Colors of the Rainbow

About This Storytime

Children begin recognizing colors around eighteen months of age, but it is usually not until the second or third year that they can name and match numerous basic colors. This storytime will help reinforce color recognition.

Books

For books to share in this storytime, pick three from the list below, or choose other books in your collection that reflect the theme and are developmentally appropriate for twos and threes. Always share your longest book first. For the second book, choose a participatory book that engages the children, and ask the caregivers to join in. For the third and last story, share a book told through the use of a flannel board or magnetic board, or use a prop or other visual. The examples provided in the storytime program fit these guidelines.

Book Suggestions:

- *Baby Bear Sees Blue*, by Ashley Wolff (Beach Lane Books, 2012)
- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr. (Henry Holt, 2004)
- *Butterfly Butterfly: A Book of Colors*, by Petr Horáček (Candlewick, 2007)
- *Dog's Colorful Day*, by Emma Dodd (Dutton, 2001)
- *Duckie's Rainbow*, by Frances Barry (Walker, 2011)
- *Flaptastic Colors*, by DK Publishing (DK Preschool, 2009)
- *A Good Day*, by Kevin Henkes (Greenwillow, 2007)
- *Lunch*, by Denise Fleming (Henry Holt, 1992)
- *Max Paints the House*, by Ken Wilson-Max (Jump at the Sun, 2000)
- *Mouse Paint*, by Ellen Stoll Walsh (Harcourt, 1989)
- *White Rabbit's Color Book*, by Alan Baker (Kingfisher, 1999)

Songs

This storytime includes four songs. The same opening song should be used each week if you are holding a series of storytime programs. Always provide some type of movement or motions to accompany each song, but keep the movements simple. If you use a song that normally has many verses, consider limiting it to two or three verses. Using recorded music during the storytime is fine, but try to sing as many songs as you can with a live voice so that young children can hear the words and the sounds making up each word. Recorded music is usually sung too fast for this purpose. The Very Ready Reading Program includes CDs with all the songs in the storytimes, recorded at an appropriate tempo for this age group. Track numbers for each recording are provided in the song list below and on the storytime program card.

Songs for This Storytime:

- Opening Song: "It's Time for Storytime" (sung to the tune of "The Farmer in the Dell") `2.03` `2.04`
- "Color Song" (sung to the tune of "Someone's in the Kitchen with Dinah") `1.13`
- "Twinkle, Twinkle, Traffic Light" (sung to the tune of "Twinkle, Twinkle, Little Star") `2.27`
- "Color Hokey Pokey" (sung to the tune of "Hokey Pokey") `1.12`

Rhymes

This storytime includes four rhymes. The same closing rhyme should be used each week if you are holding a series of storytime programs. The rhymes used in these storytimes have motions that are appropriate for twos and threes, who still have some limited fine motor skills. Younger children may need caregivers' help with the motions in these rhymes.

Rhymes for This Storytime:

- "My Crayon Box"
- "Wearing Colors"
- "Color Rhyme"
- Closing Rhyme: "Wave Goodbye"

Activities

This storytime includes an optional theme-related activity, to be completed after the closing rhyme. Below are three activities to choose from. The activity you choose might depend on the size or predominant age of your audience, the amount of time you have to prepare, your space or environment, and the materials needed. The activities are designed with safety and the attention spans and fine motor abilities of twos and threes in mind. Always remember and remind caregivers: **Any activity that involves materials such as paint, sand, string, or small pieces requires close adult supervision.** Although each activity has a learning aspect, the emphasis should be on having fun!

Activity Suggestions:

Matching Colors to Crayons. Provide each child with four or five crayons (primary colors) with four or five corresponding colors of construction paper (can be half or quarter sheets). Have children match the crayon to the color.

Paint Color Match-Ups. Give each child four or five paint color strips—each strip showing a color (e.g., blue and the various shades of blue). Cut each of the paint strips in half. See if children can match the top halves (darker shades) of the paint strips to the bottom halves (lighter tints) of the strips.

Favorite Crayon Colors. Download the crayon sheet from *www.upstartpromotions.com/upstart/pages/reproducibles* for each child. Provide several large boxes of different colors of crayons. Ask children to pick out four of their favorite colors of crayons and use those crayons to color their crayon sheets. Have parents label the crayon with the color name with a black marker.

Early Literacy Tips

Throughout each storytime program, you'll find yellow boxes that feature early literacy tips. As you present your program, share these tips with parents and caregivers to help promote the **7 Days • 7 Ways** principles. The tips are designed to easily be infused into the storytime without interrupting the natural flow of the program for children. The Caregiver Tip Sheets you will hand out at the end of each program reiterate the literacy tips you shared during the storytime.