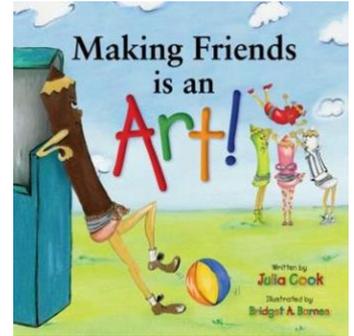


Making Friends is an Art!

By Julia Cook

In this book, Brown thinks he isn't as good as the other colored pencils. Through conversations with the others, Brown learns how to be a friend and see the good in everyone, including himself.



Discussion and Questions:

- Can you think of a time you felt like you didn't fit in with others? What did you do?
- What do you think makes a good friend?
- How did Brown change from the beginning of the book to the end?
- When someone isn't being a good friend to you, what might you say? What would you want someone to say to you if you weren't being a good friend?

Activities:

- **Art is Everywhere**
 - Ask the children to identify the color of the pencils as you read the book.
 - When you are finished, or as you go through the book, ask the children to find each color in their environment.
 - If possible, encourage children to go on a color scavenger hunt outside or in the hallways of the building. Assign children different color crayons to take along with them to find a color-match.
 - For children who may not be verbal, encourage them to point to colors to identify them.
 - For children who may not know their colors yet, give them an item of the color to look for and provide support as needed.
- **Mixing Colors**
 - Remind the children that Brown is made up of *all* the colors.
 - Give each child an assortment of colored paints, a paint brush, and paper.
 - Ask the children to make brown by mixing the colors on their paper.
 - After the children make brown, encourage them to make other colors. Encourage the children to predict what colors they can make as they mix 2 or 3 colors together.
 - Children could also be provided with a shoe or gift box with a piece of paper taped inside the box. Have an adult add several small pools of different colored paints to the paper and place a marble in the box. Close the box and invite children work in pairs to move the box from side to side so that the marble rolls through the colors and creates a blend of colors across the paper.
 - Younger children might put the paint in their mouth. To prevent this, put various colors of paint in a plastic zipper bag and encourage children to hold and squish the bag with their hands.
- **Color Qualities**
 - At the top of a large poster board, write the names of all the colors from the book.
 - Remind the children of each color's strength mentioned in the book. (Example: Yellow always does what's right, Pink listens to everyone).
 - Ask children to name colors or qualities that may not have been mentioned in the story. Make up new color qualities with the class such as "Maroon makes everyone laugh" or "Grey is quiet in the hall." Add them to the poster chart.
 - Let children pick which color they identify most with and put their name or picture under the color. Make a bar graph with their names/pictures.

- **Friends of Color**

- Have each child select a colored piece of paper. The more variety of colors, the better.
- Ask the children to draw a picture of what it means to be a good friend.
- When a child finishes their picture, ask them to tell you about the picture and write a description on the picture. (Example: Being a good friend means taking turns).
- Hang the children's pictures on the wall or make a classroom book out of their artwork.

- **Rainbow Run**

- Find a large area where the children have plenty of space to run around (i.e., outdoors).
- Make several large circles or squares on the ground using colored chalk or colored tape on the floor, or different colored hula hoops. Make sure there are several areas for each color.
- Yell out a color and tell the children to run to it. Encourage the children to help one another. Let the children take turns being the person who calls out the colors.
- After they play the game several times, children may get bored. Expand the game by adding a tagger who chases the kids as they move from color to color. If children get caught, let them help tag their peers.