



Color Hunt Activity

Modified from Color Hunt, Teachers Going Green.com, Neal Smith National Wildlife Refuge, Project Bluestem

SUMMARY: A student-led activity focused on colors found outdoors. Students listen to *Planting a Rainbow*. Predictions are made as to the different colors they think they can find outside when they go out to explore. Upon returning inside, they share their findings and create a T-chart to organize and observe what they found. They speculate why they may have found more of one color than another. They share any surprises or discoveries related to their search for colors outdoors.

MATERIALS & RESOURCES:

- Planting a Rainbow by Lois Ehlert
- Color Cards
- White board
- Dry erase marker
- Large poster board/butcher-paper T-chart (see example)

PRESENTATION:

Introduce yourself and explain that today students will be learning about the colors in your outdoor space. They will first read a book and talk about colors, and then they will go outside to search for colors.

DIRECTIONS:

- 1.** Create a T-chart and on one side write the words, “We think...” and on the other side write, “We found...” Underneath the side that says, “We think...” record the students’ answers to some of the following questions. Ask students if they were to go outside right now which colors do they think they would find? Record their answers on the board.
- 2.** Tell students that they are now ready to go outside. When they are outside, they will be searching for different colors. As they find certain colors, they can pick a paper chip of that color hold as they keep hunting.
- 3.** Before heading outside, remind students that they are expected to behave like naturalists. Naturalists are quiet, full of wonder, inquisitive, observant, and calm.
- 4.** When the students return inside, have them sit in a circle around a large T-chart on the floor. The T-chart contains all of the colors that could be found outside which could include blue, green, black, orange, yellow, white, grey, purple and red. Have a few students at a time match their colored squares to the appropriate color column and place it there. Afterwards, have student sit down and look at all the different colors they found.
- 5.** Have students count with their classroom teacher all the squares under each of colors on the chart. Record the numbers and colors on the board.

6. When students finish counting, ask them which color did they find the most of outside? Circle the color(s) they found the most of outside. Then ask them, how did they know they found the most of that color? Lastly, ask them why do they think they found the most of that color?
7. Next, ask them if they did this during the winter, which color would they find the most of? In the summer time? In the fall time? Explain that throughout the seasons, the colors outside. Show pictures of your outdoors environment at different times in the year.
8. Thank students for helping to collect data on colors found outside. Explain that students can observe and look at colors in nature no matter where they are or what they are doing. Colors can be found nearly everywhere and they are always worthy of exploring!

Board Set-Up Example:

<u>We think</u>	<u>We found</u>
Orange-	Red- Yellow- Purple- Brown- Black- Green- Blue- Grey- White-
<i>In the column "We think", write down students' predictions of what colors they will find outside. In the "We Found" column, make a list of what students' found with the number of each color found. Use this as an opportunity to have students count aloud.</i>	

T-Chart Poster Set-Up:

Red	Orange	Yellow	Purple	Brown	Black	Green	Blue	Gray	White

The original lesson and many others can be found on the Teachers Going Green Website:
<http://www.teachers-going-green.com/teachers-going-green/Clean-and-Green>



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Optional Curriculum Alignment

Iowa Core: Literacy: Speaking and Listening	Iowa Early Learning Standards: Multiple areas	Creative Curriculum for Preschool™
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	9.1 Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills	Discovery
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	11.1 Children understand and use communication and language for a variety of purposes	Music and Moving
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	11.2 Children engage in early reading experiences	
	12.1 Children understand counting, ways of representing numbers, and relationships between quantities and numerals	
	12.4 Children observe, describe and predict the world around them	
	14.3 Children demonstrate an increasing awareness of the environment in which they live, especially how people (including themselves) relate to that environment.	



Soda Bottle Watering Can Activity

Optional Curriculum Alignment

Iowa Core: Literacy: Speaking and Listening	Iowa Early Learning Standards: Multiple areas	Creative Curriculum for Preschool™
W.K.2 Writing Standards Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	8.3 Children develop small motor skills	Art
K-ESS3-3 Science/Earth and Space Sciences Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	10.1 Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.	Water and Sand
K.G.A.2 Mathematics/Geometry Correctly name shapes regardless of their orientations or overall size.	11.3 Children engage in early writing experiences	
K.G.A.3 Mathematics/Geometry Identify shapes as two-dimensional or three dimensional	12.3 Children understand shapes and spatial relationships	
	13.1 Children participate in a variety of art and sensory-related experiences	