

Name \_\_\_\_\_ Date \_\_\_\_\_

# Rainbow Colors

Fill in the blank. Draw a picture for each sentence.

In the rainbow, the red is as red as

---

In the rainbow, the green is as green as

---

In the rainbow, the orange is as orange as

---

In the rainbow, the blue is as blue as

---

In the rainbow, the yellow is as yellow as

---

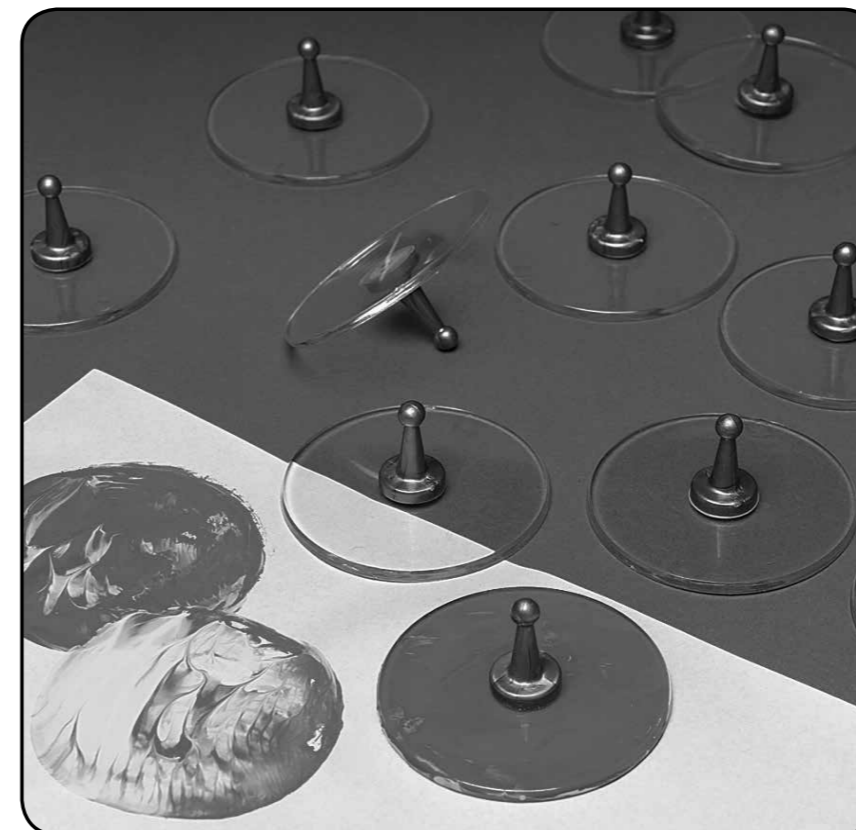
In the rainbow, the purple is as purple as

---

(Rev 8/11)

## Squish Art (Pk/25)

PLEASE READ ALL INSTRUCTIONS BEFORE STARTING



### YOUR KIT CONTAINS:

- Blank Cardboard Cards
- Cardboard Frames
- Squish Art Tools
- Assorted Fingerpaints

### YOU WILL NEED:

- Paper Towels
- Tape

**AGE GROUP: 4 and up**  
**PROJECT TIME: 30 minutes**

### INSTRUCTIONS:

1. Place several dabs of various paint colors on a blank card. Try small amounts of paint at first. The amount of paint used depends on the type of abstract design you want to create.
2. a. Use the squish art tool to create various effects. You can “squish” in either a circular or straight-line motion, using varying pressures of the tool against the paper. Note how colors change when they overlap each other, creating additional colors.  
 b. Allow paints to dry completely before framing.  
 c. Use tape to adhere the squish art design to the frame.

## LANGUAGE ARTS

**OBJECTIVE:** Students will write poems about the colors in their Squish Art design.

**SUGGESTED TIME FRAME:** 30 minutes

**ADDITIONAL MATERIALS:** writing paper

**PROCEDURE:** Have the students place completed Squish Art projects on their desks. Ask the students about the colors they used. Write the colors on the board. Some students will just name the 5 colors that came in the paint jars while others will notice that some colors ran together and made new colors. Some students may have premixed two paint colors to make a third color prior to painting on their Squish Art paper. Then think of other words that the students could use to describe their Squish Art design. Words such as vibrant, light, dark and shaded could be used. Explain to the students that they are going to write a poem about their Squish Art design. The poem can be any length but it must describe the Squish Art design. Tell the students they can use descriptive words and color words in their poem. When the poems are completed, have the students share their writing and their Squish Art design with the class.

## LANGUAGE ARTS

**OBJECTIVE:** Students will write an adventure story about finding a pot of gold at the end of the rainbow.

**SUGGESTED TIME FRAME:** 45 minutes

**ADDITIONAL MATERIALS:** writing paper, drawing paper, crayons, colored pencils.

**PROCEDURE:** Find a picture of a rainbow and display it in front of the class. (It can be a real picture or a drawn picture of a rainbow.) With the class, discuss the myth that states there is a pot of gold at the end of the rainbow. Encourage the students to share any stories they have heard about following a rainbow or looking for the pot of gold. Explain to students that they are going to write an adventure story about finding a pot of gold at the end of the rainbow. Brainstorm some adventures that could occur in this story. They can include information about how they found the pot, who might have tried to stop them from finding it, how much they found and what they did with the gold. After the stories are written, ask the students to illustrate them. Students can take turns sharing their completed adventure story and illustration with the class.

## SCIENCE

**OBJECTIVE:** Students will research rainbows and certain types of weather.

**SUGGESTED TIME FRAME:** 40 minutes

**ADDITIONAL MATERIALS:** research materials such as nonfiction books about rainbows and weather, poster paper.

**PROCEDURE:** With the students, discuss certain types of weather. Write their suggestions on the board. Under each type of weather, write what might be seen or heard during each type of weather.

Thunderstorm	Hurricane	Snowstorm
Lightning Thunder Rain Wind Broken branches	Strong wind Fallen trees Power outages Pounding rain	Light snow Heavy wet snow Wind Snow drifts Ice sheets

If students do not mention rainbows, ask probing questions to address rainbows. Discuss when rainbows are seen, what might cause a rainbow to appear and what a rainbow is made of. Write the students' ideas on the board. Then divide the students into small groups and give each group books that relate to rainbows and weather. Some books that may be helpful are *The Sun, The Wind, and The Rain* (1988-Henry Hold, Publishing), *The Science Book of Weather* (1992 - Gulliver Books), and *Weather* (1991 - Dorling Kindersley Limited). Have the groups find additional information related to rainbows and any other type of weather that may be of interest. Give each group a piece of poster board. On the poster board, have the students write any facts they learned about rainbows and/or weather. Then the students can use watercolors to add pictures to their poster that are appropriate to the weather. Display the posters in the hallway.

## MATH/ART

**OBJECTIVE:** Students will create geometric designs on their Squish Art design and other designs.

**SUGGESTED TIME FRAME:** 30 minutes

**ADDITIONAL MATERIALS:** (Optional: drawing paper, materials to make shapes, markers, paints.)

**PROCEDURE:** With the class, brainstorm a list of shapes and designs that are related to math. Write their suggestions on the board. (Some suggestions could include square, rectangle, circle, diamond, sphere, cylinder and patterns.) Have the students look at their Squish Art design and find the geometric shapes they used to make their finished product. Some students may have only used circles while others may elongate circles to look oval or use the squish art tool in other ways to make different shapes. Write a list of the shapes/designs the students used in a column on the board. Then have the students talk about the number of shapes and/or designs they used. Keep track of their responses with tally marks. When all the students have given their Squish Art information, discuss the findings. Count groups of tally marks by fives to find the total in each row. Discuss the most used shape, the least used shape, and the total number of shapes. As an extension, have the students make another art design using a variety of shapes. When the project is complete, discuss the number of shapes used by counting tally marks.

PRIMARY COLORS	SECONDARY COLORS	
RED	ORANGE →	RED & YELLOW
YELLOW	GREEN →	YELLOW & BLUE
BLUE	PURPLE →	BLUE & RED

## ARTS/LANGUAGE ARTS

**OBJECTIVE:** Students will learn about the primary colors and how they were used in their Squish Art design.

**SUGGESTED TIME FRAME:** 40 minutes

**ADDITIONAL MATERIALS:** writing paper, books about colors and paints.

**PROCEDURE:** Have the students look at their Squish Art design and name the colors they used. After numerous colors have been named, ask the students if they can name the primary and secondary colors. Write PRIMARY COLORS and RED, YELLOW and BLUE on the board. Then write SECONDARY COLORS and PURPLE, ORANGE and GREEN on the board. Next to each secondary color, write the two primary colors that are mixed together to make this color. The students might know this information or they might need to look in an art book to complete this information on the board. Explain to the students that they are going to write a paragraph about the colors they used in their Squish Art design. Remind them that a paragraph should have a topic sentence, at least three supporting sentences and an ending sentence. When the students have completed their paragraph, they can share their writing with the class.

Squish Art  
Reorder No. GP231

Call Toll-Free 1-800-243-9232  
Online: sswwww.com  
Customer Service: 1-800-937-3482  
Email: cservice@sswww.com  
FAX: 1-800-566-6678

© Copyright 2012 S&S® Worldwide Inc. All rights reserved. Classroom Activity Sheet may be reproduced for classroom use only. No part of this project may be copied or duplicated without the express written permission of S&S Worldwide.