

PRINCE PETER PAINTS!

Story Synopsis

In *Prince Peter Paints!*, a prince decides to repaint his room, but can't decide what colour to use. When he asks for help, many people around him volunteer suggestions. The gardener brings red paint because it reminds him of beautiful roses. It reminds the prince, however, of the lipstick that sticks to his cheek whenever his aunt kisses him. Each time a new person appears with a favourite paint colour, the optimistic prince paints another stripe on his wall, only to discover that the new colour evokes an unpleasant memory. In the end, in a stroke of good luck, the prince's dog solves the problem. By applying a seventh stripe of paint, the dog completes the spectrum that makes up a beautiful rainbow: red, orange, yellow, green, blue, indigo, and violet. *Prince Peter Paints!* introduces colour values and provides an opportunity to discuss the ways in which different colours evoke personal associations.

LITERACY ELEMENTS

alliteration

(*Prince Peter Paints*)

exclamation point

compound words (sunshine,
rainbows, basketball)

CONNECTIONS

MUSIC

communicating feelings
about music

DRAMA/DANCE

identifying ways in which
the body can be used
to convey feelings

WORDS TO DISCOVER

colour words: red, orange,
yellow, green, blue,
indigo, violet

colour

choose

paint

rainbows

ESL CONSIDERATIONS

Provide the students with opportunities to look at, search for, and talk about the different colours in the story. This process will build their confidence in their ability to link each colour with its name.

Overall Learning Opportunities



Students will:

- produce two- and three-dimensional works of art that communicate ideas for specific purposes
- use the elements of design in ways appropriate for this grade
- use a range of independent and collaborative art-making strategies
- bring personal meaning to artwork and communicate their discoveries



Students will:

- read independently, using appropriate reading strategies
- respond to familiar or predictable language patterns by joining in or using choral response
- understand the vocabulary and language structures appropriate for this level
- express clear responses to written materials, relating the ideas in them to their own knowledge and skills

ACTIVITY MENU

Shared Reading, page 38

Exploration: Colour Values, page 39

Guided Reading, pages 40–41

As a Group, pages 42–43



- *Colour Mobile*: creating a mobile to display ideas about colour
- *Rainbow Objects*: using a rainbow design to create a book



- *What's the Colour?*: clapping out the syllables of colour words
- *Rainbow Book*: making a book from a series of monochromatic pictures

Independent Work, pages 44–46



- *BLM 16*: experimenting with colour values (tints and shades)



- *BLM 17*: identifying details from the text using yes/no statements
- *BLM 18*: cutting and pasting words to create sentences that are true



LEARNING OPPORTUNITIES

Students will:

- use their knowledge and experience to understand what they read
- use some basic conventions of formal texts to locate information
- use pictures and illustrations to determine the meaning of unfamiliar words
- use a variety of strategies to create meaning (predict content)

YOU WILL NEED

- chart paper and marker

OBSERVING FOR ASSESSMENT

Does the student:

- read aloud fluently?
- reread to check, confirm, and search?
- use knowledge of syntax and meaning to read with phrasing?

TEACHING tip

During the second reading, encourage the students to join in the reading of the lines "Choose the colour..." and "Oh no, not..." to give them practice reading expressively.

Getting Ready to Read

Show the children the cover of *Prince Peter Paints!* and tell them the title. Say:

- Look carefully at the cover. What painting materials has Prince Peter collected?

Chart their responses.

First Reading

Read through the book, pointing to the words as you read them. Point also to details in the pictures that will help the children to connect pictures with text.

Read pages 2 and 3 aloud. Ask:

- How many different colours of paint are there for Prince Peter to choose from? That's right, there are seven.
- Who can name one of the colours? Another? Another?

When all seven have been named, ask:

- Which of these colours do you think he'll choose? Why do you think so?

Read to the end of page 15 and say:

- There's only one colour left to choose. Who remembers what it is? How many of you thought that he'd choose violet?

Turn to and read page 16. Then ask:

- Who can name all the colours, starting from the top? From the bottom?

Returning to the Story

Ask open-ended questions such as:

- Did you enjoy the story? Why? Why not?
- Which paint colour in the story do you like best?

Ask questions that help the children recall specific details, such as:

- Where should I look to find the title of the book?
- Who were the characters in the story?
- Who remembers the colour that begins like **r-r-r-un**? That's right... **r-r-r-ed**. That begins like **y-y-y-es**? Like **bl-l-l-ack**? (and so on).

Second Reading

Invite a volunteer to point to and read the title of the book. Ask:

- How many words are there in the title? What do you notice about the first letter in each word? Yes — each of the first letters is upper case *and* each is the letter P: **P**-rince **P**-eter **P**-aints!

Have a second volunteer read the first page aloud. Ask:

- Who remembers *why* Prince Peter needs help? That's right, he needs help choosing the colour for his room.

Reread the book aloud, encouraging the children to join in wherever they feel comfortable.

Extending the Reading Experience

Invite the children to volunteer to take on the role of a character who suggests a colour: the gardener, the king, and so on. You can be the narrator, and the remaining children can take turns reading Prince Peter's part.



Colour Values

LEARNING OPPORTUNITIES

Students will:

- use visual elements and principles of art and design
- identify the value of a colour
- identify strengths and areas for improvement in their work

YOU WILL NEED

- paint (including black and white)
- pie plates for mixing and holding paint
- small sponge pieces
- water for rinsing sponges
- paint smocks
- white painting paper

OBSERVING FOR ASSESSMENT

Does the student:

- produce a strip that shows light, medium, and dark values?
- give reasons for their use of colour values?



It is important to foster an environment in which it is acceptable to take risks and make mistakes. Discussing your own artistic experiments with developing artists encourages them. Develop an informal chart for the painting centre: *What Works Well/What Doesn't Work Well*, and add to it throughout the year.

Reading the Story

As you reread *Prince Peter Paints!* with the children, discuss the various colours that the prince encounters. Turn to pages 2–3 and ask:

- Which colours are in the different paint cans?
- Did the illustrator use different kinds of green in this picture? Show me. (blanket, table-tennis paddle, tennis ball, paint, yo-yo, bowl, etc.)

Using your finger to point, ask:

- What names would you give to these different greens? (light green, dark green, lime green, etc.)

Have the children find and name other light and dark colours on pages 2–3.

Starting the Exploration

Introduce the term *value* and let the children practise identifying *light values* (*tints*) and *dark values* (*shades*) in their own clothing and in objects around the classroom. Ask:

- If you had red paint and wanted to make a tint of pink (a lighter value), how would you do it? (add white)
- If you had red paint and wanted to make a deep shade of red (a darker value), how would you do it? (add black)

Explain that artists use light and dark values in their artwork. Tell them they will have an opportunity to make their own light and dark values, using paint and sponges.

Working on Value

Distribute paper. Invite each child to choose a starting colour and to use a small amount of paint in order to sponge in an area at the centre of the paper. Show how to add some white to create a lighter value, then more white for the lightest value.

(Remind them to always rinse the sponge before dipping it back into the paint container.) Show how to add a tiny amount of black to make the starting colour a darker value.

Distribute **BLM 16** (or a clean sheet of paper). Have each child create a value strip that shows a range of tints and shades of a specific starting colour.



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Sharing

Post the children's completed value strips. Have them share what they learned from the activity. Ask:

- What was fun about experimenting with colour values?
- What did you learn about adding black?
- How is using a sponge different from using a paintbrush?

Record their responses on a *What Works Well/What Doesn't Work Well* chart.

Extension

Choose some instrumental music that might evoke strong feelings (see *Grade 1 Audio CD Tracks 11–24*). Play the piece once. Then ask the children to choose a colour that matches their feeling about the music. Have them sponge-paint a *monochromatic* picture in response to the music, using only light and dark values (tints and shades) of that colour. When the pictures are complete, have the children explain why they chose the colour they did.

This Exploration works well with **Stand-Alone Activity 13: "Can You Hear the Story?"** on page 133 and **Stand-Alone Activity 29: "My Bedroom Walls"** on page 149.

LEARNING OPPORTUNITIES

Students will:

- use phonics as an aid in learning new words
- reread all or parts of a written piece, to clarify their understanding of its meaning
- use a combination of cues to sample, predict, and monitor/self-correct

OBSERVING FOR ASSESSMENT

During independent reading, does the student:

- finger-point?
- appear to read at an appropriate pace?
- persevere with the reading?

TEACHING tip

If the students don't choose certain colours, you could introduce these colours by saying that you would paint your room violet or indigo or yellow or red or blue or orange or green because....

Setting the Scene

Have the children close their eyes and imagine an object that might exist in their favourite colour. As the children share their mental pictures and favourite colours with the group, spell out the colour words with their assistance and chart them, for example, "Red — who knows how **r-r-r-ed** begins?" "Who knows how **re-duh** ends?"

Make the chart into a frequency tally to determine which colour is the favourite of the most children, for example:

red	√√
orange	√√√
yellow	√

As you say the title, show the children the cover of the book. Ask:

- What do you think Prince Peter is going to paint?
- How many paint cans are on the floor? What colours are in the cans?
- What do you think the book will be about? Why do you think so?

Reading the Story

Have the children turn to pages 2–3. Ask:

- How many paint cans are on the floor now? What colours are they? Why do you think there are so many colours?

Say:

- It's time for Prince Peter to paint his room, but he needs help choosing the colour. Which colour should he choose? Encourage the children's responses and ask for their reasons.

Say:

- Read these pages to find out why Prince Peter needs help.

Turn to page 4. Say:

- Look at the picture. Which colour does the gardener tell Prince Peter to choose?
- Look at the thought bubble above the gardener's head to find out what the colour red makes him think about.
- Now read this page to find out what kind of roses he thinks of.

Point to the picture on page 5. Ask:

- Why is Prince Peter on the ladder? What colour is he putting on his wall?

Say:

- Red makes Prince Peter think of something his Aunt Ethel gives him. Read these pages to find out what it is.

Turn to page 6. Say:

- Look at the picture. Who tries to help Prince Peter this time? What colour does the king want Prince Peter to choose?
- Read pages 6 and 7 to find out why Prince Peter doesn't want to choose orange.

Turn to page 8. Say:

- Look at the picture. What colour does the guard want Prince Peter to choose?

Continue with this pattern of interaction through to the end of page 13.

Say:

- Turn to page 14. Look at the princess's velvet robe. Do you know what colour it is? Look at the label on the paint can: in...di...go! Indigo! What things have you seen that are indigo?

Together look at the next page. Say:

- Look at the thought bubble on page 15. What creature is Prince Peter thinking about? Read this page to find out what happened to his dragon.

TEACHING tip

Discussing ambidexterity

provides the students with an opportunity to think about their handedness.

Use prompts such as "Raise the hand you print with" and "Show me which foot you use to kick a ball" in your discussion.

Turn to page 16. Ask:

- What is the new colour on the wall? That's right — it's indigo.
- Look at all the colours together. Red + orange + yellow + green + blue + indigo + violet = ? Yes, a rainbow. Prince Peter *loves* rainbows! Read this page to find out what colour Prince Peter chooses for his walls.

Conclude by saying:

- Now it's your turn to read the book on your own.

Independent Reading

Have the children read the book on their own with as little assistance as possible.

After Reading

Say to the children:

- Prince Peter tried different colours of paint. Of all the colours he used, which is your favourite?

When they have given their responses, ask:

- What do you think about his decision to paint his room in a rainbow?

Revisit the Story

Discuss the text using open-ended prompts such as:

- What did you like best about the book?
- Which picture is your favourite? Why?
- If you'd been one of the characters in the book, which colour would you have suggested to Prince Peter?

Engage the children in recalling specific information from the text. Encourage them to locate the information before volunteering their answers. Ask questions such as:

- Which character suggested that Prince Peter paint his walls yellow?
- Who suggested that green should be Prince Peter's choice?
- What colour reminded Prince Peter of his lost dragon?

Say:

- Here's a new word for you — ambidextrous...a-m-b-i-d-e-x-t-r-o-u-s. It means that a person is able to use both hands equally well. Say it with me: am-bi-dex-trous. Look through the book and find two pictures of Prince Peter that show he's ambidextrous!

Reinforce the Story

Invite the children to choose a two-page spread that they enjoyed and to practise reading it so they can read it aloud to the group.

Hand out **BLM 17** so the children can review and confirm the match-ups between the characters and the colours they suggested.



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As a Group

LEARNING OPPORTUNITIES

Students will:

- identify a variety of art tools, materials, and techniques
- demonstrate that personal feelings can be expressed through art-making
- work individually and with others to make artistic choices

YOU WILL NEED

- tagboard cards
- safety scissors
- yarn
- sticks, dowelling, and/or coat hangers
- crayons, markers, and/or pencil crayons
- single-hole punch
- masking tape

LEARNING OPPORTUNITIES

Students will:

- identify the subject matter and materials they will use
- use a range of materials and processes

YOU WILL NEED

- markers, crayons, and/or pencil crayons
- paints and brushes
- large and medium-sized white paper

OBSERVING FOR ASSESSMENT

Does the student:

- make decisions to solve artistic problems?

Activity: Colour Mobile

Distribute three pieces of tagboard card to each child, and ask each to choose three specific colours. For each colour, the children should think of one positive association and one negative association in order to complete the following prompt:

- “When I see (yellow) I think of...”

On one side of a card, they will draw a picture of their positive association with the colour, and on the other side a picture of their negative association. Encourage them to add a short caption or word to each card and to trim it as desired.

Show the children the materials available for making mobiles. Ask:

- Does anyone know what a mobile is?
- How can you use these materials to put a mobile together? (tying yarn to cards, taping yarn to cards)

- What shape will your mobile be? (long vertical strips hanging from a horizontal frame)

In groups of two or three, have the children combine their cards to create a mobile. You might have to help them with knot tying and balancing.

Display their work and encourage discussion. Ask:

- What went well when you were making your mobile? What would you do differently next time?

Extension

Invite each group to use movement or tableaux to dramatize some of the positive and negative associations depicted on their mobile.

This Extension works well with Stand-Alone Activity 4: “Tableaux Play” on page 124.

Activity: Rainbow Objects

Initiate a discussion about rainbows. Refer to page 16 of the text. Ask:

- What did Prince Peter make when he chose all of the colours? What order were they in?

Post the order of the colours.

Tell the children they will be drawing a picture and finishing it using the colours of the rainbow. Together, brainstorm a list of favourite things to draw (trucks, animals, people, houses, etc.). Encourage the children to choose a size of paper and draw their object so that it appears “fat” and takes up the whole page. They then use their choice of medium to fill the shape with a rainbow.

Some children may have difficulty grasping traditional art materials. Consider using hand-over-hand assistance, plus shaving brushes for painting, fat chalk for drawing, or stamp-pads for printing. Tape pages securely to the table or a board.

Display the finished works and discuss the results.

Extension

To link to the science curriculum, you might wish to create a rainbow in class by shining a flashlight through a prism or a glass cylinder full of water.



As a Group

LEARNING OPPORTUNITIES

Students will:

- follow basic instructions and directions
- use some features of written text

YOU WILL NEED

- chart paper and marker

OBSERVING FOR ASSESSMENT

Does the student:

- match the number of syllables (claps) with correct words?
- appear eager and confident to take a turn?

Activity: What's the Colour?

Have the children listen as you “clap a colour” from the text, using one clap for each syllable in a word. First, clap once while saying the word “red.” Have the children repeat the action. Then ask:

- What other colours in the book would have one clap? (blue, green)

Repeat the process by clapping twice while saying “yell-ow.” Work your way through all seven colours so the children hear one-, two-, and three-syllable words clapped out.

Next, print the seven colour names on chart paper.

When the children have heard all the colours clapped, say a colour in syllables and invite the children to clap it. Do this for all the colours.

Point to a colour in your printed list and have a child clap its syllables. Invite another child to say the colour. Then have the child point to another colour in the list for someone else to clap out. Repeat the process until everyone has had a turn.

Extension

Have the children communicate the syllabication in another way, for example, using foot stomps, finger snaps, or shoulder taps.

BLM 18 gives the children another opportunity to practise reading the seven colour words and to reinforce the connection between these colours and specific details in the text.



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LEARNING OPPORTUNITIES

The students will:

- create some simple media works
- use some conventions of written language

YOU WILL NEED

- 4 pieces of white paper per student
- 2 pieces of manila tag per student
- crayons

OBSERVING FOR ASSESSMENT

Does the student:

- follow oral directions?
- match the colour name with the matching crayon colour?

Activity: Rainbow Book

Provide materials so that each child can make a “book of colours.” Their books will have a title page followed by seven pages, each dedicated to one of the seven colours in *Prince Peter Paints!*

Each child will need four sheets of paper, plus two pieces of cream-coloured manila tag for the book cover. Encourage the children to illustrate their covers and title pages using every colour.

The children should print one colour name at the bottom of each page. Then, on each page have them draw a one-colour picture using a crayon in the matching colour.

Extension



Invite the children to share their completed books by sitting in a circle and taking turns passing their books around the group.

This Extension works well with Stand-Alone Activity 25: “Wax Paper Prints” on page 145.

Prince Peter Paints!

BLM 16

My name is _____

<p>add white</p> 	<p>Extension</p> <p>When the children have heard all the colours clapped, say a colour in syllables and invite the children to clap it. Do this for all the colours.</p>
<p>my starting colour</p>	<p>Activity: Rainbow Book</p> <p>Provide materials so that each child can create a "book of colours." Their books will have a title page followed by seven pages, each dedicated to one of the seven colours in Prince Peter's story.</p> <p>Each child will need four sheets of paper, plus two pieces of cream-coloured cardstock for the book cover. Encourage the children to illustrate their covers and title pages using every colour.</p>
<p>add black</p> 	<p>Each child will need four sheets of paper, plus two pieces of cream-coloured cardstock for the book cover. Encourage the children to illustrate their covers and title pages using every colour.</p>

My name is _____.

Yes or No?

1. The gardener says, "Choose the colour red." Yes No
2. The guard says, "Choose the colour indigo." Yes No
3. The queen says, "Choose the colour blue." Yes No
4. The dog chooses orange. Yes No
5. The king says, "Orange makes me think of my flat basketball." Yes No
6. The queen says, "Indigo makes me think of my velvet robe." Yes No
7. The cook says, "Green makes me think of my lost dragon." Yes No
8. Prince Peter loves rainbows. Yes No

My name is _____.

**Cut and glue the words to
make sentences that are true.**

1. Aunt Ethel's kisses are _____.

2. Sour lemons are _____.

3. Long grass is _____.

4. Cold water is _____.

5. Bright sunshine is _____.

6. A rainbow is _____

and _____ and _____

and _____ and _____

and _____ and _____

red	indigo	green	blue	yellow	yellow
orange	red	blue	green	violet	yellow