

**LESSON E-UI-L2**

# The Beauty of Colors

**Unit I:** Human Behavior

**Grade Levels:** K-5

**Time:** 60-120 Minutes



## The Beauty of Colors

**Lesson:** E-UI-L2

**Unit I:** Human Behavior

**Grade Levels:** K-5

**Time:** 60–120 Minutes

### Interdisciplinary Connections

Science, art, social studies, character education, literacy, mathematics

### Objectives

- Give examples of ways in which each person is unique yet has things in common with others.
- Explain why the ways in which each person and group can help enrich and expand the nature of life for everyone.

### Key Terms

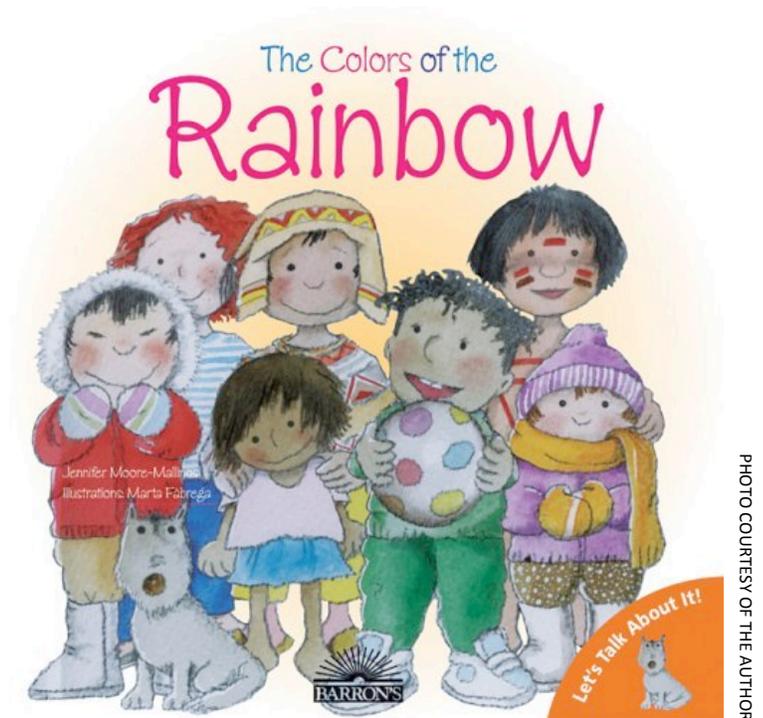
- arc
- burkas
- Christmas
- curried chicken
- Hanukkah
- hopscotch
- pirogi
- Ramadan
- rainbow
- saris
- unique
- vibrant

### Lesson Materials

- *The Colors of the Rainbow* by Jennifer Moore-Mallinos, illustrations by Marta Fabrega
- large pieces of white paper (one for each student)
- crayons (at least six different colors for each student)

### Lesson Plan

- Ask the students how many of them have ever seen a rainbow. Call upon the students to offer descriptions of the rainbows they have seen. Have them make a list of some of the words used to describe a rainbow.



*The Colors of the Rainbow* By Jennifer Moore-Mallinos

- Ask the students to describe how a rainbow makes them feel and make a list of some of the words used in their descriptions. Examine the words and ask the students: “Do the words describe good feelings or bad feelings? Can you explain why a rainbow makes you feel that way?”
- Then discuss how and why a rainbow is formed.
- Next, ask the students if they have ever thought of people as rainbows. Use their responses as a way to introduce the book *The Colors of the Rainbow*.
- As you read aloud, hold the book up so students can see the illustrations. Comment on the many colors that can be seen in the illustrations.
- As the class moves through the book, relate the observations in the book to the students in the class (i.e., the many shades of skin, count different colors of hair and hairstyles, the differences in eyes, clothing styles, etc.) Make lists for each item. Be sensitive and careful of your manner and that of the students during this part of the lesson so that students are not offended by anything stated.
- List some of the different styles of restaurants in the community and ask about the different kinds of food served. Make a list of some of the foods served in the restaurants. Ask the students, “Who has eaten in some of these restaurants?” and “Who has had similar food at home either through restaurant take-out or a meal prepared at home?”
- Make similar lists of other topics mentioned in the book (i.e., games, holidays, homes, etc.)
- At the end of the reading, direct the students’ attention to all of the lists of differences found among the students in the classroom. Count them. Ask if the students have ever thought about all of the differences found among the members of their class.
- Now make a list of the things they share in common. For example, they all have hair, clothing, eyes, noses, ears, voices, a language, etc.
- Ask the questions:
- Are all of your friends JUST LIKE you?
  - Do you ever think about your differences when you are having fun together?
  - What do you and your friend(s) enjoy doing together?
  - What do each of you enjoy doing with someone else or by yourself that you do not do together?
  - Are you still friends when you are doing something different?

## Evidence of Understanding

- Give each student a large piece of white paper. Fold the paper in half and then open the paper so that it is possible to see both halves.
- Give the students a single color (avoid black or white) crayon and ask them to draw a rainbow using only that crayon on one half of the paper. Once that is done, give each student at least six different colors and instruct them to draw another rainbow on the other half of the paper using the many colors.
- When they are done, ask each student to select the rainbow that would make their classroom a happier, better place to work and play. Cut the paper in half and collect the rainbows selected to place around the classroom or on the bulletin board.
- Before posting the rainbows, have the students stand in a small circle holding their rainbows in front of them. Go around the circle and have each student take a turn explaining how the students in the class make a rainbow and why they like feeling like part of a rainbow.

## Additional Activities and Resources

Go to the Teaching Tolerance web pages below for additional activities:

“Getting To Know Each Other (Lunch Day Mixer)”

<http://www.tolerance.org/teach/activities/activity.jsp?ar=692>

“Me and We: We are All Similar and Different”

<http://www.tolerance.org/teach/activities/activity.jsp?ar=964>

“Many Shapes and Sizes”

<http://www.tolerance.org/teach/activities/activity.jsp?ar=827>

“I Am Special”

<http://www.tolerance.org/activity/i-am-special>

Note to Teacher: If you are not familiar with Teaching Tolerance, it is recommended that you visit the web site and familiarize yourself with its many free materials and resources.

<http://www.teachingtolerance.org>

## Taking Action and Giving Service

Developing and encouraging positive attitudes about differences among people begins with greater awareness of the students’ surroundings. One way to achieve this goal is through a community diversity awareness project.

- Students can ask adults in their homes to help them.
- Ask the students to visit several community locations:
  - library
  - day care or pre-school
  - shops and stores (examine the window displays)
  - health care provider’s office
  - streets and towns (look for advertisements and signs)
  - bus stop or train station
- Have the students “look around” in each of those settings. They should focus on the advertising, books, signage, toys, etc., and think about the the following questions:
  - Do the people in the signs, on the billboards, in the displays look like “you”?
  - How are they different? (gender, racial characteristics, etc.)
  - How are they the same?
- If enhancing the message of diversity is needed, ask the students to identify 1–2 ideas.