**Title:** Identifying Colors

**Subject Matter Emphasis and Level:** Identifying Red, Yellow, Green, Blue, Orange, and Purple using the Jigsaw Strategy in Kindergarten.

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**Brief Description of the Lesson/Unit:**

Jig Saw Activity on colors.

**SD Content Standards:**

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First I will introduce the lesson by reading the story *The Crayon Box that Talked*, by DeRolf. I will explain that we are going to learn and identify six of the colors mentioned in the story. Next I will divide the class into four groups of six. At each table will be one of the following books:

2. *Where is the Green Sheep?* by Mem Fox
3. *Cat’s Colors*, by Jane Cabrera
4. *Mary Wore Her Red Dress, A Traditional Song* illustrated by Michael Morris

Each student in each group will have a copy of the book for their group. There will be an envelope with six different colored strips of paper in it, (red, yellow, green, blue, orange, and purple). Each child will pick a piece of paper out of the envelope to find out what color they will be researching. Their assignment will be to identify all the things in the book given to them that is the same color as the one they picked out of the envelope. Also, they are to look at home to find other objects that are the same color.

The next day the students will get into their “expert” color groups. Now there will be six groups of four, one group for each subtopic. These groups will share their findings from each book and from home with their expert group. They will then compile a list of things that can be that color, by either writing the word or drawing the picture of each item. They will generate a couple of assessment questions to give to the teacher that refers to their color. An example would be “Name or draw an animal that is green”.

Each student will then take back their list to their original group, and share it with them. They will listen to the story on tape and raise their strip of paper of their particular
color whenever it is mentioned in the story. They may do this a few times, changing color strips each time, so they can practice identifying the different colors.

Next the group will decide on their synthesis task or project. When completed, they will share their project with the class. They can choose one of the following ideas for their project:

1. Make up a new version of the story they listened to, such as *Brown Bear, Brown Bear, What Do You See?* by drawing different pictures for each color word.

2. Make a “Color Book” with each person drawing a different picture for each color.

3. Create their own project using all six colors.

Throughout the lesson, my role will be to coach the expert groups, and the original groups, to make sure they stay focused on the lesson, and that each group is learning to get along and work well with each other. I need to be sure that all students are individually accountable for their share of the group’s efforts.

Last of all as an evaluation of the lesson, I will ask each student individually the following questions:

1. What did you like the best about this lesson?
2. What could you have improved on?
3. How well did your group work together?
4. What can your group do to improve?
5. What is something that can be either red or yellow?
6. What fruit can be either green or purple?
7. Name an animal or insect that is green.

8. Tell me something that can be either blue or orange.

9. Name something that can be any of the colors we learned about.