

My COLOURING BOOK

Ages 4 to 5 (Level 0)

Description:	Learners will develop their own colouring book, thinking through categories, building their vocabulary, illustrating images, and exploring phonics!
Leading question:	Can you make your own colouring book?
Age group:	4 – 5
Subjects:	Literacy, Art and Design, Numeracy
Total time required:	5 hours over 5 days
Self-guided / Supervised activity:	Med Supervision
Resources required:	Notebook or paper, Pencils, Eraser and Colors

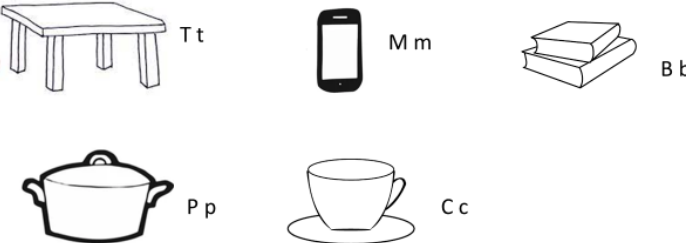
Learning outcomes	<ul style="list-style-type: none"> • Write small and capital forms of the English alphabet • Sound out the starting letter of multiple objects • Recognize and draw different shapes • Recognize different letters • Understand how letters are used to build words • Develop and expand vocabulary for objects, animals, people etc. in different contexts • Count and write numbers from 1-5
Required previous learning	None
Inspiration	None

Topics/concepts covered and skills developed	<ul style="list-style-type: none"> • Phonics • First letters of objects • Upper and lowercase • Counting objects • Numbers from 1 – 5 • Vocabulary • Observation skills • Creativity, design, and drawing skills
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Day	Time	Activity and Description
1	50 minutes	If learners have ever used colouring sheets or a book, they can reflect on what they enjoyed about them.

	<p>Learners who have access to a drawing / colouring book will look through it for reference. They will try to identify some characteristics of this type of book. You can guide learners with questions such as:</p> <ul style="list-style-type: none"> - What kind of lines do you see? - How is this different from other books that you know? - What do you see on each page? <p>Some possible examples for answers include:</p> <ul style="list-style-type: none"> - There are different objects or items that are drawn out in black or a dark colour and then the inside is left blank for colouring - There are a certain number of things on each page that is often a scene or a few objects for different letters or other categories <p>For their own colouring book, learners will need 3 pieces of paper that they can use both sides of the page – can be any paper that is the length of the learners hand from the elbow to the wrist so that they have enough space to trace their figures.</p> <p>On each of the 5 pages in their colouring book, learners will draw a certain number of objects based on a category. For example, on page 4, they will draw 4 objects. On page 3, they will draw 3 objects. Make sure that the drawings can be colored (are not solid or filled with color).</p> <p>They will also write the number of objects, the upper case and lower case alphabet that is the first letter of the object, and the page number.</p> <p>Learners will start from the last page or page 5 of the book.</p> <p>Learners will think of any 5 objects that are in their home that they would like to draw in their book e.g. bed, table, window, book, sofa etc.</p> <p>Tip: Learners may choose objects that can be drawn easily by them. You can also encourage learners to take some risks.</p> <p>If the learner is having trouble getting started, you can talk them through the shapes and details they are seeing and how they might translate these from three-dimensional forms in space to a two-dimensional drawing on paper.</p> <p>If drawing a <u>simple shape</u>, such as an orange, you can say...</p> <p><i>“What shape does that orange look like to you?”</i> <i>“Yes, the orange looks round, like a sphere or circle. How big are you going to draw the circle on your paper?”</i> <i>“That dimpled texture of the orange peel looks like dots to me. Where do you see most of the dots? Along that side of the orange? Where do you want to include this in your drawing?”</i></p>
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	<p>If drawing a <u>more complicated shape</u>, such as a flower, guide the learner to identify basic shapes “hidden” on parts of the object. You can say...</p> <ul style="list-style-type: none"> - <i>“Why don’t we start with the center of the flower? What shape does that look like from where you are sitting?”</i> - <i>“An oval? Okay, where are you going to draw your oval?”</i> - <i>“Now, let’s look at the petals... See how they are long and skinny, with rounded tips? Are you ready to draw those next?”</i> - <i>“It looks like you’ve finished drawing the blossom, now how about the stem and leaves? Look at how long and skinny and straight that stem is. Do you see where it attaches to the blossom? Why don’t you start there and draw the stem. Now, what shapes are the leaves?”</i> <p>To make it more challenging in terms of vocabulary, they can choose objects based on some category. For example, objects that start with different letters, or objects whose names or functions are unfamiliar to them, or objects that begin with the same sound, etc. .</p> <p>Learners should learn the names of these objects and their use (if this is unfamiliar to them).</p> <p>Learners will draw these 5 objects in the last page of the book. Remember that it might help learners with their drawing process if they try to represent parts of the object as shapes that they already know e.g. a book can be two rectangles, etc.</p> <p>Learners will count the number of objects on the page and write a large number 5 to represent this on the top left corner</p> <p>Learners will sound out these objects and write the first letter in upper and lower case of each of them beside the objects</p> <p>Example below:</p>
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		<p>5</p>  <p>Page No: 5</p>
<p>Day 2 – 4</p>	<p>50 minutes</p>	<p>Learners will repeat and complete the other 4 pages of their book</p> <p>For page 4:</p> <ul style="list-style-type: none"> - Learners will think of any 4 objects that are outside their home that they would like to draw in their book e.g. car, tree, bus-stop, flowers etc. <p>For page 3:</p> <ul style="list-style-type: none"> - Learners will think of 3 animals – one that lives in the sky, one in the water and one on land that they would like to draw e.g. land: lion, air: parrot, water: goldfish etc. <p>For page 2 and 1:</p> <ul style="list-style-type: none"> - Learners will think of any 2 people in their family that they would like to draw in their book e.g. mother, sister etc. Learners will think of any 1 of their favourite toys that they would like to draw in their book e.g. their stuffed animal or ball etc. <p>Tip: Keep in mind the guidelines provided on Day 1 regarding the drawing process - guide learners to observe basic shapes hidden in the objects that they want to draw - and the extra challenge of choosing objects of a specific category.</p> <p>Learners should learn the names of these objects and their use (if this is unfamiliar to them)</p> <p>Learners will draw these objects on the suggested pages of the book. It will be easier to copy these objects and represent parts of the object as shapes that they already know</p> <p>Learners will count the number of objects on the page and write this on the top left corner</p> <p>Learners will sound out these objects and write the first letter in upper and lower case of each of them beside the objects</p>

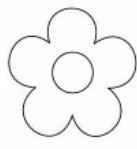
Day 6	20 minutes 20 minutes 10 minutes 10 minutes	<p>On the final day of the project, learners will put their book together</p> <p>Learners will design a front cover for their colouring book</p> <ul style="list-style-type: none"> - Learners will think and write a “title” for a book – that represents what the book is about e.g. Colour Me etc. - Learners will illustrate the cover for their younger readers to identify the purpose of the book - Learners will write the name of the author and illustrator (themselves) - Learners will put page numbers on each of the pages of the book <p>Learners will share their completed colouring books with their families and younger siblings for everyone to color. Learners can use this book and begin colouring the different pages.</p> <p>After this, learners will reflect on</p> <ul style="list-style-type: none"> - the new words that they have learned. What are new words that I have learned? - the different types of shapes in the drawings and count the total number of circles, squares, rectangles and triangles used in the book. <p>Based on their experience, learners will make modifications to improve their Colouring Book or make a new one.</p>
Assessment Criteria:	<ul style="list-style-type: none"> - Design, drawing and creativity - Critical thinking to think about objects in each category - Clarity of writing - A completed well illustrated Colouring Book 	
Additional enrichment activities:	<ul style="list-style-type: none"> - Learners can write the entire word next to the object drawn instead of only the beginning letter - Learners can add more complex categories e.g. sea creatures, things you find at night, things in the sky, living creatures, most useful objects etc. - Learners can set up community libraries that will rent out the completed books in their own communities 	
Modifications to simplify	<ul style="list-style-type: none"> - Learners can only do fewer objects per page - Learners can add write only the lower or uppercase letters 	

Appendix: Example

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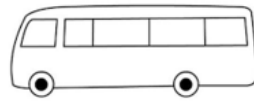
T t



F f



C c



B b

Page No: 4