

COLORING BOOK (LEVEL 0)

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| Description | Learners will develop their own coloring book, thinking through categories, building their vocabulary, illustrating images, and exploring phonics! |
| Leading Question | Can you make your own coloring book? |
| Total Time Required | ~ 5 hours over 5 days |
| Supplies Required | Notebook, paper, pencils, eraser and colors |
| Subjects | Literacy, Art & Design, Numeracy |
| Supervision | Medium |
| Learning Outcomes | By the end of this project, learners will be able to: <ol style="list-style-type: none"> 1. Write small and capital forms of the English alphabet 2. Sound out the starting letter of multiple objects 3. Recognize and draw different shapes 4. Recognize different letters 5. Understand how letters are used to build words 6. Develop and expand vocabulary for objects, animals, people etc. in different contexts 7. Count and write numbers from 1-5 |
| Previous Learning | None |

DAY 1 - Today, you will start creating your own coloring book.

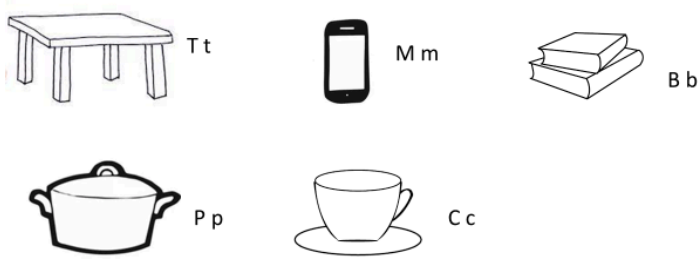
| Suggested Duration | Activity and Description |
|---------------------------|---|
| 50 minutes | <ul style="list-style-type: none"> ● If you have used a coloring book or sheets before, reflect on what you enjoyed about them. ● If you have access to a drawing / coloring book, look through it for reference. Try to identify some characteristics of this type of book. <p>These are some questions that can help guide you:</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 answers could include:</p> <ul style="list-style-type: none"> - There are different objects or items that are drawn out in black or a dark color and then the inside is left blank for coloring. - There are a certain number of things on each page that are often a scene or a few objects for different letters or other categories. ● For your own coloring book, you will need 3 pieces of paper that you can use on both sides of the page – it can be any paper that is the |

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| | <p>length of your hand from the elbow to the wrist so that you have enough space to trace the figures.</p> <ul style="list-style-type: none"> ● On each of the 5 pages in your coloring book, you will draw a certain number of objects based on a category. For example, on page 4, draw 4 objects. On page 3, draw 3 objects. Make sure that the drawings can be colored (are not solid or filled with color). ● 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. ● Start from the last page or page 5 of the book. <p>For page 5:</p> <ul style="list-style-type: none"> ● Think of any 5 objects that are in your home and that you would like to draw in your book e.g., bed, table, window, book, sofa etc. ● If you are having trouble getting started, a parent or family member can help you go through the shapes and details that you are seeing and how you might translate these from three-dimensional forms in space to a two-dimensional drawing on paper. ● If you draw a <u>simple shape</u>, such as an orange, they may say... <ul style="list-style-type: none"> ○ <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> ● If you are drawing a <u>more complicated shape</u>, such as a flower, identify basic shapes “hidden” on parts of the object. They can help guide you by saying... <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> ● To make it more challenging in terms of vocabulary, you can choose objects based on a category. For example, objects that start with different letters, or objects whose names or functions are unfamiliar to you, or objects that begin with the same sound, etc. |
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- Learn the names of these objects and their use (if they are unfamiliar to you).
- Draw these 5 objects on the last page of the book. It may be helpful for your drawing process if you try to represent parts of the object as shapes that you already know e.g. a book can be two rectangles, etc.
- Count the number of objects on the page and write a large number 5 to represent this on the top left corner
- Sound out these objects and write the first letter in upper and lower case of each of them beside the objects

Example below:

5



Page No: 5

DAY 2-4 - For the next 3 days, you will repeat and complete the other 4 pages of your book.

| Suggested Duration | Activity and Description |
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| 50 minutes | <p>For page 4:</p> <ul style="list-style-type: none"> - Think of any 4 objects that are outside their home that you 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"> - Think of 3 animals – one that lives in the sky, one in the water and one on land that you would like to draw e.g. land: lion, air: parrot, water: goldfish etc. <p>For page 2:</p> <ul style="list-style-type: none"> - Think of any 2 people in their family that you would like to draw in your book e.g. mother, sister etc. <p>For page 1:</p> <ul style="list-style-type: none"> - Think of any 1 of your favorite toys that you would like to draw in your book e.g. you stuffed animal or ball etc. ● Learn the names of these objects and their use (if they are unfamiliar to you). |

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| | <ul style="list-style-type: none"> ● 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 you already know. ● Count the number of objects on the page and write this on the top left corner. ● Sound out these objects and write the first letter in upper and lower case of each of them beside the objects. |
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DAY 5 - On the final day, you will put your book together.

| Suggested Duration | Activity and Description |
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| 20 minutes | <ul style="list-style-type: none"> ● Design a front cover for your coloring book. ● Think and write a “title” for a book – that represents what the book is about e.g. Color Me etc. ● Illustrate the cover for your younger readers to identify the purpose of the book. ● Write the name of the author and illustrator (yourself). ● Put page numbers on each of the pages of the book. |
| 20 minutes | Share your completed coloring books with your family and younger siblings for everyone to color. Use this book and begin coloring the different pages. |
| 10 minutes | Reflect on: <ul style="list-style-type: none"> - The new words that you 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. |
| 10 minutes | Based on your experience, make modifications to improve your Coloring Book or make a new one. |

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| Extension 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 for Simplification | <ul style="list-style-type: none"> ● Learners can only do fewer objects per page ● Learners can add write only the lower or uppercase letters |

ASSESSMENT CRITERIA

A majority of my learners were able to:

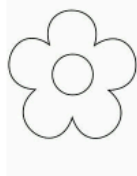
- Express their creativity through designing and drawing.
- Critically think about objects in each category.
- Create a completed and well-illustrated Coloring Book.

APPENDIX 1: EXAMPLE

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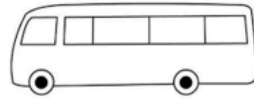
T t



F f



C c



B b

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