



THE MISSING COLORS

A K-3 CURRICULUM



BASED ON THE BOOK, THE MISSING COLORS, BY WAITATIRI

CREATED BY ADRIANA CORTEZ

THE MISSING COLORS

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Age Range: K-3

BEFORE READING

Gallery Walk (25 mins.) - detailed plan on next pages

This activity is recommended to be done prior to the read-aloud (a few days to one week before). Students will observe different photos around the classroom that are based on one color. Students will think about how colors and images can evoke different types of emotions. This activity assumes that students have had exposure to and discussions around emotions.

Vocabulary Pre-Work (5 mins.) - [link to vocabulary slides](#)

Teacher will review vocabulary that may be unfamiliar to students using the following format:

1. Show vocabulary word and picture
2. Read the word out loud and have students repeat it
 - a. Before this activity, if there are multilingual learners in the classroom, you can ask them if they know the word in another language
 - b. Alternatively, you can look up the word in other languages represented in the classroom
3. Read the definition of the word out loud
4. Follow the directions in the notes section of each slide

Predicting Prompt (5 mins.)

This will prompt students to practice inference skills by considering what the book might be about based on the title, cover, and pictures.

1. Ask students to look at the cover. Ask, "What do you notice?"
2. Teacher will quickly flip through the pages, skipping some pages at a time. Students will quietly look as the teacher does this.
3. Ask, "What do you think this book might be about?" If there is no response after 8 seconds, teacher can say, "I notice that there are different colors. I wonder what this means."
4. Students can share one by one or in a turn and talk

THE MISSING COLORS: GALLERY WALK

Students will observe different photos around the classroom that are based on one color. Students will think about how colors and images can evoke different types of emotions. This activity assumes that students have had exposure to and discussions around emotions.

Materials:

- Color photos (p. 5-10)
- Post-its for teacher
- Marker/pen for teacher
- Tape
- Anchor chart
- Optional: Post-its and pencils for students

Preparation:

- Choose one of the color photos for your mini-lesson/example and set it aside
- Place color photos around the classroom with tape (see p. 5-10)
- Have Gallery Walk Partner Chart (p. 4) ready for the lesson and independent learning
- Have emotions chart posted in classroom
- Optional: Distribute a post-it and pencil to each student as you gather your class in a circle

Alternative Option: Instead of using printed color photos, the teacher can use other items to represent or show different colors. These can be items around the classroom that the students helped find, different color markers or post-its, or cards with different colors on them. *If you choose to use items from around the classroom, it is recommended for teachers to emphasize that students should focus on the color of the object rather than the object itself for this activity.*

Mini Lesson

1. Gather all of your students in a circle
2. Show one of the photos from this document and ask, "What do you notice in the picture" Have students sit with the question for a few seconds to take in what they're seeing. Next, ask, "What do you notice in your body when you see this picture?"
3. Write on the board, "I am feeling _____ because..." Explain to students that we will be using this sentence starter to help us identify emotions as we look at different pictures. Refer to the emotions anchor chart to give students options.
4. Ask, "Does this picture make you feel an emotion?" Ask for a thumbs up from students. Call on 2 -3 students to share.
 - a. If two students share similar answers/emotions, mention that sometimes different images can create two different emotions. They don't always make people feel the same thing because it makes them think of different things. Provide an example of how the image - blue, for example - can make someone feel joy because it reminds them of a clear blue day, or it can make someone feel sad because blue is the color of their favorite toy that they lost.
 - b. If students share that they experienced different emotions, point this out to the students by saying, "I noticed this picture made [Student Name] feel _____ and [Student Name] feel _____. I wonder why that is? Would anybody like to share why this picture made you feel that way?" Call on the same students who shared before to explain their thinking.
 - c. Optional: Draw a quick face (circle, eyes, nose, happy/sad/scared/joyful/etc.) that represents students' answers on a post-it and put the post-it on the picture.
5. Provide instructions: Explain to students that they will look at different images around the classroom and that you want them to pay attention to how each photo makes them feel. Remind students to refer to the emotions chart if needed.

Independent Learning

Divide students into even groups (Optional: Play light, calming music in the background)

1. **Provide instructions:** For each picture, students will stop to think about and answer the following questions in pairs (within their group). They will have three minutes at each picture station.

a. For each picture, ask yourselves:

i. *What color do you notice?*

ii. *What does this image remind you of?*

iii. *What emotion or emotions do you feel when you see this color? Why?*

1. **I am feeling _____ because...** (Students can refer to emotions chart for support)

2. Optional: Have students draw a face that represents their emotions when they see the photo

3. Optional: Use this Gallery Walk Partner Chart to help guide students' thinking

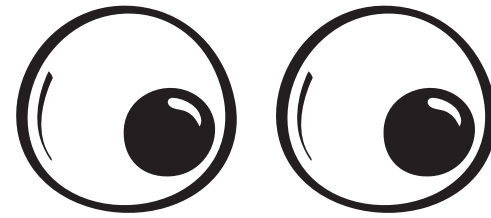
2. After three minutes, students will move as a group onto the next photo to discuss what they see, answering the same questions as before.

Debrief (Optional):

Once all students have rotated around the classroom and discussed each photo, they will come back together as a whole group. The teacher will facilitate a discussion around examples of feelings that came up for them. One way to do this is to use the questions students discussed during the independent learning activity.

ASK YOUR PARTNER...

What do you see?



What does this remind you of?



What emotion are you feeling?



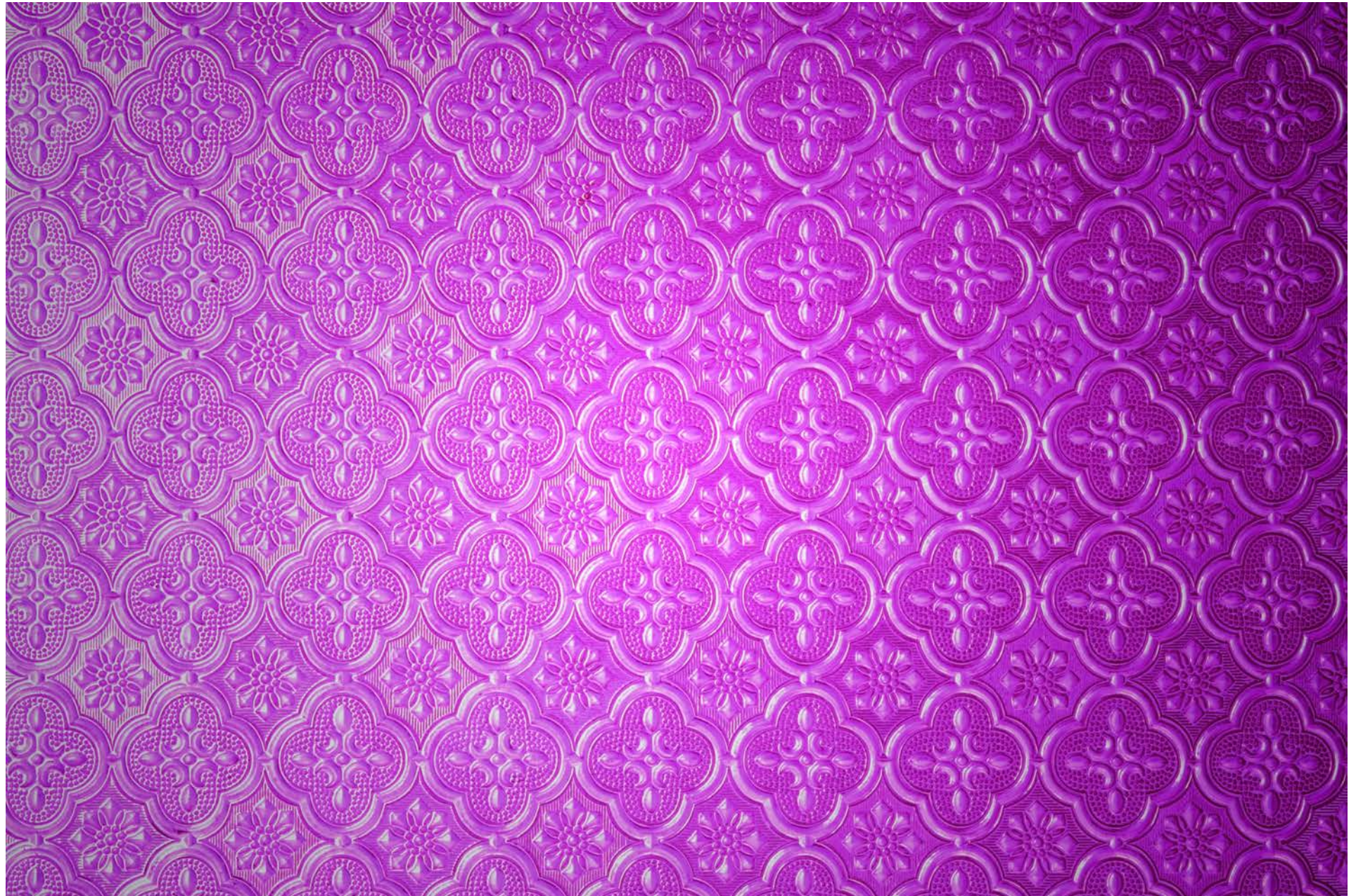












DURING READING

Discussion Questions

In the version of the book “with discussion prompts” these questions appear as post-it notes on the specified pages

Pg. 5 - What do you think these colors represent? What do they mean? Why do you think that?

Pg. 7 - What do you think it means to feel “grey”? Have you ever felt like this? When? What happened? Turn and tell a partner. The teacher can ask for a few share-outs after a turn and talk.

Pg. 13 (optional) - What does it mean to feel “empty” or “invisible” or “different”? How is he feeling right now? You can refer to the vocabulary pre-work activity for additional scaffolding. Students can share verbally, or if they have whiteboards, chalkboards, or pencil and paper, they can draw a face that shows these feelings.

Pg. 18 - Putra’s hands are turning blue. Does this “blue” mean happy or sad here? How can you tell?

Pg. 19 - What do you notice is happening? Why do you think he is turning different colors?

Pg. 22 - How has Putra changed from the beginning to the end of the book? Why?

Pg. 23 - In the book, we saw how Putra’s friends helped him get his colors back. How can you help a friend who is feeling grey? What would be the color you want to share? Why?

AFTER READING

Self-care can come in many different forms. This activity will prompt students to think about what self-care looks like for them, especially when they are feeling sad.

1. Gather students in a circle
2. Teacher can say, "In this book, the boy's new friends share their colors with him when he feels grey. Think of a time when you felt "grey." What made you feel better? Did you have people in your life that shared their colors with you or did something else, like give you a toy or food, that made it better?"
3. Give students 1-2 minutes to turn and tell a partner
4. Ask students if anyone would like to share their idea.
5. Optional: If students are struggling to think of an idea, you may provide your own example of someone or something that brings you joy, especially when you are sad or upset.
6. After the discussion, students may go back to their workspace to draw who or what brings them joy and colors. You can ask students to keep their drawings nearby or hang them up in the classroom.

Small group guidance: Teacher may gather 4-5 students in a small group to build on their example by drawing a picture of the person or item that makes the teacher happy. Students can work in pairs to complete this activity.

Add-On: Students can bring in an item or picture of an item or person that makes them feel safe and happy.