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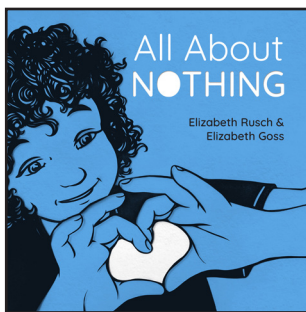
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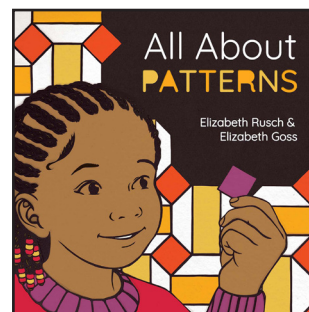
# All About NOTICING SERIES ACTIVITY KIT



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## About the Author

Elizabeth Rusch is the author of more than two dozen award-winning children's books, including *A Day with No Crayons*, *The Music of Life*, *Zee Grows a Tree*, *Volcano Rising*, and *Mario and the Hole in the Sky*, winner of the AAAS/Subaru Prize for Excellence in Science Books, the Green Earth Book Award, the Cook Prize, and the Golden Kite Award.

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## About the Illustrator

Elizabeth Goss is an illustrator, author, and papercutter. Her picture book *My Way West: Real Kids Traveling the Oregon and California Trails* won the Paterson Prize for Books for Young People. A proud member of the Guild of American Papercutters, Elizabeth teaches art workshops across the Pacific Northwest and loves welcoming students of all ages into the world of papercutting. [www.lizabethgoss.com](http://www.lizabethgoss.com)

## About the Series

The All About Noticing series is designed to inspire children to notice the role of nothing, colors, and patterns in their lives. This activity guide will help young readers explore even more deeply.

# All About NOTICING

## Activity Kit

## Discussion Guide

Use these questions to kick off classroom discussion, guide pre-thinking and post-reading responses, or inspire a writing or drawing assignment!

### All About Nothing

1. What is nothing? Where do you see it? How do you know that it's nothing? What are some other words that also mean *nothing*? What are words that mean the opposite of *nothing*?
2. Discuss the cover of *All About Nothing*. What gesture is the character making? What does it mean? How is this gesture an example of the importance of negative space?
3. *All About Nothing* explains that silence is an important part of music. What do you think music would be like if all the sounds happened at once, with no space between them? Can you think of songs that use a lot of silence?
4. How is empty space important to reading? Why do you think that books meant for beginning readers are designed with more space between the words and sentences? (Use a projector or pass examples around the room to show students how letter size, line spacing, and word spacing are different in a board book, a picture book, an easy reader, a chapter book, a middle-grade novel, a young adult novel, and an adult novel.)
5. *All About Nothing* is illustrated in a medium known as papercutting. What do you know about this art style? Have you seen other art that looks like this? Why do you think this book was illustrated in this particular medium?
6. Nothing can be “. . . a welcome break in a busy day.” Why is taking breaks important? How do you know when you need to take a break? What are some things you do on breaks to let go of stress?
7. This book begins with a question. Why do you think the author chose to begin the book this way? At the end of the book, do you feel like your answer to that question is different than it was before reading?

### All About Color

1. What is color? Can you explain where color comes from? Can you see colors all the time, or only when there's light?
2. What are some of the words that we use to describe color in art or science (such as *hue*, *shade*, *wavelength*, *saturation*, and *tint*)? What do these words mean?
3. Have you ever heard the phrase “seeing red”? What does this phrase mean? What are some other phrases that use color to describe emotional experiences?
4. Do you support a sports team? What are that team's colors? Does your school have colors? What are the colors in your state or country flag?

# All About NOTICING

## Activity Kit

## Discussion Guide

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5. Can you think of occasions when people are expected to wear a specific color? This may include school spirit events, weddings, funerals, and other religious or cultural occasions. Why is it important to wear the expected color on these occasions?
6. In *All About Color*, one of the kids has purple hair. Do you know somebody with purple hair? What about other dyed colors, such as pink or green? How does hair dye work? What are some reasons people might dye their hair?
7. Look at the example in the author's note of a yellow square on differently colored backgrounds. Does the yellow look different in these two samples? Why?
8. What is colorblindness? Talk as a class about different manifestations of colorblindness, such as red-green, blue-yellow, or achromatopsia (seeing the world in shades of black, white, and gray). What are some tools that people with colorblindness use to navigate situations where color is important? How can people and institutions like schools or workplaces make changes to accommodate colorblind people?
9. Do you have a favorite color? Why or why not? What about a color you dislike? Talk with your classmates and see if you can find your color-preference opposite (someone who dislikes your favorite and whose favorite you dislike)!
10. What are some examples of objects or living things changing color? How does this happen? Why?
11. Notice how the color of someone's face changes when they are inside under white light or outside under natural light, during sunset, or after dark. How does the color of a face change when it is near a campfire or candlelight or lit up by a television or phone screen?

## All About Patterns

1. What is a pattern? What can patterns be made out of?
2. What are some of the ways you see people making patterns with their bodies in this book? Do you do an activity that makes a pattern with your body? What do you like about that activity?
3. Why do you think some patterns can be seen only from far away or up close? Have you ever been in an airplane, at the top of a skyscraper, or high on top of a mountain? What kinds of patterns could you see from that high vantage point?
4. Look at the clothes that the characters in this book are wearing. How many patterns do you see? Do you have a favorite clothing pattern in this book? Why are patterns used to decorate clothing?
5. Read pages 15–18 ("Stories can have patterns . . . and parts that repeat"). What kinds of patterns exist in stories and songs? Do you think it's possible to have a story or song without a pattern? Is it possible for a

# All About NOTICING

## Activity Kit

## Discussion Guide

Use these questions to kick off classroom discussion, guide pre-thinking and post-reading responses, or inspire a writing or drawing assignment!

story or song to have too many patterns?

6. Look at the sheet music pictured on page 18. Do you know how to read sheet music? Can you figure out which song is written in this sheet music? Sing "Twinkle, Twinkle, Little Star" as a class and discuss: What is the pattern in this song? Are there other songs that share that same pattern?
7. What's the pattern in your day? Are there days that have different patterns (such as weekdays, weekends, holidays)? How do patterns help you predict what comes next?
8. What do you see on pages 23 and 24? Are there times when your life has felt chaotic? What helped you during that time?
9. What are some patterns that exist in nature? Think about animate objects like leaves and flowers, inanimate objects like rocks, and patterns in time and animal behavior such as a yearly migration. Are these patterns the same in different parts of the world? What are some patterns that vary in different biomes, such as a forest and a desert?

# All About NOTICING

## Activity Kit

### All About Nothing

## Art Connection: Papercutting

Introduce young artists to the medium of papercutting and concepts of reflection and rotational symmetry with a fun seasonal activity!

### Materials

You will need:

- 2–3 sheets of square craft paper per student
- 1 pair of scissors per student
- 1 pencil per student

### Procedure

For younger students, skip to step 3. For older students, use steps 1 and 2 to make deeper connections and develop an understanding of design elements in cut-paper art.

- 1. Connect to the text and show art samples.** *All About Nothing* is illustrated using cut-paper images. Examine a few sample spreads from the book and ask: Are you familiar with this style? Do you know other artists who work in this medium? Why is this book illustrated in this style? What does papercutting have to do with nothingness? (Optionally, show the class more cut-paper illustrations from artists such as Nikki McClure, Kiri Ken, Patrick Cabral, etc. and discuss other cut-paper art styles from around the world such as jianzhi, papel picado, and wycinanki. The Guild of American Papercutters is a useful starting point for resources and information.)
- 2. Discuss the main concept.** What is the role of negative space (the empty space around and between the subjects of an image) in cut-paper art? How do papercutters think about negative space when they plan and make their art? How and when do different kinds of symmetry (such as reflection symmetry, where one half is a reflection of the other half, or rotational symmetry, in which a shape looks the same after partial rotation) play a role in papercutting? Look at some examples together of symmetrical and asymmetrical cut-paper art.
- 3. Conduct the project.** Turn to pages 25–28 (“The most amazing things . . . really something!”) of *All About Nothing* and discuss with the class: What do you see in these images? Distribute materials. Ask students try their hand at making cut-paper art by making a snowflake (in the fall and winter) or a flower (in the spring and summer). Have students fold their paper into a triangle. Fold the triangle in half again and then fold it into thirds to create a wedge. Students will cut shapes into the wedge, but before they do, encourage them to think about what they would like their final piece to look like—bold and geometric, delicate and lacy, organically curved—and sketch ideas on their folded paper. After they cut shapes out, unfold the paper to reveal the final design. Allow students twenty to thirty minutes of free work time. Because the cut-out shapes will be repeated, there will be symmetry baked into their finished art.
- 5. Post-project.** Discuss: What did you learn while working on your piece? Did anything surprise you? What would you do differently next time? What was your favorite part? Celebrate the results of students’ hard work by displaying them, or let them bring the pieces home.
- 6. Optional extension.** Follow the snowflake activity with this notan activity from the Mystic Museum of Art: <https://www.mysticmuseumofart.org/2020/05/notan/>. Invite students to reflect in their journals on the similarities and differences between the notan activity and the snowflake activity.

# All About NOTICING

Activity Kit

All About Nothing

Art Connection: Fill Me In

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Use the spaces below to draw four things you can see by shading in the area around them. If you get stuck, try sketching the outline and shading in the space around it.

|  |  |
|--|--|
|  |  |
|  |  |

# All About NOTICING

## Activity Kit All About Nothing

## SEL Connection: Boundaries

Introduce the foundational social concept of boundaries with this collaborative visual activity.

### Materials

You will need:

- A whiteboard or large piece of poster paper
- Markers
- Optional: a blank sheet of paper and a writing utensil for each student

### Procedure

1. **Connect to the text and supporting ideas.** Read pages 19–24 (“You can have too little . . . Or just the right amount.”) of *All About Nothing* aloud with your class and discuss: What do you see on these pages? What do you hear in the text? What feelings and ideas are represented here? How do you feel when others don’t give you enough space? How do you feel when you have too much space?
2. **Introduce the main concept.** What is a boundary? Consider examples of boundaries: a physical fence between your yard and your neighbor’s yard, a rule about appropriate language at school, or a friend’s preference to fistbump rather than hug. Why are boundaries important? (Hint: Boundaries help people feel safe and respected. Honoring someone’s boundaries will show them that you are a person they can trust. Boundaries are a way to communicate how much space you need to be your best self.)
3. **Set up the visual exercise.** On the whiteboard or poster paper, draw a large circle.
4. **Visual exercise part one.** Ask students for examples of what you can set boundaries around: places, bodies, words, time, personal belongings, activities, etc. Write down their suggestions inside the circle.
5. **Visual exercise part two.** Ask students for examples of ways to set boundaries: by saying “no,” by saying “let’s do something else instead,” by walking away, etc. Write down student suggestions around the outside of the circle. (NOTE: Students may suggest physical ways to set boundaries, such as shoving or punching; discuss this activity ahead of time with your organization so that you have a plan for addressing these suggestions in an age-appropriate way—such as writing them down in a different color, or reminding students to always try nonviolent strategies first, or urging students to only use violent strategies in a self-defense emergency.) Hang the finished poster in a shared space to remind students of good boundary-setting strategies.
6. **Optional personal extension.** Invite older students to draw a circle on their blank sheet of paper and work through the boundary brainstorming exercise for themselves, in class, or as a homework assignment.

# All About NOTICING

## Activity Kit

All About Nothing

Writing Connection: Spacing

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Use the lines below to write the same sentence three times: once with proper spacing, once with no spacing, and once with spacing in the wrong places.

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_



# All About NOTICING

## Activity Kit

### All About Nothing

## Music Connection: Rhythms

Explore the role of silence in rhythm-making in duple and triple meter with this practice activity.

### Materials

This lesson can be applied without any specific materials, though if you wish, you may use it in a setting where each child has a hand drum, set of claves, or similar percussion instrument.

### Procedure

- 1. Connect to the text and supporting ideas.** Read page 17 (“Nothing even makes music. . .”) of *All About Nothing* aloud with your class and discuss: What does the author mean when she says that silence is an essential part of music? What do you think music would be like without space between sounds?
- 2. Introduce the main concept.** What is a rhythm? Can you think of example rhythms from your lives, such as a heartbeat, shave-and-a-haircut, or the rhythm of waves coming ashore?
- 3. Establish a counterexample.** Invite your students, using their hands and not their voices, to safely make as much constant noise as possible for a couple of minutes to see what music might be like without silence. Establish a “stop” signal such as the cutoff gesture used by orchestra conductors before signaling the start of the noise. They might clap; drum on the floor, desk, chair, or their own laps; or use their percussion instrument. Unless using a percussion instrument like claves, ask students not to hit one object against another object for safety reasons.
- 4. Discuss.** Did you succeed at making sound without silence? Do you think that was music? Why or why not?
- 5. Duple meter.** In Western music, there are two kinds of meter: duple (beats grouped in two, such as 4/4 time) and triple (beats grouped in three, such as 3/4 time). Using your own percussion instrument, or by clapping or drumming on the ground, establish a steady beat and invite students to drum or clap along. As a class, chant aloud “One, two, three, four,” on time with the beat. Discuss: Do you notice the difference between all drumming together on the same beat and making asynchronous noise? Practice recognizing duple meter together by putting on a couple of popular songs in 4/4 time and drumming or clapping along to the beat.
- 6. Optional extension: Duple meter, part two.** The silence between each beat of a measure is important—and so are the silences in more complicated 4/4 rhythms. As a class, resume the chant of “One, two, three, four,” clapping only on beats one, three, and four. As students settle into the rhythm, stop the verbal chant and simply clap in a half-note, quarter-note, quarter-note rhythm. Observe aloud that silence is even more important now! Silence allows musicians to do interesting things with rhythm.
- 7. Optional extension: Triple meter.** Repeat step 5, using 3/4 time. Chant “One, two, three,” in synchrony with a steady beat and practice finding the beat in a few popular songs that are 3/4 time to demonstrate that the same principles of sound and silence apply in triple meter.
- 8. Optional extension: Triple meter, part two.** Repeat step 6, using 3/4 time. Chant “One, two, three,” clapping only on beats one and three. Then slowly fade out the verbal chant so that students can hear the half-note, quarter-note rhythm.

# All About NOTICING

Activity Kit

All About Nothing

Math Connection: Zero

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Draw a bush with  
some roses

Draw a bush with  
zero roses

Draw a pond with  
zero fish

Draw a pond with  
some fish

# All About NOTICING

## Activity Kit

### All About Nothing

## Paired Reading

Use the following discussion questions and exercises to pair *All About Nothing* with *Ten Beautiful Things* by Molly Beth Griffin for an enhanced learning experience.

## Reading & Discussion

Begin by introducing both books. Ask students to observe the titles and covers closely. What do you see? What do you think each book is going to be about? Why do you think you're being shown both books together?

After reading the first book, allow students some quiet time to write in their journals. For students who would like a prompt, ask them to write down three important takeaways they got from the book. Read the second book. Once students have completed quiet writing time for the second book, come together and discuss as a class:

1. Were your predictions before reading each book accurate? What surprised you?
2. How are these books similar? How are they different? (Think genre, tone, art style, tense, voice, etc.)
3. Discuss the second half of *All About Nothing*; what does nothingness have to do with feelings? Lily in *Ten Beautiful Things* is dealing with big feelings; would she benefit from taking a break, ("Or a welcome break in a busy day") like the kid on page 15 of *All About Nothing*? Turn to page 24 of *All About Nothing* ("Or just the right amount") and remind students that maybe Lily needs just the right amount of nothingness—not too much, and not too little.

## Mindfulness

1. **Introduce key concepts.** Lily thinks there's *nothing* beautiful in Iowa. Looking closer proves her wrong. This is a kind of mindfulness practice. Are you familiar with the word *mindfulness*? What do you think it means? What does mindfulness have to do with the idea of nothing? Remind students of page 15 in *All About Nothing*; sometimes you need a little nothingness when your day, your mind, or your feelings are particularly busy.
2. **Brainstorm practical applications.** Ask students to think of times when they need a little extra calm and positivity. Jot down suggestions on the whiteboard.

3. **Lead a "Ten Beautiful Things" mindfulness exercise.** As a group, take ten deep, slow breaths. With each breath, ask students to think of something beautiful. Invite them to picture it carefully, in as much detail as they can—it can be a beautiful sight, a beautiful sound, even a beautiful smell! They can think of a different beautiful thing with each breath, or the same thing, adding a little more detail each time they breathe in.

## Place and Space

You will need two to three sheets of colored craft paper (darker colors preferred for better contrast), a sheet of white paper, and one pair of scissors per student. Older students may use an exacto knife and a cutting mat instead.

1. **Introduce the project.** Today students are going to use cut-paper art, just like the illustrations in *All About Nothing*, to make a piece of art about their home. Look at some examples of cut-paper art together for inspiration. Show a video or two of papercutters at work so that students can see some examples of technique.
2. **Brainstorm.** Encourage students to reflect on their home. What are the sights, sounds, smells, tastes, and textures? What are local plants, animals, weather, and landscapes like? For older students: What symbols and ideas are associated with your home? Invite students to jot down notes and sketch what they want to show in their finished piece.
3. **Create.** Distribute materials and allow thirty to fifty minutes of free time for students to work on their pieces. When finished cutting their craft paper into their chosen design, students should glue the finished piece to their sheet of white paper to provide a contrasting backing.
4. **Post-project.** Celebrate students' hard work by sharing in small groups, presenting to the class, and/or displaying on the wall.

# All About NOTICING

## Activity Kit All About Color

## Art Connection: Mix It Up

Introduce young artists to color theory and the medium of painting with a fun color-blending activity!

### Materials

- Nontoxic paint in the three primary colors as well as white and black
- Heavy art-and-craft paper suitable for painting on, such as construction paper
- Paintbrushes
- Disposable or reusable cups for cleaning paintbrushes
- Water for cleaning paintbrushes
- A copy of *All About Color*
- A color wheel

### Procedure

For younger students, skip to step 3. For older students, use steps 1 and 2 to make deeper connections and develop an understanding of color theory.

1. **Connect to the text and show art samples.** *All About Color* shows lots of colors in action and talks about the importance of color. Turn to the last two spreads and ask students: What is being shown here? What do you notice? What happens when the paintbrush drags one color over the top of another color?
2. **Discuss the main concept.** Are students familiar with the concept of primary and secondary colors? Show students a color wheel and explain that all colors on the spectrum can be made by combining the primary colors, sometimes with the addition of white or black. Have students heard the word *ombré* (blending one color into another)? What does that word describe? Look together at some examples of gradients in nature, art, cuisine, and fashion.
3. **Conduct the project.** Invite students to create a painting that shows two different colors blending together. The painting can be of any subject or no subject, as long as it includes at least two colors and the gradient between them. Distribute paint, brushes, cups of water, and craft paper to students and allow at least twenty minutes to work. Circulate among the class and offer support; if students are stuck, offer them the option of picking two colors from the color wheel at random to jump-start their creativity.
5. **Post-project.** Discuss: Which colors did you pick and why? What did you learn while working on your piece? Did anything surprise you? What would you do differently next time? What was your favorite part? Celebrate the results of students' hard work by displaying their artwork, or let them bring the pieces home.

# All About NOTICING

## Activity Kit All About Color

## Art Connection: Color Wheel

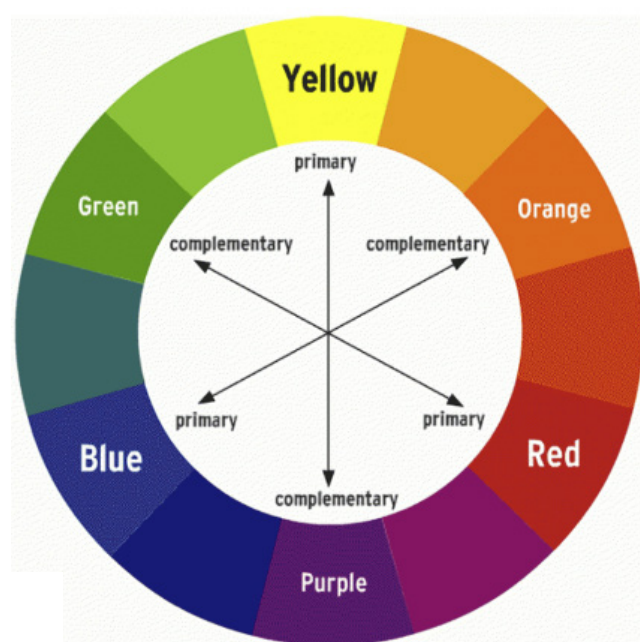
Explore color theory and the medium of collage by making a color wheel.

### Materials

- Magazines, calendars, or other colorful scraps
- Scissors
- Light colored paper or cardstock
- Glue stick or glue

### Procedure

1. **Describe the color wheel** and its usefulness and show kids models of different color wheels. A color wheel is a diagram of colors in a circle that shows the relationship of colors to each other. In many color wheels, Red, Yellow and Blue are primary colors. All other colors can be mixed from those three. Colors across from each other are called complementary and provide dramatic contrast when placed side by side. Colors that are side by side are similar enough that they look good together.
2. **Begin the activity.** Ask kids to find all the colors in a basic color wheel in the scraps provided. Have them cut out each color so there is only one color per piece. Have kids arrange and glue the colors into a color wheel.
3. **Share results and reflect as a class.** Compare students' color wheels. How are they the same and different?



# All About NOTICING

## Activity Kit All About Color

## SEL Connection: Color Your Emotions

Explore the connection between color and emotion and the medium of painting with this activity.

### Materials

- Paper
- Pencil or pen
- Paint (watercolor or acrylic)
- Paint brushes
- Containers of water
- Mixing palette such as plastic tub tops, washable plate, tin foil
- Optional emotion wheel or other emotional identification tool

### Procedure

1. **Pre-activity discussion.** Read *All About Color* as a class and use *All About Color* question three from page two of this guide to talk about the connections between color and emotion.
2. **Create the project.** Have kids fold their paper in half and then half again to make four sections. Invite them to write an emotion on the top of each section. If they're stuck, invite them to use an emotion wheel or other emotional identification tool to come up with emotions. Ask students to mix their paints to create one or more colors that seem to capture each emotion and paint them onto the corresponding section.
3. **Reflection.** Invite students to share and discuss their projects. Why did they choose these four emotions? What prompted them to connect those emotions with the colors they blended? Did they reference a cultural connection (like "seeing red" when angry) or a real-life item (like the color of a toy or blanket that comforts them when they feel sad), or was their color inspiration more abstract?

# All About NOTICING

## Activity Kit All About Color

## Art Connection: Create Your Own Color of the Year

Every year Pantone chooses a Color of the Year that color specialists think captures the mood of the time and will be reflected in clothing, cars, and other designs. Encourage students to take part in this tradition by creating their own Color of the Year!

### Materials

- Paper
- Magazines, books, websites
- Paints (watercolors or acrylic)
- Paint brushes
- Mixing palette

### Procedure

1. **Pre-activity discussion.** Explain to the class what the Pantone Color of the Year is. Explore the Pantone colors of the year for the past several years at: <https://www.pantone.com/articles/color-of-the-year>. Consider last year's color and discuss what you think the color represents and whether you think it was a good fit for last year. Do the same with this year's color.
3. **Research.** Provide fifteen to twenty minutes of work time for students to look through magazines, books and websites and each choose a color that they think should represent this year.
4. **Presentation.** Ask students to mix paints to create the color they chose and paint it on a page with some notes about why they think this color is a good representation of this year.
6. **Share and discuss** the colors that were created. Hold a class election to vote for the Color of the Year!

## Art Connection: The Colors of Nature

Practice observation and painting skills with this color-matching activity.

### Materials

- Watercolor paper
- Stiff cardboard to work on
- Watercolor set
- Paint brush
- Small container or jar of water

### Procedure

1. **Pre-activity discussion.** Nature is full of colors. Ask students to think of the colors they associate with nature. Is the green of the grass the same as the green of an oak leaf or pine needle?
2. **Outdoor activity.** Pack up and head outside. Assign students to each find a small, moveable object in nature such as a leaf, stick, flower petal, or blade of grass. Ask them to mix water colors to try to match the color from nature. Students will bring their nature object and color swatch back indoors with them.
3. **Indoor extension activity.** Back in the classroom, invite students to pair up and show each other their nature items. Ask students to paint a color-matching swatch for their partner's object, then invite them to compare their swatches and discuss which colors they chose to blend. Rotate partners one or two times and repeat the exercise, then invite students to discuss as a group what they learned from each other.

# All About NOTICING

Activity Kit  
All About Color

## Art Connection: Milk Swirl and Paper Marbling

Combine colors and shapes in this mesmerizing dye-based activity.

### Materials

- Plate
- Cow's or almond milk
- Food coloring
- Cotton Swab or cotton ball
- Dish soap
- Watercolor paper (for marbling), cut into 3x3 or 4x4 inch squares

### Part One: Milk Swirl

1. Pour a thin layer of milk to cover the bottom of the plate. Drip a few drops of a variety of food coloring colors into the milk.
2. Dip the cotton swab into the dish soap. Press the soapy cotton swab into the food coloring and watch the colors swirl!
3. Alternatively, you can cluster the food coloring droplets in the middle and drop a cotton ball soaked in dish soap into the center and it sets off a super swirl.
4. Invite the students to think of their own explanations for why this works, then explain the real trick to them: The dish soap attracts the fat molecules in the milk. As the molecules try to bond, they create small explosions that spread the colors.

### Part Two: Paper Marbling

1. After doing Part I, take another dish soap cotton swab and swirl it through the colorful milk to make a marble pattern. Dip a piece of watercolor paper in the milk and then lift it out and let dry.
2. Invite students to make their own marbled paper in their favorite color.



# All About NOTICING

Activity Kit  
All About Color

## Art Connection: Tissue Paper Stained Glass

Explore the connection between color and light with this kid-friendly “stained glass” activity.

### Materials

- Plastic page protectors (as used in 3 ring binders) cut in half OR transparent plastic lids
- Tissue paper of assorted colors
- Glue stick
- Scissors
- Optional: Construction paper, string, hole puncher to frame and hang the suncatcher.

### Procedure

1. **Pre-activity discussion.** Open to pages 7–8 of *All About Color* (“because color is light sending messages to your brain.”) and discuss the illustration. What do students see in this image? Scientifically, what happens to cause your brain to perceive that an object is a particular color? Would there be such a thing as color without light?
2. **Create tissue paper stained glass.** Have students cut or tear small pieces of different colors of tissue paper. Ask them to glue the small pieces on the plastic until the whole sheet is covered. (It is OK and in fact great if the colors overlap.)
3. **Discuss the results.** Hold the work up to a window or light. Notice where the tissue paper overlapped. What happened to the color there?
4. **Optional extension.** Cut a frame out of the construction paper and glue around the edge of the plastic. Let the glue dry completely. Punch two holes in the top of frame and run string through the holes and tie them off. Hang from top of window to catch the light.

# All About NOTICING

## Activity Kit All About Color

## Science Connection: Refraction

Explore concepts of refraction through different mediums in this fun and colorful science activity.

### Materials

- Handheld triangular prisms
- A large transparent tank of water, such as a fish tank. Lay a white plastic sheet inside the tank or a white sheet of paper under the tank bottom
- Sheets of white paper
- Flashlights (optional)
- Rulers

### Procedure

1. **Pre-discussion.** Open to pages 7–8 of *All About Color* (“because color is light sending messages to your brain.”) and discuss the illustration. What do students see in this image? Explain that white light is made up of many different wavelengths. Some of those wavelengths are absorbed and others are reflected, creating colors. Have students ever used a prism to split white light into a rainbow?
2. **Hypothesis.** Show your students the materials and invite them to consider a question: Do prisms behave the same in the air and underwater? What do students expect to be different or the same? Why? Ask students to write their hypothesis—what they think will happen—in their journals.
3. **Experiment setup.** Distribute the prisms, rulers, and sheets of paper. If the day is overcast or students do not have access to natural light, distribute flashlights as well. If students will share their materials in small groups, ask them to briefly share and discuss their written hypotheses with their classmates.
4. **Experiment part one: prism in air.** Ask students to lay the sheets of white paper on their desks and use their prisms to split sunlight or a beam from a flashlight into a rainbow on the page. It may take some trial and error to find the correct distance and angle. When they successfully split the light, ask them to measure the distance between the prism and the rainbow on their paper and the vertical distance between the prism and the desk using a ruler (students may need help from a classmate) and record the two measurements in their journal. Ask older students to draw a diagram, labeled with their measurements, showing the relative position of the prism, rainbow, and desktop. Ask students of all ages to observe their rainbows and write a sentence describing the rainbow with at least three adjectives (long, short, skinny, curved, flat, etc.).
5. **Experiment part two: prism in water.** Ask students to repeat step 4 with the prism submerged in a large tank of water with transparent sides and a white bottom. This may require students to work in groups. Encourage students to observe whether the rainbow appears at all, whether it is shaped or colored differently underwater than in step 4, etc.
6. **Post-discussion.** Invite students to write in their journals about their observations. Was their hypothesis from step 2 correct? What did they learn? Ask students to share their post-experiment reflections with the class. Were students surprised by their results? What questions do they have now, at the end of this experiment?

# All About NOTICING

Activity Kit  
All About Color

## Writing Connection: Colorful Language

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Sometimes colors can express how we feel. In the spaces below, write about a time you felt blue (sad) and a time you saw red (felt very angry).

I felt blue when . . .

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I saw red when . . .

# All About NOTICING

Activity Kit  
All About Patterns

PE Connection: Hopscotch

Name: \_\_\_\_\_

Date: \_\_\_\_\_

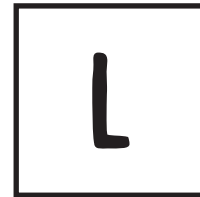
Use at least four of the blocks below to plan a hopscotch pattern. Sketch your pattern on a spare sheet of paper and then use chalk or large paper cutouts to create a pattern you and your classmates can jump on!



Jump once in the direction of the arrow



Jump over this block (Do not land on it)



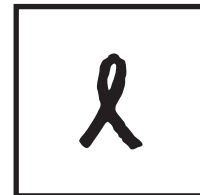
Land on this block with your left foot



Land on this block with your right foot



Turn around and jump backward in the direction of the arrow



Return to the start of the hopscotch algorithm



The end

# All About NOTICING

## Activity Kit

### All About Patterns

## Music Connection: Clap Along

Explore pattern-making in duple meter music with a percussion activity.

### Materials

This lesson can be applied without any specific materials, though if you wish, you may use it in a setting where each child has a hand drum, set of claves, or similar percussion instrument.

### Procedure

1. **Connect to the text and supporting ideas.** Read pages 15–18 (“Stories can have patterns . . .”) of *All About Patterns* aloud with your class and discuss: What does the author mean when she says that music has patterns? What kinds of patterns exist in songs that students know?
2. **Introduce the main concept.** What is a rhythm? Can you think of example rhythms from your lives, such as a heartbeat, shave-and-a-haircut, or the rhythm of waves coming ashore? Do students have a favorite rhythm? Is there a difference between rhythms and patterns? When does a rhythm become a pattern, or vice versa?
3. **Rhythms in song.** Rhythms are also used in singing. Play a popular song with appropriate lyrics and a variety of vocal rhythms and invite students to clap along to the rhythms in the vocal track (classic nursery rhymes like “Humpty Dumpty” and “Mary Had a Little Lamb” are good places to start; more advanced students might enjoy the challenge of clapping to “Happy” by Pharrell Williams or “All Star” by Smash Mouth). What are some patterns they hear in the rhythms of the song?

# All About NOTICING

Activity Kit  
All About Patterns

Math Connection:  
Finish the Pattern

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Fill in the squares below to complete each row's pattern!

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# All About NOTICING

## Activity Kit

## More Resources and Activities

Explore more ideas and concepts from the series with these books and activities!

### All About Nothing: Reading

Lynn, Jacque, and Lydia Nichols. *Space Matters*. Clarion Books, Houghton Mifflin Harcourt, 2020.

Griffin, Molly Beth, and Maribel Lechuga. *Ten Beautiful Things*. Charlesbridge, 2021.

Hanh, Nhat, and Wietske Vriezen. *A Handful of Quiet: Happiness in Four Pebbles*. Parallax Press, 2012.

Denos, Julia, and E. B. Goodale. *Here and Now*. HMH Books for Young Readers, 2021.

### All About Nothing: Art Activities

Happy Hooligans, "Stamping and Print-Making Activities for Kids" <https://happyhooligans.ca/stamping-activities-for-kids/>

Happy Hooligans, "Styrofoam Printmaking for Kids (Block Printing)" <https://happyhooligans.ca/styrofoam-printmaking/>

The House that Lars Built, "DIY Block Printing with a Potato" <https://thehousethatlarsbuilt.com/2020/05/diy-block-printing-with-potato.html/>

Let's Make Art LA, "Soap Carving for Kids/Beginners—Teddy Bear, Butterfly and Turtle" <https://youtu.be/mlonSS210Qs>

Dr. Martin McLoughlin, "Art project POSITIVE NEGATIVE SPACE": <https://www.pinterest.com/martmclaughlin/art-project-positive-negative-space/>

The Metropolitan Museum of Art, "#MetKids—How to Make a Soap Carving" <https://www.youtube.com/watch?v=Y17RweezGi8>

Mystic Museum of Art, "Notan" <https://www.mysticmuseumofart.org/2020/05/notan/>

Zentangle <https://zentangle.com/>

### All About Nothing: SEL Activities

Share My Lesson, "Mindful Moments: Take Five" [https://sharemylesson.com/teaching-resource/mindful-moments-take-five-278175?utm\\_source=MDR-WAT&utm\\_medium=website&utm\\_id=AFT\\_ShareMyLesson\\_2107\\_Art](https://sharemylesson.com/teaching-resource/mindful-moments-take-five-278175?utm_source=MDR-WAT&utm_medium=website&utm_id=AFT_ShareMyLesson_2107_Art)

Share My Lesson, "SEL Activity—Creating a Peace Place" [https://sharemylesson.com/teaching-resource/creating-peace-place-sel?utm\\_source=MDR-WAT&utm\\_medium=website&utm\\_id=AFT\\_ShareMyLesson\\_2107\\_Art](https://sharemylesson.com/teaching-resource/creating-peace-place-sel?utm_source=MDR-WAT&utm_medium=website&utm_id=AFT_ShareMyLesson_2107_Art)

### All About Nothing: Math Activities

#### Bowls and Number Cards

Ask each child to make a few cards with 0 written on them. Take a set of 8–10 bowls and arrange them in a line. In a few of the bowls place a piece of candy or any other object. Each child needs to place the number 0 card in front of the bowls that are empty.

#### Trees without Apples

This activity can be done as a bulletin board activity or a whiteboard activity. Draw or make a set of trees. Inside some of the trees, draw some apples. Invite students up to write the number zero under any tree that has no apples.

#### Simon Says Zero

All players start at one end of an open space such as a gym, hallway, or field. When you call out "One," each player must take one step. If you call out "Zero," players must stay where they are. If a child steps when you call out "Zero," they are out of the game. In this manner, children must try to stay in the game until they reach the end of the room or field.

# All About NOTICING

## Activity Kit

## More Resources and Activities

Explore more ideas and concepts from the series with these books and activities!

### All About Color: Reading

- Becker, Aaron. *My Favorite Color: I Can Only Pick One?* Candlewick, 2020.
- Becker, Aaron. *You Are Light.* Candlewick, 2019.
- Bonilla, Rocio. *What Color Is a Kiss?* Charlesbridge, 2016.
- Rotner, Shelley. *Colors.* Holiday House, 2019.
- Rusch, Elizabeth. *A Day with No Crayons.* Rising Moon, 2007.
- Sorenson, Ashley, and David W. Miles. *Color Blocked.* Familius, 2017.
- Tullet, Hervé. *Mix It Up!* Chronicle Books, 2014.

### All About Color: Art Activities

- Happiness Is Homemade, "Bubble Painting Tutorial." <https://www.happinessishomemade.net/bubble-painting>
- Learning 4 Kids, "Absorption Activity—Rainbow Roses." <https://www.learning4kids.net/2014/02/23/absorption-activity-rainbow-roses/>
- The Metropolitan Museum of Art, "Blue Green Red." <https://www.metmuseum.org/art/online-features/metkids/explore/489307>
- Share My Lesson, "Colors." <https://sharemylesson.com/teaching-resource/colors-267712>
- Share My Lesson, "Color Bingo." <https://sharemylesson.com/teaching-resource/color-bingo-179138>
- Tate Kids, "Make a Kaleidoscope." <https://www.tate.org.uk/kids/make/cut-paste/make-kaleidoscope>

### All About Color: SEL Activities

- PsychStudyGuides via Teachers Pay Teachers, "Wheel of Feelings - Mental Health - Identification - Color, Cut, & Paste." <https://www.teacherspayteachers.com/Product/Wheel-of-Feelings-Mental-Health-Emotion-Identification-Color-Cut-Paste-9183836?st=6658ce861cb51dd0cb36c86cc1f1d7d5>
- SubjectToClimate via Teachers Pay Teachers, "Art, Color, & Emotions | Lesson Plan | K-2 | Free." <https://www.teacherspayteachers.com/Product/Art-Color-Emotions-Lesson-Plan-K-2-Free-8886473?st=68a3f1c2b6e335dd5b7a2aa044e5c0f8>



# All About NOTICING

## Activity Kit

## More Resources and Activities

Explore more ideas and concepts from the series with these books and activities!

### All About Patterns: Reading

Goldstone, Bruce. *I See a Pattern Here*. Henry Holt and Company, 2015.

Hendra, Sue, and Paul Linnet. *Simon Sock*. Hodder Children's Books, 2019.

Hesselberth, Joyce. *Pitter Pattern*. Greenwillow, 2020.

LaRocca, Rajani. *Bracelets for Bina's Brothers*. Charlesbridge, 2021.

McGrath, Barbara Barbieri. *Teddy Bear Patterns*. Charlesbridge, 2013.

Menendez, Kellie. *Patterns, Patterns Everywhere*. The Collective Book Studio, 2024.

### All About Patterns: Math Activities

Rycroft, Elyse. "Pattern Activities that Kids Love." *Proud to Be Primary*. <https://proudtobepimary.com/pattern-activities>

"Teaching Patterning? How to Stop Using Boring Worksheets!" *Hanging Around in Primary*. <https://www.hangingaroundinprimary.com/2016/10/teaching-patterning-how-to-stop-using-boring-worksheets.html>

### All About Patterns: Art Activities

The Metropolitan Museum of Art, "#MetKids—How to Make a Potato Print" <https://youtu.be/CCwe1HHCISQ?si=ONNIhTYmbVVQr46Z>

The Metropolitan Museum of Art, "#MetKids—Make a Symmetrical Print" <https://youtu.be/uh7QKcAfvZU?si=37DHsl7CRmrJjfn1>

Mulder-Slater, Andrea. "Pattern Drawing and Painting." *KinderArt*. <https://kinderart.com/art-lessons/painting/patterns/>

Tate Kids, "Make Geometry Art" <https://www.tate.org.uk/kids/make/paint-draw/make-geometry-art>

### All About Patterns: SEL Activities

Gratton, Samantha. "8 Fun Ways to Help Kids Learn Patterns." *PBS Kids for Parents*, 2023. <https://www.pbs.org/parents/thrive/8-fun-ways-to-help-kids-learn-patterns>

Centervention, "Dealing with Change." <https://www.centervention.com/dealing-with-change/>