

# RED, YELLOW, BLUE (AND A DASH OF WHITE, TOO!) Active Exploration

Preschool

This book follows an adventurous child as they paint their way through discovering creatures and color combinations. It shows how exploration and creativity can lead to new or unexpected outcomes.

## CORE SKILL OBJECTIVES

## INTENTIONAL TEACHING PRACTICES

### THINK



#### Children will:

- ◆ Demonstrate eagerness to learn about and discuss ideas and activities
- ◆ Make increasingly complex observations of materials and events

#### Teachers will:

- ◆ Use Comments and Questions to Promote Exploration

## TEACHING TIP

Allowing children to engage their natural curiosity means things might get messy – and that’s a good thing! When children explore in their own way, you allow them to figure things out and seek new information through actions. Taking things apart, making things happen, and observing outcomes are all essential parts of exploration that allow children to discover new ideas about the world. Keeping materials and activities hands-on allows children to be active participants in their learning. You can encourage this active exploration by using comments or questions to help guide their exploration.

## 1. INTRODUCE

- ◆ “Have you ever tried mixing paint colors together when you’re making art? There are so many different combinations to discover! In this book, *Red, Yellow, Blue (and a Dash of White Too!)*, we’re going to see what happens when you mix different colors together. The character will explore with the help of some curious animals, too.”

## 2. READ THE BOOK

- ◆ Pause occasionally to comment on the color combinations the character explores and discovers.
- ◆ Ask questions about how the children would explore the colors.

## Use Comments and Questions to Promote Exploration

**Read:** “Blue and yellow made green!”

**Comment:** “The child used a paint brush, and the elephant used its trunk to mix up colors together. The mixing created a new color – green!”

**Ask:** “What would you use to mix up the paint? What if you used a lot of yellow but only a little blue? How might that look?”

**Read:** “...Made the strangest color I’ve ever seen.”

**Comment:** “The child is putting together all the different colors, mixing them together in huge swirls.

**Ask:** “What do you think the child is trying to make? What else might they discover?”

**Read:** “What else can we do with red, yellow, blue, and a dash of white too?”

**Ask:** “What’s a different way, or a different tool, you could use to mix up colors or paint? What different colors would you use? What do you think you would find?”

## 3. REVIEW

- ◆ “Exploring and mixing paint can make so many different colors. The child used a brush, but the elephant used its trunk to explore with colors. There are lots of ways to make new kinds of art and discover combinations and exploring can be messy!”

## 4. KEEP IT GOING

- ◆ Encourage children in their explorations during Choice Time through prompts and questions that guide gentle extensions to their actions. Allow children to actively try out new ideas and come to their own conclusions.