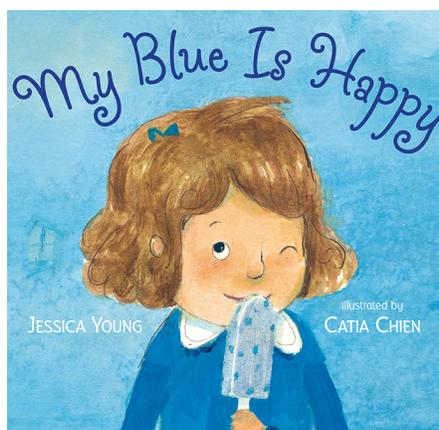


MY BLUE IS HAPPY

Teacher Guide & Activity Sheets

GRADES 3-5



ABOUT THE BOOK:

*My sister says that blue is sad, like a lonely song.
But my blue is happy, like my favorite jeans
And a splash in the pool on a hot day.*

Follow one girl's journey through her neighborhood as she explores what colors mean to different people. Is red angry, like a dragon's burning breath? Or brave like a fire truck and a superhero cape? Is pink pretty or annoying? What about black or orange or green?

In her picture book debut, author and art teacher Jessica Young challenges common assumptions about colors and celebrates individual perspective. Brazilian-born artist Catia Chien provides her own interpretation in this ode to colors — and the unique ways we experience them.

AUTHOR BIO:

Jessica Young is an art teacher and debut picture book author. The same things make her happy now as when she was little: writing, reading, painting, dancing, music, picnics, and the color blue. About *My Blue Is Happy*, she says, "I remember being a kid and realizing that everyone didn't always share my point of view. For me, colors represent creativity, subjectivity, and the endless variations we find in nature and in one another." Originally from Canada, Jessica lives in Nashville, Tennessee, with her husband and two children. For more information, see the FAQs section of the author's website: www.jessicayoungbooks.com.

A Note to Teachers:

The activities in this teacher guide are designed to help students connect with MY BLUE IS HAPPY on a deeper level and explore important concepts related to language, reading, individuality, and the writing process. They are aligned with the *Common Core State Standards for English Language Arts & Literacy* and are structured to help students exercise higher-order thinking skills and make connections between the text and their own life experiences.

Activities can be done in one session or over several class periods. Extension activities provide extra opportunities for students to engage with the material. ***There are too many activities to do them all! Pick and choose and modify the activities you like to best suit the needs of your students.*** I hope they're helpful, and that the book can be a springboard for learning.

Please feel free to contact me with any questions.

With warm wishes,

Jessica Young

CROSS-CURRICULAR ACTIVITIES

CREATIVE WRITING/ELA:

1/ Writing Tools Activity:

*Discuss metaphors, similes, and alliteration. (See Resources/Links.) Have students find examples in MY BLUE IS HAPPY and prepare a presentation on literary devices, citing excerpts from the text.

*Have students complete the “**Writing Tools**” activity sheet in small groups and volunteer to share their answers. For younger students, you can do this together, either orally or by projecting it onto the board to complete as a class.

*Discuss antonyms and give examples using adjectives from MY BLUE IS HAPPY (ie. – sad, hot, cheery, brave, pretty, young, etc.). Have students do the “**Antonyms**” worksheet, finding adjectives in the text and coming up with their antonyms.

*Extension activity: Have students identify uses of similes and metaphors in popular song lyrics and write the song titles and example lines on the “**Songs with Similes and Musical Metaphors**” activity sheet.

Common Core State Standards: W.3.2, W.4.2, W.5.2, W.4.10, SL.3.1, SL.4.1, SL.5.1 1, SL.3.3, SL.4.3, SL.5.3, SL.3.4, SL.4.4, SL.5.4, L.4.5, L.5.5

2/ The Story:

*Ask students what type of book MY BLUE IS HAPPY is (picture book). Ask them to name the author and illustrator and discuss what an author does and what an illustrator does. Have them complete the “**Author/Illustrator**” activity sheet to compare and contrast what authors and illustrators do. Discuss as a class.

*Ask students to re-tell MY BLUE IS HAPPY in their own words. In small groups, have them come up with questions to ask another group about the story.

*Ask them to identify a theme/message in the story and give specific examples that illustrate this message.

*Ask students to compare and contrast the book with a poem or song. How are they similar? How are they different?

*Ask students to think about what they would do to improve this book. What might they add? Change? Take out?

*What are some questions they might have for the author?

*Ask students to make connections with another text, personal experience, or the world. Does anything in this book remind them of something they’ve read or something they’ve experienced?

*Extension activity: Make a bookmark with the title and author’s name on one side, and the student’s own color association (“My _____ is _____ like a _____.”) on the other.

Common Core State Standards: RL.3.1, RL.4.1, RL.5.1, RL.3.2, RL.4.2, RL.5.2, W.4.10, SL.3.2, SL.4.2, SL.5.2, SL.3.3, SL.4.3, SL.5.3, SL.3.4, SL.4.4, SL.5.4

3/ Character Voices/Reader's Theatre:

*Have students pair up and read the different characters' voices in MY BLUE IS HAPPY, with one student as the main character and the other reading the secondary characters. Or do the activity as a class, assigning character roles to students and having them read from the book (either projected on the board or using print copies).

*Have students use post-it notes and write their names on them, then write the following symbols on the post-its, to be stuck into the book in the appropriate places:

*heart = a part I like a lot

*exclamation mark = a part with a strong feeling

*smiley face = I agree

*hmm = interesting, made me think

*For younger students, read the book aloud and ask them to hold up their post-its with symbols as you go, using one or more at a time to comment on their reactions to the text.

Common Core State Standards: RF.3.4, RF.4.4, RF.5.4, SL.3.5

4/ Colorful Stories Activity:

*Ask students what other books they can think of (picture books to novels) that have color as a theme.

*Have students compare and contrast them to MY BLUE IS HAPPY. How are they similar? Do any deal with color in a different way? Are they written in first or third person? Use the **"Compare and Contrast"** activity sheet to record answers. (You can also project it on the board to do as a class.)

*Ask how the illustrations complement the text of the story or create a mood.

Suggested Picture Books:

THE BIG ORANGE SPLOT, Daniel Pinkwater

RED SINGS FROM TREETOPS, Joyce Sidman

SKY COLOR, Peter H. Reynolds

MATHILDA AND THE ORANGE BALLOON, Randall de Seve

A COLOR OF HIS OWN, Leo Lionni

MOUSE PAINT, Ellen Stoll Walsh

MY MANY COLORED DAYS, Dr. Seuss

LITTLE BLUE AND LITTLE YELLOW, Lio Lionni

BLUE CHICKEN Deborah Freedman

THE DAY THE CRAYONS QUIT, Drew Daywalt

Suggested Novels (middle school):

THE GIVER, Lois Lowry

Common Core State Standards: RL.3.7, RL.4.6, RL.5.9, SL.3.1, SL.4.1, SL.5.1 1

5/ Show Your Colors Activity:

*Have students identify a color association (a color and something the color reminds them of) and construct a simile using that color, following the steps on the “**Show Your Colors**” activity sheet. Younger students can do this as a class, with the activity sheet projected onto the white board.

*Have students build their similes in steps:

1/ First think of a color,

2/ Then things that are usually that color ,

3/ Then feelings or other adjectives that describe both #1 and #2.

For more advanced students, give the extra challenge of adding alliteration (ie. – “My silver is swift like a sword.”).

*Have them contrast their views of colors with those of the protagonist in MY BLUE IS HAPPY.

*Extension activity: In small groups or partners, have students use pre-cut strips of colored index cards to brainstorm as many color associations as they can. Have them write as many things as they can think of that are a given color on the appropriate colored index card strips, one thing per strip. They should end up with a pile of colored strips. Challenge them to see which team can come up with the most.

*Extension activity: Have students pick a color and close their eyes and visualize things that are that color, or things it reminds them of. Ask what pictures come into their minds when they think of that color. What would that color taste like? Sound like? Smell like? Feel like? When they open their eyes, have them write down their ideas. Have volunteers share with the class.

Common Core State Standards: RL.3.6, RL.4.6, RL.5.6, L.4.5, L.5.5

6/ Colors Game Activity:

*Have students use their completed “**Color Wheel**” activity sheets as game spinners by attaching a spinner arrow or using a spinner mounted on transparent plastic on top of their color wheels (see Materials section for sources). In small groups, have them take turns spinning the arrow. When the arrow lands on a color, the student must come up with a color association. They can also choose colors by reaching into a bag of multi-colored poker chips or printed color names and pulling one out. An hourglass or timer can be used to put a time limit on their brainstorming. Younger students can do this activity as a class or just brainstorm the many things a color reminds them of instead of constructing the similes.

Common Core State Standards: SL.3.1, SL.4.1, SL.5.1 1, L.4.5, L.5.5

7/ Make a Case for Color Activity:

*Pose the question: “Yellow (or blue or red): like or dislike?” Have students make a line across the front of the room, with students who love yellow on one end and students who reallyreallyreally dislike yellow on the other end. Then split the line in half and have one side scoot down and face the other so they’re in a double line. Have students try to convince the person they’re facing of their opinion of yellow. Then have them stop and offer insights into how their persuasive discussions went.

*Put two colors at opposite ends of the room. Have students stand under the one they like the best. (If they have trouble choosing, have them stand in the middle.) Have them justify why they picked one color over the other, then complete the “**Make a Case for Color**” activity sheet. Discuss their different perceptions, and how all of their answers are “right.” You can also do this with examples from the story, ie. – “The main character felt that red was brave. Agree or disagree?” Then have students go stand under “Agree” or “Disagree” signs and be able to explain their decision. Give several colors as examples.

*Have students work in small groups and use the “**Make a Case for Color**” activity sheet to write a persuasive piece about why one color is better than another. (They can draw plastic color chips or color names from a bag at the beginning of class to pick their colors.) Have them present their cases to the class.

*Extension activity for older students: Working in small groups, have students write and perform a brief, persuasive commercial that sells a color, ie. – “Gray is the new black.”

Common Core State Standards: W.3.1, W.4.1, W.5.1, SL.3.1, SL.4.1, SL.5.1

8/ What’s Your Story? Activity:

*Using the “**What’s Your Story?**” activity sheet, have students make up a story about how a character’s view of a particular color was changed by an experience they had.

* Or have students make up a story about a character and a colored object. (Read MATHILDA AND THE ORANGE BALLOON as a starter if desired.) You can also have students sit in a circle and take turns adding to a cumulative story, with each student adding one or two sentences at a time.

*Younger students can tell a make-believe story or a real story about themselves and a colored object that they find, then illustrate their story, or use the “**What’s Your Story**” activity sheet with assistance if needed.

*Have students share their stories with the class and have a Q&A opportunity after each one.

*Extension activity: Record students reading their stories on video.

Common Core State Standards: RL.5.6, W.3.3, W.4.3, W.5.3, W.3.4, W.4.4, W.5.4, W.3.5, W.4.5, W.5.5 W.4.10

9/ Writing Process Activity:

*Tell students that the author revised MY BLUE IS HAPPY eighty-nine times to get to the final book. (Although not every story is revised that much!)

*The author’s writing process looks something like:

- 1/ Generating ideas/brainstorming,
- 2/ Writing first draft,
- 3/ Revising big things, then littler things,
- 4/ Letting the story sit and revising again, or going right to step #5,
- 5/ Running it through trusted critique partners and/or group for feedback,
- 6/ Repeating from steps #3-5 as many times as needed,
- 7/ Sending to agent/editor for comments, and

8/ Revising again.

*Picture books are usually thirty-two pages long, so the author couldn't include every color idea. Some colors that didn't make it into the final book: white, teal, purple, silver, and gold. Ask students if they can think of similes for these colors, and write them on the board.

*The first ideas the author had for a color weren't always the ones that were used in the end. Share some of the following similes that *didn't* make it into the book:

“My white is exciting like lightning, and the first snowfall of winter.”

“My white is boring like vanilla with no sprinkles.”

“My silver is fancy like a table set for tea.”

“My silver is useful like a hammer and nails, and my brand new bicycle bell.”

“My silver is worried like a fish caught in a net, and a lost key.”

“My silver is hopeful like a morning mist, and the fluff of a seed carried on the wind.”

“My orange is dangerous like hot lava.”

“My black is mysterious like a ninja in the night.”

“My purple is clumsy like the bruise on my knee, and the grape juice stain on my shirt.”

“My brown is comfortable like an old pair of shoes, or a rock that fits just right in my hand.”

“My green is growing like a caterpillar lunching on leftover leaves.”

“My green is gross like slippery slime.”

“My yellow is brave like a flashlight in the night.”

*Have students break into small groups and assign each group a color. Have them follow the “Writing Process” step #1 of brainstorming ideas for associations for that color, then follow the rest of the steps in order to come up with one simile they want to share with the class. They can find images that relate to their simile on the computer or draw an illustration.

*Put all of these together into a class story, discussing the order of the colors and organizing them/revising to create the best sequence/plot. Publish the class book and provide copies for each student if possible.

*Extension activity: Have students write their color association on a sign and create a short audio/video piece as a class that shows individual students or groups holding up their signs and stating their color association and/or showing close-ups of illustrations for it.

Common Core State Standards: W.3.3, W.4.3, W.5.3, W.3.4, W.4.4, W.5.4, W.3.5, W.4.5, W.5.5, W.3.6, W.4.6, SL.3.1, SL.4.1, SL.5.1, SL.3.5, SL.4.5, SL.5.5, L.4.5, L.5.5

10/ Character/Setting/Theme Activity:

*Have students circle traits on the “**Character-istics**” activity sheet that describe the main character, then have them compare sheets. Ask students what they know about the main character of the book. Ask them to support their ideas, citing examples from the text. Examples could be that the character has her own way of looking at the world (“But my blue is happy.”); that she is persistent/stubborn (after encountering so many ideas that don't match hers, she still struggles to understand and still maintains her own point of view); etc.

*Ask students what they know about the setting of this story. Where does it take place? How do we know the setting without it being described in words?

*Ask about the main idea of the story. Tell them to use details to support their answers.

*Have students re-tell the story in their own words.

Common Core State Standards: RL.3.3, RL.3.2, RL.5.3, SL.3.2, SL.4.2, SL.5.2

11/ Color Circle:

*Have students use multicolored yarn to do a web activity. Have them stand in a circle and pass the yarn across and around the circle, from one person to the next. When a student gets the yarn, have her/him state one color on the yarn and one thing that color reminds her/him of, then pass the yarn to another person in the circle. Keep going until all students have gone at least once, and the yarn makes a “web” in the middle of the circle.

*Have students talk about what was said and compare and contrast their color associations.

*Extension activity: Give students small notebooks (or have them make them) to keep lists of colorful things they encounter in the next three days, then share with the class/write poems incorporating those things.

* Extension activity: Have students make fortune-teller games (see origami under Resources/Links), writing one color per “flap” and under each color flap a “fortune” to go with that color, ie. – “You have a bright, sunny personality.”

STUDIO ART/ART HISTORY:

1/ Color Mixing Activities:

*Have students mix secondary and tertiary colors, tints, shades, and tones. Discuss the difference between mixing light (additive) and mixing pigment (subtractive). (See Resources/Links for more information.)

Color mixing vocabulary: hue, primary colors, secondary colors, tertiary/intermediate colors, tint, shade, tone, intensity

*Discuss the color variations that can be mixed with the primary colors, black, and white.

*Provide students with limited palettes of primary colors, black, and white, and have them create their own signature colors and name them. (Give examples of names from Crayola crayons or make up a couple of examples.)

*Have students complete the “**Color Mixing Equations**” activity sheets using tempera or acrylic paint, crayons, colored pencils, or markers.

*Have students create their own color wheels using the printable “**Color Wheel**” activity sheets. They can use them in the “Colors” game activity.

*Have students identify a personal color association and create an additional page for MY BLUE IS HAPPY using that color, following the structure: “My _____ is _____ like a _____.” Use the corresponding “**Show Your Colors**” activity sheet as a prompt. Students may need to do several examples as a group first (project the activity sheet on the white board and have volunteers come up to fill in the blanks with a dry erase marker).

*After students have completed their activity sheets individually or in small groups, have them volunteer to share their work. Compare and contrast various student color associations and discuss how color, like so many things, can be both universal and individual.

Common Core State Standards: W.4.8, W.5.8, SL.3.1, SL.4.1, SL.5.1

2/ Group Composition Activity:

*Have students mix their own signature colors, then have them work together to paint one large group canvas.

*Alternatively, have them each paint a separate mini canvas with their own signature color, then put them all together into one large modern “color quilt.” Rearrange the mini canvases into several compositions (dark values to light, cool colors to warm, etc.) before choosing a final composition for display during open house or book fair. (Canvases can be glued with white glue onto one larger canvas or masonite/plywood board for display.)

*Host a special reception to share the students’ work, and have parents and other guests fill out their own “**Show Your Colors**” activity sheets, or do some color mixing activities.

3/ Colorful Times Activity:

*Discuss how various artists use color in different ways, from colors as symbols in ancient and medieval art to Picasso’s Rose and Blue Periods to Abstract Expressionism.

*Specific styles and time periods such as Color Field Painting, Pop Art, Impressionism, and Fauvism can be viewed and discussed through the lens of color. (See Resources/Links.)

*Show specific works and ask students to discuss the following questions in small groups and take notes. (For younger students, this can be done as a class activity.)

What types of colors did the artist use?

Why do you think the artist made those color choices?

What do you think was the reaction from critics/the public? (Even young students can understand how people who are used to seeing dark, dull colors would react to the light, bright colors of the Impressionists, for example.)

*Have them compare and contrast two of the works. Ask them to look at the subjects (what the art is about), the colors, and the types of lines and shapes. Ask if the pieces are realistic or abstract.

*In small groups, have them research culture and color and create a brief presentation, including text and images/video and citing sources.

Common Core State Standards: W.3.2, W.4.2, W.5.2, W.3.6, W.4.6, W.5.6, W.3.7, W.4.7, W.5.7, W.4.8, W.5.8, W.4.10, SL.3.1, SL.4.1, SL.5.1

4/ Context of Color Activity:

*Lead a class discussion about color and style: Do certain colors go in and out of style? Why? What colors are in style now? For fashion? For interior design/home furnishings? For cars? Have students identify colors they prefer for various products and discuss why they like them. (For younger students, this can be done as a class activity.)

*In small groups, have them research time periods/places in history and what colors and color palettes were popular in clothing and household objects. (50’s, 60’s, 70’s, and 80’s are particularly good recent time periods, as are medieval and Victorian times.) Have students create a brief presentation, including text and images or video on this topic and citing sources.

Encourage them to ask each other questions after presentations, and ask them to summarize key points from presentations.

Common Core State Standards: W.3.2, W.4.2, W.5.2, W.3.6, W.4.6, W.5.6, W.3.7, W.4.7, W.5.7, W.4.8, W.5.8, W.4.10, SL.3.1, SL.4.1, SL.5.1, SL.3.3, SL.4.3, SL.5.3, SL.3.4, SL.4.4, SL.5.4

SOCIAL STUDIES:

1/ Color Across Cultures Activity:

*Introduce that colors can be symbolic, and that colors are viewed differently from one culture to another. Give examples. (See Resources/Links.) Ask students if they know of anything that particular colors are used for in their own cultural backgrounds or in American culture/society (ie. – traffic lights and signs, weddings, funerals, etc.).

*Have students research one color and give three or more associations from different cultures, stating what that color represents. Have them record their findings on the “**Culture and Color**” activity sheets.

*In small groups, have them research culture and color and create a brief presentation, including text and images/video on this topic and citing sources. Encourage them to ask each other questions after presentations. Ask them to summarize key points from other presentations.

Common Core State Standards: W.3.2, W.4.2, W.5.2, W.3.6, W.4.6, W.5.6, W.3.7, W.4.7, W.5.7, W.4.8, W.5.8, W.4.10, SL.3.1, SL.4.1, SL.5.1, SL.3.3, SL.4.3, SL.5.3, SL.3.4, SL.4.4, SL.5.4

SCIENCE:

1/ Color Mixing Two Ways Activity:

*Discuss how color mixing with light (additive) is different from color mixing with pigment (subtractive). (See Resources/Links for more information.)

*Have students mix secondary colors (from primary colors) and complete the “**Color Mixing Equations**” and “**Color Wheel**” activity sheets, then compare and contrast color mixing with pigments vs. color mixing with light. Project examples on the white board. (See Resources/Links for images.)

2/ Seeing in Color Activity:

* Discuss color perception: What makes us “see” color? How do people see color differently from one another? What does it mean to be colorblind?

*Have students research color perception in small groups and create brief presentations, including text and images/video and citing sources.

*Pass out paint color chips (cut up from the paint store), and have students discuss them in small groups/centers and make up their own names for each color, using color associations or things the colors remind them of (ie. – “Bubble Gum Pink”). Have them take notes on the “**Seeing in Color**” activity sheet or write all of the brainstormed colors on the back of the paint chip and the final one they choose on the front of it. Have them present to the class about differences in color perception in the group and how they influenced name choices (ie. – Did a color look “Bubble

Gum Pink” to one person and “Sunburn Pink” to another?). For younger students this activity can be done as a class.

Common Core State Standards: W.3.2, W.4.2, W.5.2, W.3.6, W.4.6, W.5.6, W.3.7, W.4.7, W.5.7, .4.8, W.5.8, W.4.10, SL.3.1, SL.4.1, SL.5.1

3/ Synesthesia Activity:

- *Discuss how some people experience color as taste/smell/etc. (See Resources/Links for more information.) Ask students to imagine what it might be like to ‘smell’ purple or ‘hear’ yellow.
- *In small groups, have students research synesthesia and create a brief presentation, including text and images/video and citing sources. Then have them develop a poem that uses sensory words and colors, focusing on words that describe how colors might feel, sound, taste, or smell. Does orange scream or whisper? What would light pink taste like?
- *Ask students to pick a feeling, sound, taste, or smell and try to show it visually using color.

Common Core State Standards: W.3.2, W.4.2, W.5.2, W.3.6, W.4.6, W.5.6, W.3.7, W.4.7, W.5.7, W.4.10, SL.3.1, SL.4.1, SL.5.1

HISTORY:

1/ Colors of Our Country Activity:

- *Discuss the idea of subjectivity and individual differences as related to the American experience and our history as a country. Are we a melting pot of assimilation where “colors” (representing flags, cultures, ideas, etc.) mix together, or a salad where each ingredient retains its distinctive flavor and color, standing out and complementing the rest?
- *Have students work in small groups to come up with their position on this question, take notes, then present it to the class. Encourage them to ask each other questions after presentations. Ask them to summarize key points from presentations.
- *For older/more advanced students, ask if this changes during different periods in history (ie. – during the Cold War/MacCarthyism, etc.). Are we as a country more or less tolerant of cultural and individual differences at different times in history? Why?

Common Core State Standards: W.3.1, W.4.1, W.5.1, W.4.10, SL.3.1, SL.4.1, SL.5.1 1, SL.3.3, SL.4.3, SL.5.3, SL.3.4, SL.4.4, SL.5.4

CHARACTER EDUCATION:

1/ Same and Different Activity:

- *Discuss how we have different points of view that are formed from our biology (our genes and the make-up of our physical bodies) and our life experiences (things that happen to us or things we do), just like we have different associations to colors. Ask: Why is it good that we’re all different? What makes it difficult sometimes? Do people ever feel pressured to be the same as

someone else, or behave the same way? What can you do when this happens to you, or to someone you know?

*Explain that some things are common to all people, or “universal.” Ask students to think about things we all share as human beings (needs, wants, human limitations, etc.) despite our differences. Divide students into small groups and have them use the “**Same and Different**” activity sheet to brainstorm ways they are different and the same. Younger students can brainstorm as a group and record answers on the white board. They can also use the “**Compare and Contrast**” activity sheet to record how two students are different and the same in Venn diagram format.

*Have groups of students make a video about what’s different or the same about them.

Common Core State Standards: W.3.1, W.4.1, W.5.1, W.4.10, SL.3.1, SL.4.1, SL.5.1 1, SL.3.3, SL.4.3, SL.5.3, SL.3.4, SL.4.4, SL.5.4, SL.3.5, SL.4.5, SL.5.5

2/ Feeling Faces:

*In MY BLUE IS HAPPY, the main character associates colors with feelings. Explain how feelings are one thing we all share. Have students come up with all kinds of feelings (not just the usual ones like “sad” and “happy”) and write them on the board. Examples to use if students need them: worried, nervous, exasperated, elated, ecstatic, furious, frustrated, ashamed, thoughtful, tired, exhausted, alarmed, shocked, troubled, bored, excited, hopeful, etc. (You can also Google “feeling faces” and get tons of free images and charts.)

*Have students use the “**Feeling Faces**” activity sheet to list feelings and draw what some of the feelings look like as facial expressions. They can even work in pairs and have one partner model the facial expression while the other draws it. Make it a friendly competition by challenging them to see which pair can come up with the greatest number of feelings.

*Extension activity: Have students create a brief video as a class showing their interpretations (drawings and also making the faces, themselves) of their feeling faces.

Common Core State Standards: SL.3.5, SL.4.5, SL.5.5

MATH:

1/ Color Survey and Graph/Chart:

* Take a survey of students’ favorite colors. Older students can do this on their own; younger students can do it as a class. Take recorded answers and have students represent them using a bar graph or pie chart. Using the graph, have students answer questions about how many people like different colors, etc.

Common Core State Standards: 3.MD.B.3

RESOURCES/LINKS & MATERIALS

COLOR MIXING & COLOR VOCABULARY:

<http://www.colormatters.com/fun-color-facts>

<http://www.columbus.k12.nc.us/echsart/COLOR%20VOCABULARY.pdf>

http://www.colorwithleo.com/art_colorwheel.php

<http://www.d.umn.edu/~mharvey/th1501color.html>

<http://www.oms.edu/tech/colormix.php>

<http://www.enchantedlearning.com/crafts/Colormixing.shtml>

Google “color mixing” and get free images explaining additive and subtractive color mixing.

COLOR & CULTURE:

<http://www.colormatters.com/color-symbolism/the-meanings-of-colors>

COLOR & ART:

<http://www.metmuseum.org/toah/works-of-art/50.188>

http://www.artyfactory.com/art_appreciation/art_movements/fauvism.htm

http://www.getty.edu/education/teachers/classroom_resources/curricula/impressionism/lesson01.html

http://www.artyfactory.com/art_appreciation/art_movements/impressionism.htm

http://www.metmuseum.org/toah/hd/abex/hd_abex.htm

<http://artsy.net/gene/color-field-painting>

<http://www.npr.org/templates/story/story.php?storyId=87871332>

COLOR & FASHION:

<http://www.petercalvin.com/data/web/ud/colortrends.html>

<http://www.colormatters.com/color-and-marketing/quirks-of-the-color-quest>

COLOR BLINDNESS:

<http://www.colormatters.com/color-and-vision/what-is-color-blindness>

http://kidshealth.org/kid/talk/qa/color_blind.html

SYNESTHESIA:

<http://www.colormatters.com/color-and-the-body/how-color-affects-taste-and-smell>

METAPHORS, SIMILES & ALLITERATION:

<http://olc.spsd.sk.ca/de/resources/litdevices/>

<http://www.soundonsound.com/sos/apr01/articles/lyric.asp>

<http://popdust.com/2012/10/12/taylor-swift-red-lyrics-breakdown-so-many-colors-so-many-similes/>

Examples of songs with literary devices (including similes, metaphors, and personification):

“April Come She Will” by Simon & Garfunkel

“Circle Game” by Joni Mitchell

“Cold As Ice” by Foreigner

“Kathy’s Song” by Simon & Garfunkel

“Love is Like a Butterfly” by Dolly Parton
“The Rose” by Bette Midler

OTHER COLOR RESOURCES:

<http://www.colormatters.com/color-resources/bibliography>

MATERIALS:

Sources for canvases, mini-canvases, crayons, markers, and paints:

<http://www.dickblick.com>

<http://www.saxarts.com>

Sources for spinner arrows for “Colors” game:

http://www.boardgamedesign.com/pages/go_shopping_2012/arrows.htm

http://catalog.parentteacherstoreusa.com/transparent_spinners_set_of_5-p-118166.html#.UVj1jkLXe0t