

# Louisiana State Museum

## Primary and Secondary Colors

A cross-curricular lesson linked to the common core state

**Performance Tasks**

**Pre-Visit**-Students will be introduced to primary and secondary colors with color games. Students will observe how mixing primary colors will create secondary colors.

**Museum Visit**-Following a demonstration of primary and secondary colors, the students will be taken on a treasure hunt for primary colors in the Clementine Hunter Exhibit in the museum. Each student will be given a color booklet to record the primary colors they find and how many times they find the colors. Students will be encouraged to draw the colored object in the booklet. Students will be broken into groups and experiment with a hands on activity that will create the secondary colors. Students will be taken on a treasure hunt to the Madri Gras Exhibit and repeat the same exercise as above. Students will be given Madri Gras beads to take back to the classroom.

**Post-Visit**-Students will be broken into groups and each group will each be given a color wheel and primary and secondary color paints. Students will paint the primary colors into the color wheel. Students will mix the primary colors to make secondary colors and paint the secondary colors into the color wheel.

**STUDENT LEARNING:**

- work collaboratively
- work independently
- recognize primary and secondary colors
- experimenting with primary colors to produce secondary colors
- investigate & distinguish between primary and secondary colors
- compare numbers of objects
- locate, confirm and record colors
- follow directions
- count by rote
- a positive approach to learning

**STANDARDS:**

**MATH**  
PK-CM-N1,PK-CM-N3,PK-CM-4,PK-CM-N5,PK-CM-D1,K.C.C.3,K.CC.5,K.CC.6,K.OA.1

**SCIENCE**  
PK-CS-12,PK-CS-13,PK-CS-14,PK-CS-P2,SI-A1.SI-E-2,PS-E-A1

**WRITING**  
W.K.2,W.K.5,PK-LL-W2, PK-LL-W3, PK-LL-W4

**SPEAKING & LISTENING**  
SL.K1, SL.K.2, SL.K3, SL.K.5, SL.K6, PK-LL-S1, PK-LL-S2, PK-LL-S3,PK-LL-L2

**CREATIVE ARTS APPROACHES to LEARNING**  
**Social &Emotional Development**  
**Health &Physical Development**  
**(continued last page)**

**INSTRUCTIONAL FOCUS:**

Math-is able to count by ones to ten and sort and classify objects by color

Writing-is able to scribble write, make letter like forms or draw to represent a word concept

Reading-is able to understand print concepts

Speaking-develop and expand expressive language skills

Listening-is able to listen to directions with understanding and follow one and two step directions

Physical Development-is able to strengthen fine motor skills

Creative Art-is able to observe various forms of art and use paints and crayons

**GRADING**

We suggest you grade on the ability to identify the primary and the secondary colors, and what two primary colors combine to make the secondary color; sorting objects by color; counting skills.

**MATERIALS**

Red, blue, yellow, green, orange, and purple Poster Board. Red, blue, yellow, green, orange and purple tempera paint, paint brushes, crawfish shapes(pattern supplied) cut out of tag board in all secondary and primary colors, dowel, string, and magnet for fishing pole, copies of color wheel picture(pattern supplied).

## LEARNING MODULE:

**Pre-Visit Activities** prepare your students for a rewarding Museum visit. Before your visit, introduce your students to the primary and the secondary colors. During your visit to the Capitol Park Museum, they will learn more about primary and secondary colors and discover examples of primary and secondary colors in our galleries.

### Teacher Notes:

We suggest that the teacher introduce the primary colors and the secondary colors individually over a period of weeks. Introduce one color a week (the color of the week) beginning with the primary colors followed by the secondary colors. Play color games to teach the colors and to determine the student's comprehension. Suggested games are presented on the following pages. Point out to the students that color is all around us. Play games such as I spy in the classroom. Take the students for walks around the school and on the playground to find certain colors.

Every week let the students make a craft project in the color of the week. Paper colored cups and plates can be made into many creatures. For example: give each child a red paper cup and let them glue a red feather on the top for the head. Then add black circles for the eyes and a triangle for the beak. Place the color name, red, on the bottom of the cup. Every week make this same project until each student has a six piece set of birds to take home.

Encourage the student's parents to have the child find an object in the home in the color of the week and bring it to school.

### Words to Know

- Primary
- Secondary
- Museum
- Value
- Saturation
- Color Wheel
- Crawfish Shapes
- Gallery
- Clementine Hunter
- Color Names
- Mardi Gras

## Primary and Secondary Color Pre-Visit Activities

### Directions

Use the activities on the following pages to introduce the primary and the secondary colors to your students.

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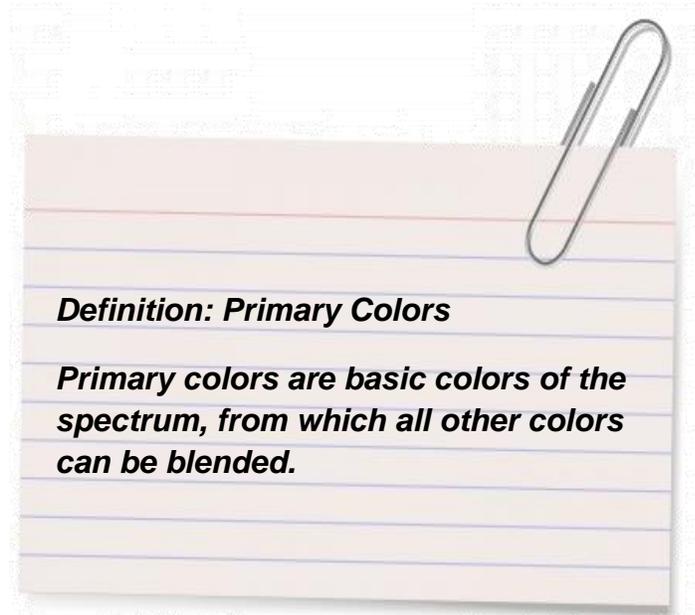
### Activity 1: Primary Colors

**Conduct this activity at the end of the third week after the students have been introduced to the three primary colors.**

Materials: Large red, blue, and yellow poster board sheets, crawfish shapes (pattern included in the packet) cut from construction paper or tag stock in the primary colors with a paper clip on each shape, a fishing pole made from a dowel with a magnet on the end of the string that is attached to the pole. Three containers labeled red, blue, and yellow with red, blue, and yellow felt placed in the bottom of each of the containers.

#### Activity Procedure

- To introduce the class to the primary colors, place the sheets of red, blue, and yellow poster board in front of the class. Label each poster board with the appropriate color name as you present the colors to the class. Explain that the colors red, blue, and yellow are called primary colors.
- Tell the students that today they will play a game named Let's Go Crawfishing. Explain that they will be fishing for red, blue, and yellow crawfish (crawfish pattern is supplied).
- Place all the red, blue, and yellow crawfish in a large container labeled Crawdad Hole
- Place three small containers that are lined in the bottom, one with red felt, one with blue felt, and one with yellow felt.
- Place the three labeled baskets in front of each of the three corresponding pieces of labeled poster board.
- Each student will have a turn to go crawfishing at the Crawdad Hole. When a student catches a red crawfish, the student will take the crawfish off the pole and walk to the basket labeled red and place his red crawfish in the red basket. This same exercise will be used for colors, blue and yellow. Students will understand that these are primary colors.

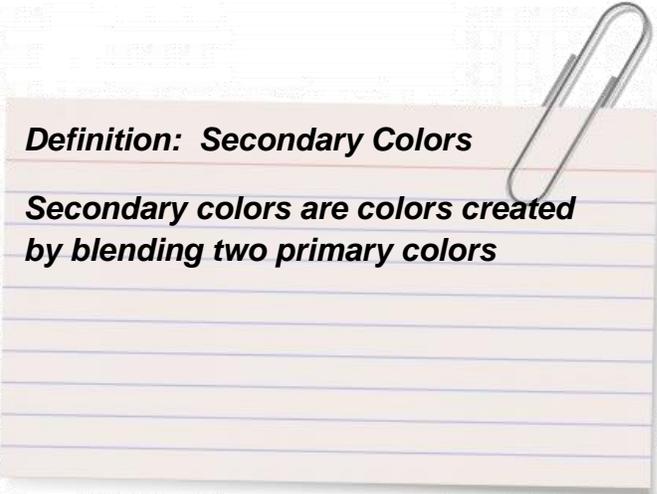


## Activity 2: Secondary Colors

Materials: Three small clear containers, food coloring in the primary colors of red, blue, and yellow

### Activity Procedure

- Demonstrate how the secondary colors are made by filling the containers with water and placing the three clear containers on a table in a place that all the students can view.
- Place in the first container of water three drops of red food color explaining that red is the primary color. This will, of course, turn the water in the container red. Next add three drops of blue food color to the red water explaining that blue is the another primary color and by mixing the two primary colors of red and blue the water should change to purple. The students will see the water turn to purple. The students will understand that when the primary colors of red and blue are blended that the color purple will be created.
- Place in the second container of water three drops of blue food color explaining that blue is the primary color. This will, of course, turn the water in the container blue. Next add three drops of yellow food color to the blue water explaining that yellow is another primary color and by mixing the two primary colors of blue and yellow the water should change to green. The students will see the water turn to green. The students will understand that when the primary colors of blue and yellow are blended that the color green will be created.
- Place in the third container of water three drops of red food color explaining that red is the primary color. This will, of course, turn the water in the container red. Next add three drops of yellow food color to the red water explaining that yellow is another primary color and by mixing the two primary colors of red and yellow the water should change to orange. The students will see the water turn to orange. The students will understand that when the primary colors of red and yellow are blended that the color orange will be created
- Color paddles may also be used if available

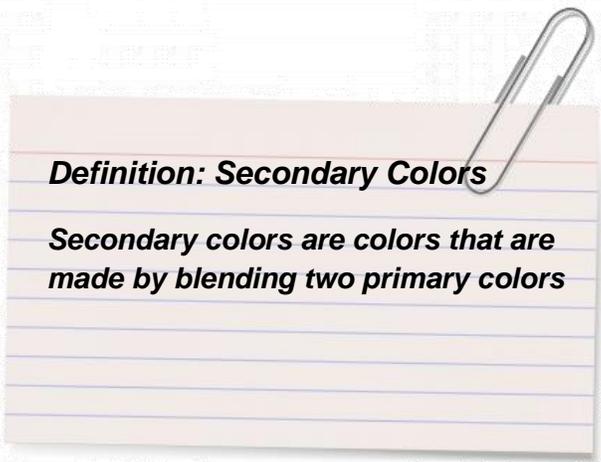


**Definition: Secondary Colors**

***Secondary colors are colors created by blending two primary colors***

## Activity 3: Secondary Colors

Materials: Large green, orange, and purple poster board sheets, crawfish shapes (pattern included in the packet) cut from construction paper or tag stock in the primary colors with a paper clip on each shape, a fishing pole made from a dowel with a magnet on the end of the string that is attached to the pole. Three containers labeled green, orange, and purple with green, orange, and purple felt placed in the bottom of each of the containers.



**Definition: Secondary Colors**

**Secondary colors are colors that are made by blending two primary colors**

### Activity Procedure

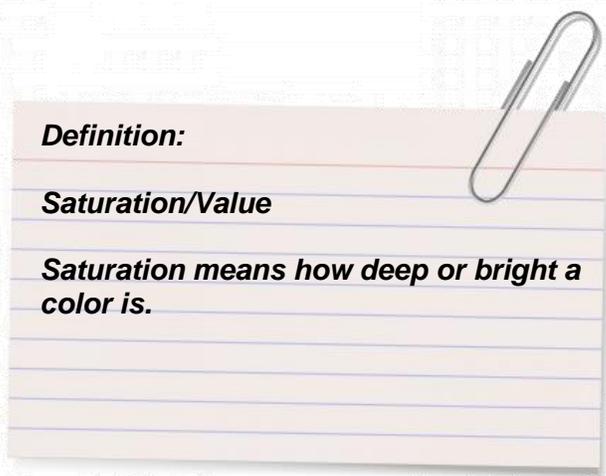
- To introduce the class to the secondary colors, place the sheets of green, orange, and purple poster board in front of the class. Label each poster board with the appropriate color name as you present the colors to the class. Explain that the colors green, orange, and purple are called primary colors.
- Tell the students that today they will play a game named Let's go Crawfishing. Explain that they will be fishing for green, orange, and purple crawfish (crawfish pattern is supplied).
- Place all the green, orange, and purple crawfish in a large container labeled Crawdad Hole
- Place three small containers that are lined in the bottom, one with green felt, one with orange felt, and one with purple felt.
- Place the three labeled baskets in front of each of the three corresponding pieces of labeled poster board.
- Each student will have a turn to go crawfishing at the Crawdad Hole. When a student catches a red crawfish, the student will take the crawfish off the pole and walk to the basket labeled green and place his green crawfish in the green basket. This same exercise will be used for the colors, orange and purple. Students will understand that these are secondary colors.

# Pre-Visit Activities

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## Activity 4: Saturation of colors

**Materials:** Several squares of material in different shades of the primary colors of red, blue, and yellow ranging from very dark to very light, and several squares of material in different shades of the secondary colors of green, orange, and purple ranging from very dark to very light



**Definition:**

**Saturation/Value**

**Saturation means how deep or bright a color is.**

### Activity Procedure

- To introduce saturation show the students a square of fabric in a medium blue color. Next show the students a square of fabric in a very dark blue demonstrating that the dark blue square is a much deeper color than the medium blue square, therefore it is saturated with the blue color. Continue by showing the lighter squares of blue fabric demonstrating that these light blue squares are not saturated with the color blue.
- Arrange the squares of blue material in a horizontal line ranging from dark blue to the lightest blue - demonstrating saturation.
- Demonstrate each primary color and each secondary color in the same manner.
- Place all the shades of each primary color in separate boxes labeled with the color names, red, blue, and yellow. Place all the shades of each secondary color in separate boxes labeled with the color names green, orange, and purple.
- Place the boxes on a shelf and encourage the students to arrange each box of the colored squares from dark to light as demonstrated above.

# Pre-Visit Activities

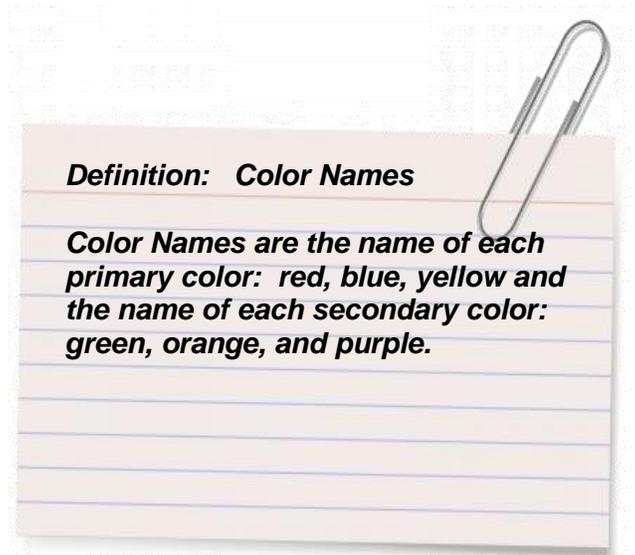
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## Activity 5: Color Names

Materials: Six large brown grocery bags each labeled with large sheets of construction paper in all the primary and secondary colors, an assortment of solid colored objects in the primary and secondary colors

### Activity Procedures

- Glue on each brown grocery bag a sheet of construction paper in each primary color and each secondary color.
- Write the color name on each bag
- Place the six brown bags in a horizontal line on the floor
- Place an assortment of solid color objects in both the primary and secondary colors on a table near the brown bags.
- Each student will take a turn as the teacher calls a student's name to find a specific colored object among the assortment of objects on the table and to place it in the bag labeled with that color name. Example: Mary will find a red object and place it in the bag labeled red. This should be very easy since the bags have the color as well as the color name on each bag.
- For each student make a booklet of six pages with a crawfish shape placed on each page. The crawfish will be white. Write on the bottom of each page, under the crawfish, a color name until all six pages are labeled with a color name
- Cut out of construction paper three large rectangles of each of the primary colors and three large rectangles of each of the secondary colors.
- Label each of the three primary colored rectangles with the primary color names. Label each of the three secondary colored rectangles with the secondary color names. Laminate all six rectangles.
- Give the students crayons in the primary and secondary colors.
- The student will look at the color word on the first page of the booklet. If the student knows the color word the student will select that color crayon and color the crawfish on that page in that color.
- If the student does not recognize the color word on the page, the student will look through the laminated color rectangles until they find the color word that matches the color word in the booklet. They will recognize the color of the laminated rectangle that the word is written on and will select that color crayon to color the crawfish. If the student does this exercise repeatedly, they will soon be able to recognize the color names without actually seeing the color.



## Post-Visit Activities

Use our post-visit activities to reinforce what your students learned during their visit to Capitol Park.

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**Materials:** Labeled color wheel printed on paper (provided by museum), watercolors or tempera paints in the primary colors, paint brushes

### Make a Color Wheel

- **Primary colors:** Give each student watercolors or tempera paint in the primary colors of red, blue, and yellow. Give each student a paint brush and a small cup of water to clean the brushes between painting the primary colors. Instruct the student to paint the primary colors in the wedges on the color wheel marked with the color names red, blue, and yellow.
- **Secondary colors:** Have students mix on a small paper plate the primary colors of red and blue which will make the secondary color, purple. The student will paint the purple color into the wedge on the color wheel labeled with the color name, purple. Next, mix in another paper plate the primary colors of red and yellow making orange. Orange will be painted in the wedge labeled orange on the color wheel. Last, mix the primary colors of blue and yellow to make green, and paint green into the green labeled wedge on the color wheel.
- Have each student circle the answer on the chart below.

What is your favorite primary color?	red	blue	yellow
What is your favorite secondary color?	green	orange	purple
What is your favorite color?	red orange	blue purple	yellow green

#### Standards Continued

##### [Social & Emotional Development](#)

[GLE-1 Develop self-regulation by increasing one's ability to control actions, thinking processes, and emotions](#)

##### [Health & Physical Development](#)

[GLE1-Develop fine motor skills](#)

##### [Creative Arts](#)

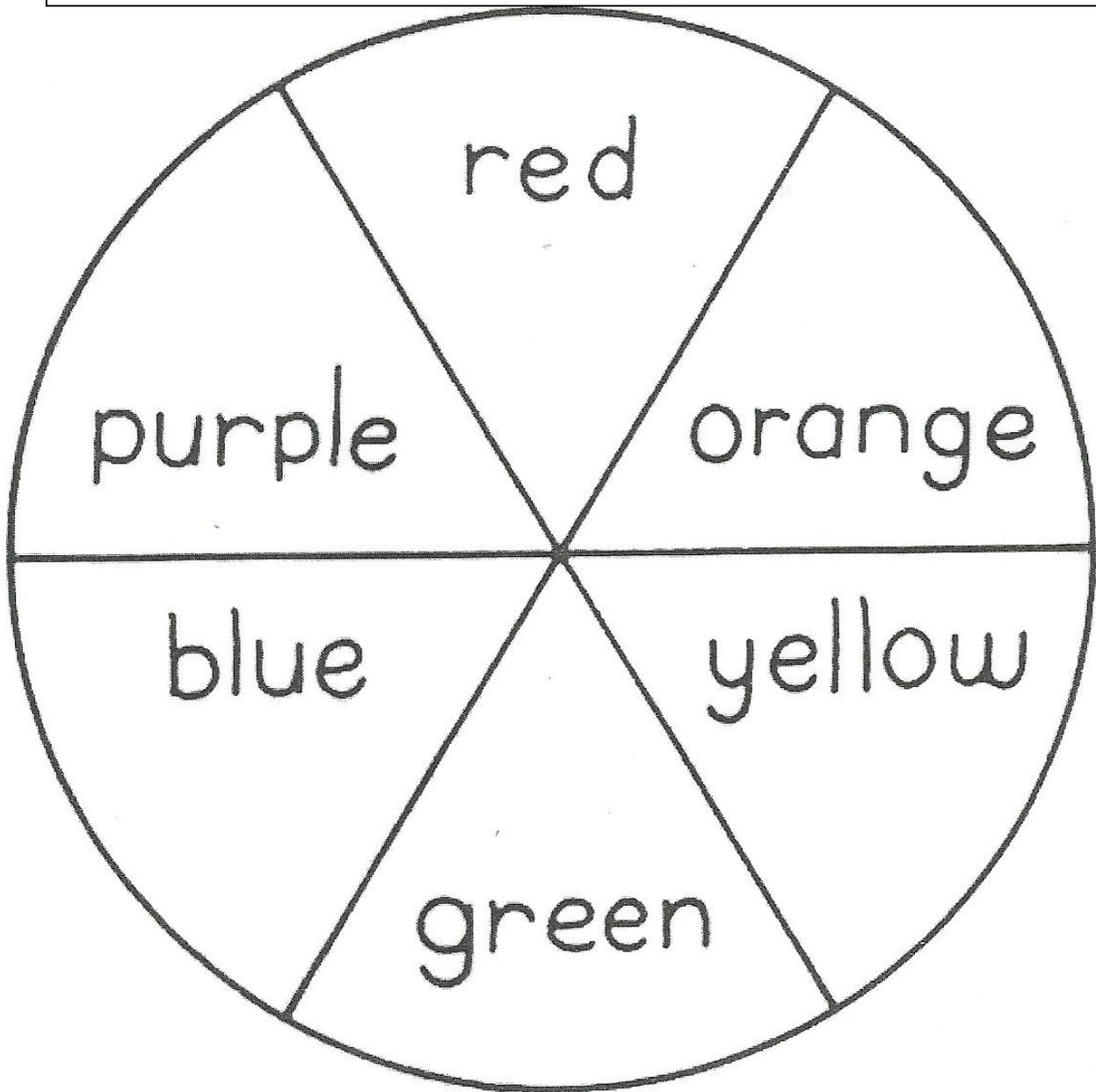
[GLE-1 Observe and/or describe various forms of art.](#)

##### [Approaches To Learning](#)

[GLE-1, GLE-2, GLE-3, GLE-5, GLE-6-Reasoning and Problem Solving](#)

[GLE-1, GLE-2, GLE-3 Initiative, Engagement, and Persistence](#)

[GLE-4, GLE-5-Curiosity and Eagerness to Learn](#)





# Colors in the Louisiana State Museum

Name \_\_\_\_\_

**Record the colors you see in the Louisiana State Museum**

**Primary colors: red, blue, yellow (they are named primary because they cannot be mixed from other colors)**

**Secondary colors: purple, orange, green (these colors are made by mixing two of the primary colors)**

**Value/Saturation: how bright or deep a color is**

## red

We are in the \_\_\_\_\_ exhibit in the museum.

I see a red \_\_\_\_\_.

I see the color red \_\_\_\_\_ times in this exhibit.

Color red on the color wheel.

## blue

We are in the \_\_\_\_\_ exhibit in the museum.

I see a blue \_\_\_\_\_.

I see the color blue \_\_\_\_\_ times in this exhibit.

Color blue on the color wheel.

## yellow

We are in the \_\_\_\_\_ exhibit in the museum.

I see a yellow \_\_\_\_\_.

I see the color yellow \_\_\_\_\_ times in this exhibit.

Color yellow on the color wheel.

## orange

We are in the \_\_\_\_\_ exhibit in the museum.

I see a orange \_\_\_\_\_.

I see the color orange \_\_\_\_\_ times in this exhibit.

Color orange on the color wheel.

## green

We are in the \_\_\_\_\_ exhibit in the museum.

I see a green \_\_\_\_\_.

I see the color green \_\_\_\_\_ times in this exhibit.

Color green on the color wheel.

## purple

We are in the \_\_\_\_\_ exhibit in the museum.

I see a purple \_\_\_\_\_.

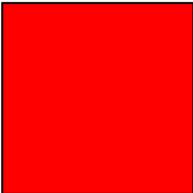
I see the color purple \_\_\_\_\_ times in this exhibit.

Color purple on the color wheel.

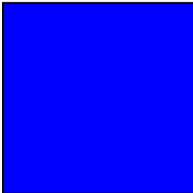
# Secondary Colors

red

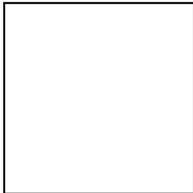
blue



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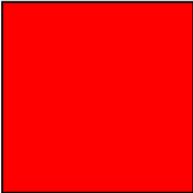


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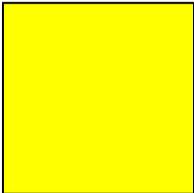


red

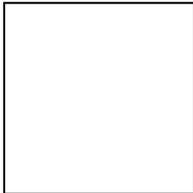
yellow



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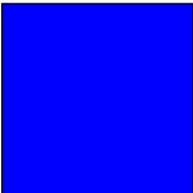


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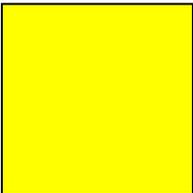


blue

yellow



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