



Title: A Color of Our Own

GRADE: 1 **TIME: 1-2 sessions**
Developed by Karen Stomberg and Eloise Larson

KIT INCLUDES:	MATERIALS:
<ul style="list-style-type: none"> • lesson plan • big Book, “A Color of His Own” by Leo Lionni • sample class book with laminated chameleons in pocket and bookmaking instructions • class set of laminated chameleons • instruction boards for drawing, painting and printing chameleons • vocabulary board 	<ul style="list-style-type: none"> • tempera cakes—sets of two primary colors per student, (red/blue, blue/yellow, red/yellow) • large (1”) easel brush • water container • 6 x 9” white paper • pencil, scissors • 9 x 12” white paper (2 per student) • masking tape • black permanent marker <p>Class Book:</p> <ul style="list-style-type: none"> • laminator, comb binding or binder rings, 12 x 18” (1) & 9 x 12” (1) • colored paper, copy of cover graphic



LESSON DESCRIPTION:

This lesson is based on the illustrations in the book “A Color of His Own”, by Leo Lionni. Students each produce a cut out chameleon in Lionni’s style and two pages of painted paper. They camouflage their chameleons in the painted paper. Both can be made into a class book or a bulletin board.

VOCABULARY:	ART ELEMENTS:	ART PRINCIPLES:	CONTENT CONNECTIONS:	
illustrator author camouflage chameleon	paint print	<div><div>✓</div>Line</div> <div><div>✓</div>Shape/Form</div> <div><div>✓</div>Color</div> <div><div>___</div>Value</div> <div><div>___</div>Texture</div> <div><div>___</div>Space/Perspective</div>	<div><div>___</div>Pattern</div> <div><div>___</div>Rhythm/movement</div> <div><div>___</div>Proportion/Scale</div> <div><div>___</div>Balance</div> <div><div>___</div>Unity</div> <div><div>___</div>Emphasis</div>	Language arts; reading, predicting, bookmaking Science: camouflage, habitats, adaptation

OBJECTIVES AND ASSESSMENT CRITERIA: Students will:

1. observe how author/illustrator Leo Lionni made the illustrations in his book, “A Color of His Own”,
2. consider how camouflage works and camouflage their chameleon,
3. create art in Leo Lionni’s style,
4. explore color mixing through painting, and
5. discuss what a print is and make one.

PREPARE:

- Gather all materials and make a sample chameleon.
- Organize sets of primary colored tempera cakes: red & blue, red & yellow, yellow & blue. (Styrofoam meat trays work well as bases.)
- See if your school library has other copies of the book or the audiotape of “A Color of His Own”.

ENGAGE AND EXPLORE:

1. Read the big book “A Color of His Own”, by AUTHOR and ILLUSTRATOR Leo Lionni.

- A. Ask students, “What is the job of an AUTHOR? And “What is the job of an ILLUSTRATOR?” Leo Lionni wrote the words and made the pictures in this book. Many times two different people do these jobs in one book.
- B. Guide students through looking carefully at the chameleons in the book, then ask students to guess how the illustrations were made.
- C. Introduce the concept of CAMOUFLAGE as you go back through the pages. Ask students to think of other examples of natural or manmade CAMOUFLAGE.

2. Show the sample class book with cut out chameleons in the back 'pocket'.

- A. Explain that each student will be making a chameleon for a class book.
- B. Demonstrate finding colored pages in which the chameleons can be CAMOUFLAGED.

CREATE:

1. Make Chameleons

Students need:

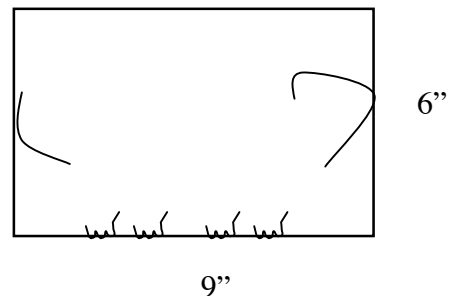
- pencil
- scissors
- 6 x 9” white construction paper
- large laminated chameleon to look at



- A. Demonstrate drawing a chameleon in Leo Lionni's style. It is helpful to give students these guidelines for sizing the chameleons. Show them the example.

- nose touches one side
- tail touches the other side
- four feet touch the bottom

- B. Students draw chameleons with pencil, making guidelines for nose, tail and feet first.



- C. Students cut out chameleon.

- D. Using black permanent marker, students draw eyes and mouth on chameleon.

*NOTE: This drawing activity takes a variable time for students. Students who are finished cutting out their chameleons can go to another part of the room to play with the chameleons in the sample book, or they can read the story again in pairs using the enclosed big book or a copy from your library. If the audiotape of the story is available, students can also listen to that.

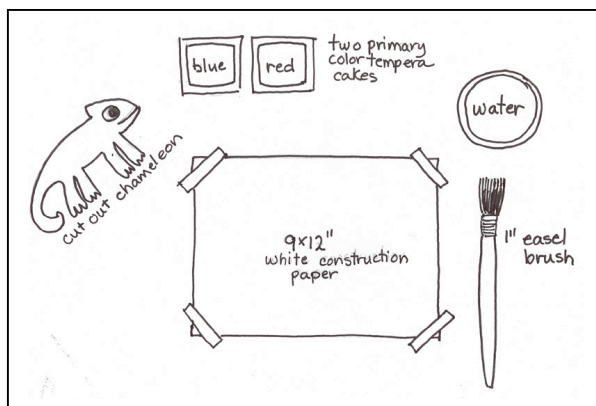
Set out painting supplies while students are away from their desks, see set up on next page.

2. Paint Background Students need:

- Tempera cakes—sets of **two primary colors only** per student, or watercolor sets assign an equal number of **red/yellow, blue/yellow and red/blue**
- large (1") easel brush
- water container
- 2 pieces of 9 x 12" white construction paper
- masking tape-about 4"

A. Set up desks like this, have everyone wait to paint until whole class is set up:

Desk
Set up:



Note: before taping paper, have students write name on back of both papers and their chameleon. One paper can go on chair, students stand to paint.

- B. Ask students to look at their two colors. Mention that these are two of the primary colors, a special family of colors that can make all other colors. They are; red, blue and yellow. Have them watch for new colors as they mix while they paint.
- C. Demonstrate, then have students wet the paper with at least four brush-loads of water. Caution them not to scrub the paper or it can tear. It should be almost *puddly*.
- D. Carefully load the brush with lots of the lightest color. Paint should be thick, encourage the students to brush and brush in the paint to get lots of color loaded on.
- E. Paint on the wet paper, leaving some white places for the next color.
- F. Paint with the second color, letting them blend in some places. This is a fast process!

3. Print Chameleons and Make a Chameleon 'Sandwich'

NOTE: Demonstrate this process with the painting steps above, or your paper will be too dry to make a good transfer 'print' of color onto your chameleon. Watch students and remind them of steps as they go along at their pace.

- Put chameleon face down in wet paint
- Cover with second paper to make a chameleon 'sandwich'
- Rub the 'sandwich' slowly and carefully with bottom of your fist, covering whole paper.

Let student 'sandwiches' sit and use a sponge to wipe the area around them. Clean up.

4. Make a class book using the attached instructions or display on a bulletin board.



CLOSE:

ASSESSMENT: Have students lay out their set of painted and printed papers and chameleon on their desk. Borrow a set and hold up a bottom paper, ask students “Is this painted?” “What colors do you see?” Show the top paper (with a silhouette on it), Ask, “Is this one painted or printed?” Look at the matching chameleon and ask students if it camouflages.

Teacher administered assessment tool

DN	OK	UP	Lesson_____ Teacher_____
			Grade_____ Date_____ Number of Students_____
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement)
			1. Did you draw a BIG chameleon with a nose, a tail and four feet? (S)
			2. Can you explain what camouflage is? (K)
			3. Did you paint with two colors and make a new color? (K)
			4. Did you print your chameleon? (S)
			5. Does your chameleon look different from others? (C)
			6. Did you actively listen and follow directions? (A)
			7. Did you do your best during this lesson? (E)

Teacher self-critique

8. My teaching of this lesson:

1	2	3	4	5	6	7	8	9	10
needed improvement					was highly successful				

9. What would I do differently next time?

ALIGNMENT:**Alignment of Standards:**

Art: A1,2,3; B4; C2b,5;D1.

English: C2,3,4.

Science: C2,3.

CREDITS:

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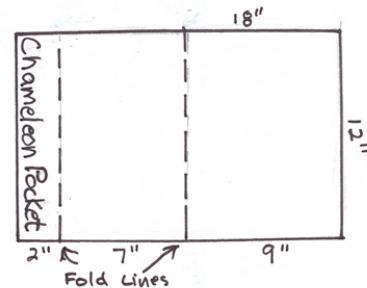


Making a “Color of Our Own” Book



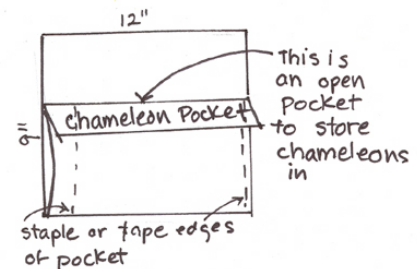
1. Make a front cover. Copy the attached title, if you wish, and glue to 9 x 12” construction paper.

2. Make back cover on 12 x 18” paper.



3. Laminate all painted pages back-to-back, all chameleons (trim these), and front and back covers.

4. Fold back cover like this: Staple or tape edges to form Pocket.



5. Bind with comb binding machine or use binder rings. Store chameleons in pocket.

Have Fun!



A Color of Our Own

In art class we read "A Color of Our Own" by Leo Lionni. Then we drew a chameleon like the one in the story.

We **printed** a background then **printed** our chameleon. Our chameleon is colored just like the background, so it is **camouflaged**. Last, we made a class book so we can look closely and try to match our chameleon to its background.



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