SEEDS

Skill-based Educational Experiences Delivery System

BOOK #4

MOUSE PAINT

by

Ellen Stoll Walsh

Materials

Vocabulary Word Cards

Colored Bean Bags (red, blue, yellow, orange, green, purple)

Large Bag

Florida Institute of Education at the University of North Florida

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SEEDS
Session 1 - Steps to Success
Mouse Paint, Ellen Stoll Walsh

Preparation

- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards – *colors, red, blue, yellow, orange, green, purple.*
- Read the Steps to Success session cards.
- You will need Vocabulary Word Cards, colored bean bags.

Introduction of Book

- Show the children the cover of the book and ask them to identify what they see on the cover of the book. (Three mice painting.) Tell the children that the children are painting with three different colors – red, yellow, and blue.
- Ask the children to look at the clothes they are wearing and point to clothing that is red, clothing that is yellow, and clothing that is blue. As they point to the colors, ask them to say each color name.
- Identify the title of the book and the author of the book.
- Hand the book to one of the children and ask him/her to point to the front of the book and the back of the book. Hand the book to another child and ask him/her to point to the top and the bottom of the book.

Reading Aloud

- Tell the children that you will be reading a story about three mice that are painting and mixing the red, yellow, and blue colors.
- Introduce the Vocabulary Word Cards – *colors, red, blue, yellow, orange, green,* and *purple.*
- Match the Vocabulary Word Cards to the pictures on the cover of the book – *red, yellow, blue.* Open the book and match the remaining colors.
- Read the book to the children and point to the red, yellow, and blue pictures on the first few pages. Ask the children to say the color words with you. Tell the children that the mice are going to start mixing the colors to make new colors. Read the remaining pages to the children.
- When you get to the pages where the orange, green, and purple colors are mixed, review with the children how mixing red, yellow, and blue make new colors.
- **While reading the book**, ask the following question:
  - What colors did the mice see when the cat was asleep? (red, yellow, blue)

After Reading

- **After reading the book**, ask the following questions:
  - What color was made when the red mouse stepped into the yellow paint? (orange)
  - What color was made when the yellow mouse stepped into the blue paint? (green)
  - What color was made when the blue mouse stepped into the red paint? (purple)
  - What is your favorite color?

Conversations and Vocabulary Development

Activity 1 Display the red, yellow, and blue color Vocabulary Word Cards. Ask the children to say the color words with you. Sing the **Red, Yellow, Blue** song with the children.



Red, Yellow, Blue
(Tune: Yankee Doodle)
Red is the color of an apple.
Yellow is the color of the sun.
Blue is the color of the sky,
When we go out and have fun.

Sing the song a couple times. Hold up the red, yellow, and blue Vocabulary Word Cards and ask the children to say the name of the colors.

Activity 2 Look around the room and play the **I Spy** game with the children. Say, "I spy somebody who has on a red shirt." Continue calling out clues for the colors yellow and blue. When the children find the objects, ask them to tell you what they found and say it in a sentence. Sing the **Color Me Happy** song with the children.

Color Me Happy
(Tune: Twinkle, Twinkle, Little Star)
If I were the color blue, I'd sing a song for you.
If I were the color yellow, I'd be a happy fellow.
If I were the color red, I'd have a flower on my head.

Activity 3 Show the orange, green, and purple Vocabulary Word Cards to the children. Remind them that the mice mixed red, yellow, and blue to make the new colors. Sing the **Colors** song with the children while holding up the color Vocabulary Word Cards.

Colors
(Tune: I'm a Little Teapot)
Orange is the color of carrots.
Green is the color of the grass.
Purple is the color of plums.
We get these colors when the mixing is done.

Ask the children "What else is orange?" "What else is green?" "What else is purple?"

Conversations and Language Enhancement

Activity 1 Give each child one of the colored bean bags. Ask them to walk around the room and find an object that is the same color. When they find the object, ask them to make up a sentence about the object, such as, "I found a blue book on the table." Repeat the activity while changing the colors of the bean bags.

Activity 2 Give each child a colored bean bag. Sing the **Colors Hooray!** song with the children.

Colors Hooray!
(Tune: If You're Happy and You Know It)
If you have something red, touch your head.
If you have something blue, touch your shoe.
If you have something yellow, touch your favorite fellow.
Red, blue, yelow are the primary colors.

Activity 3 Remind the children what the book was about. Give each child a topic and ask him/her to make up a full sentence describing the topic. If the child has difficulty, prompt by giving clues or say a sentence and ask the child to repeat the sentence.

Prompt 1 - I'm a little white mouse and I stepped into some red paint and it got all over my feet. What is going to happen when I start walking?
Prompt 2 - I'm a little white mouse and I got blue paint all over my body. It felt like...
Prompt 3 - I'm a little white mouse and I got red, yellow, and blue paint all over myself. How am I going to get this paint off my fur?

SEEDS
Session 2 - Steps to Success
Mouse Paint, Ellen Stoll Walsh

Preparation

- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards – *colors, red, yellow, blue, orange, green, purple.*
- Read the Steps to Success session cards.
- You will need Vocabulary Word Cards, colored bean bags.

Introduction of Book

- Ask the children to describe what the mice did with the red, yellow, and blue paint to make new colors. (They mixed the colors together.)
- Ask the children to tell you the new colors that the mice made. (orange, green, and purple)
- Review the title of the book and the author of the book.
- As you read the book, point to the color words so that children know that print, not pictures, tells the story. Show the color Vocabulary Word Cards to the children and say the color word while pointing to the words.

Reading Aloud

- Review the color Vocabulary Word Cards with the children. Give the book to one child and ask him/her to open the book and point to something that is red. Continue this activity until all children have had a chance to point to yellow, blue, orange, green, and purple objects in the book.
- Read the book to the children.
- **While reading the book**, ask the following questions:
  - What happens when you mix red and yellow together? (orange)
  - What happens when you mix blue and yellow together? (green)
  - What happens when you mix blue and red together? (purple)
- If paint is available, children can mix paint after their activity.

After Reading

- **After reading the book**, ask the following questions:
  - What did the mice do when their fur got sticky and stiff? (They washed themselves.)
  - Where did the mice take a bath in the story? (In the cat's water dish.)



Conversations and Vocabulary Development

Activity 1 Place the colored Vocabulary Word Cards on the floor. Tell the children they will be singing a color song and they have to find the colors on the floor.

Find the Color
(Tune: If You're Happy and You Know It)
There are colors on the floor, on the floor.
There are colors on the floor, on the floor.
Find a red color on the floor, on the floor.
Find a red color on the floor, hold it up and find some more.
Find a red color on the floor, on the floor.

Continue singing the song using the colors yellow, blue, orange, green, and purple.

Activity 2 Ask the children to look at the colors of their clothes. Sing the **Wearing Colors** song with the children.

Wearing Colors
If you are wearing (**red**) today, jump up and down.
Jump up and down. Jump up and down.
If you wearing (**red**) today, sit back down.

Continue to change the colors and actions in the song – **blue (turn around), yellow (clap your hands), orange (nod your head), green (stamp your feet), purple (touch your nose)**.

Conversations and Language Enhancement

Activity 1 Put the colored bean bags in a large bag. Ask each child to pull out a colored bean bag and say the name of the color. Ask the children to say the beginning sound of the color word. Ask them to look around the room and find an item that is the same color. Ask the children to make up a full sentence using the color word in the sentence.

Activity 2 Tell the children that you are going to be saying some color words and you want them to repeat the words and clap for each syllable in the word.

1 Syllable Words: red, blue, green, orange, mouse
2 Syllable Words: yellow, purple, colors, puddle

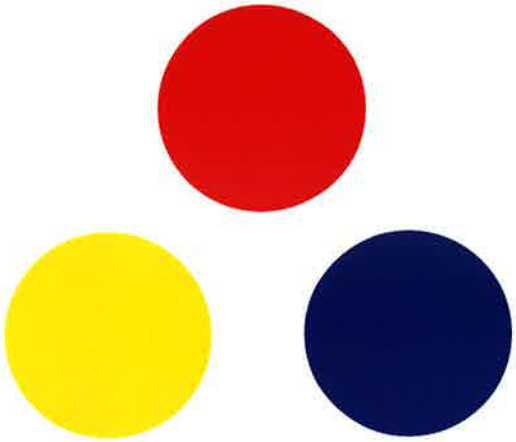
Activity 3 Ask the children to tell you what the book was about. Give each child a topic and ask him/her to make up a full sentence describing the topic. If the child has difficulty, prompt by giving clues or say a sentence and ask the child to repeat the sentence.

Prompt 1 - If I had a paint brush in my hand, I would paint . . .

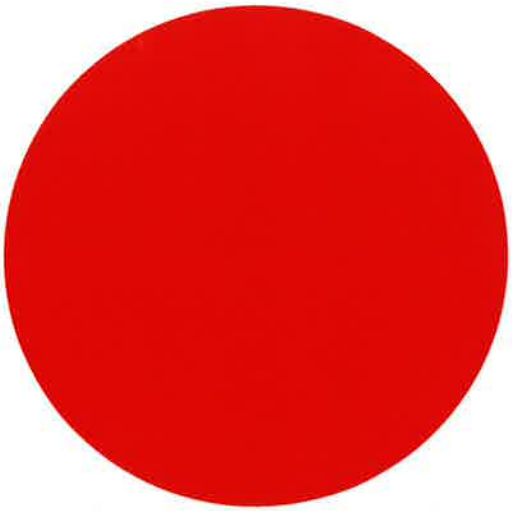
Prompt 2 - If I was making frosting for my cupcakes, this is how I would make the following colors: orange, green, purple.

Prompt 3 - My favorite color is _____, because . . .

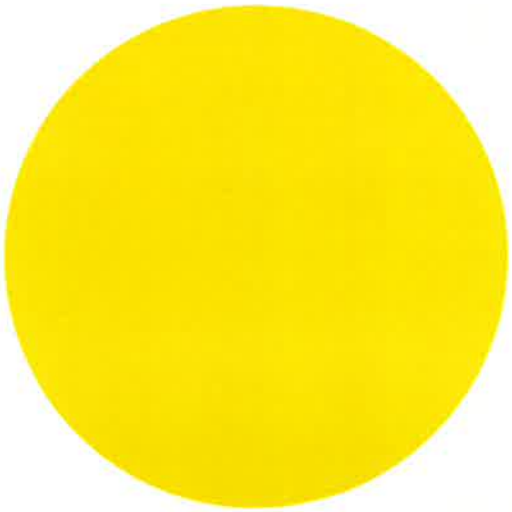
Vocabulary Word Cards



colors



red

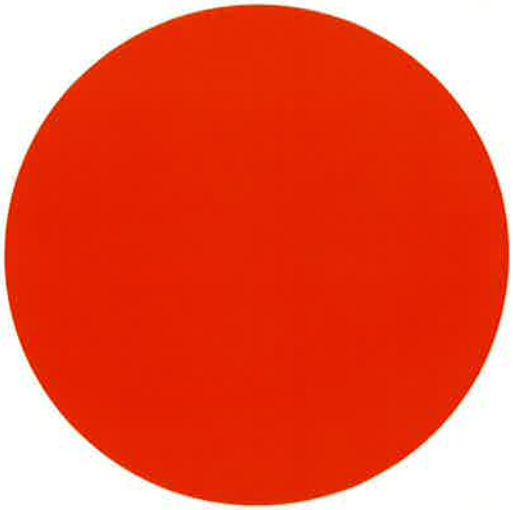


yellow

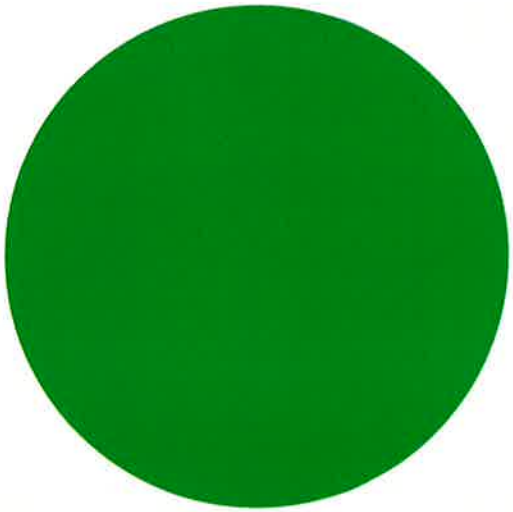
Vocabulary Word Cards



blue

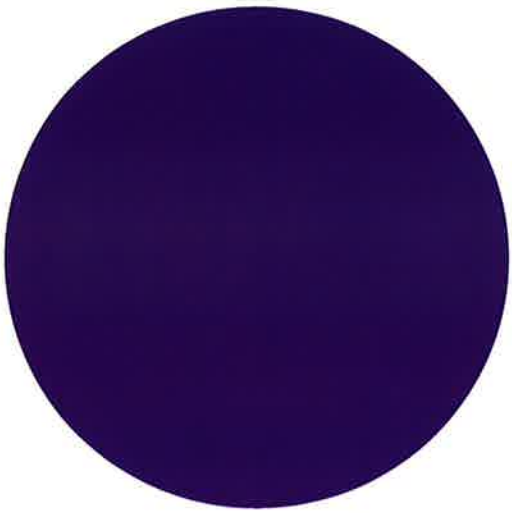


orange



green

Vocabulary Word Cards



purple