes _____
smells _____
sounds _____



looks _____
feels _____
tastes _____
smells _____
sounds _____

Choose a color:

looks _____
feels _____
tastes _____
smells _____
sounds _____

