WASATCH COMMUNITY GARDENS

COLOR QUEST ACTIVITY

Age: 1st Grade

Time to complete: 30-60 minutes

Standards

1.1.2: Obtain, evaluate, and communicate information about the patterns observed at different times of the year to relate the amount of daylight to the time of year. Emphasize the variation in daylight patterns at different times of the day and different times of the year. Examples could include varying locations and regions throughout the state, country, and world. (ESS1.B)

1.2.2: Construct an explanation by observing patterns of external features of living things that survive in different locations. Emphasize how plants and nonhuman animals, found in specific surroundings, share similar physical characteristics. Examples could include that plants living in dry areas are more likely to have thick outer coatings that hold in water, animals living in cold locations have longer and thicker fur, or most desert animals are awake at night. (LS1.A, LS1.D)

Objectives

- Help students understand how colors exist in the natural world.
- Encourage observation and critical thinking.
- Foster discussion and curiosity about seasonal changes in nature.

Materials

- A variety of paint swatches in different colors. You can also use crayons or markers.
- Access to an outdoor area with a variety of plants and natural elements. Alternatively, collect natural materials and bring them into the classroom.
- Tables or a designated space for arranging the paint swatches and collected items.

Procedure

1. Take the students outside to a designated area with plants and natural elements.
2. Instruct them to find organic materials that match the colors on their paint swatches.
3. Ask them to lay out their paint swatches and the corresponding collected organic materials in an agreed-upon order.

Discussion

- Facilitate an open discussion with the students about their discoveries.
- Discussion questions:
  - Which colors were easy to find, and which were hard to find? Why?
  - Where else could we find the colors that were hard to find today?
  - Why might some plants change color throughout the year?
  - What do colors in nature tell us about the world around us?
  - How do colors in nature impact our emotions?

Extensions

- Provide nuanced colors. This can make the search more challenging for older students.
- Adapt the location. A larger and more complex space can provide older students with more discussion opportunities.
- Vary the complexity of discussions. Younger students can focus on patterns and colors, while older students can delve into advanced science topics and vocabulary.