

LESSON: Exploring the Rainbow**GRADE: K****OBJECTIVES:****Science as Inquiry-****S.K-2.SI.1 Ask questions about objects, organisms, and events in the environment.**

- Students should answer their questions by seeking information from their own observations, investigations and from reliable sources of scientific.

S.K-2.SI.4 Use tools to gather data and extend the senses.

- Students use tools such as rulers, thermometers, watches, balances, spring scales, magnifiers and microscopes to extend their senses and their abilities to gather data.

MATERIALS & RESOURCES:

- Prism
- Flashlight
- Pencil
- Bags
- “Color cards” for each group
- A few nature examples

PRESENTATION:

Explain how a rainbow occurs (as light passes through raindrops, the light is bent and separates into the colors of the rainbow.) ROYGBIV is an acronym, which helps in remembering the colors: red, orange, yellow, green, blue, indigo, and violet. Turn off lights and use the flashlight through a glass prism to simulate sun and raindrops to create a rainbow. These rainbow colors appear in nature in places other than the rainbow. The other colors in nature are black, white, gray, and brown.

DIRECTIONS:

1. Allow children to use the prism so they are familiar with it as a tool that can be used in science.
2. As a class, have children think of questions they have about the colors of the rainbow and colors in nature. Return to these questions at the end of lesson and encourage students to see if they have the answer to the questions.
3. Explain that the class is going on a color hunt outdoors. Students will be looking for items from nature that are the same colors of the rainbow, as well as black, gray, and brown. Show examples, such as a green leaf, gray stone, or brown twig.
4. Divide students into small groups or in partners. Have the partners or groups place their collection of items in a bag as they search. If they find an example that cannot be brought back to the classroom, tell them to write a description or draw it on the corresponding color card.
5. If time allows, groups can exchange their bags, and play a sensory guessing game by closing their eyes, pulling out an item from the bag and guessing what the item is by touch or smell, eyes closed.

TIME:**90-120 min****PROCESSING THROUGH THE SIX PILLARS:****WHAT:**

- What is the most “popular” color in nature?
- Are the other “less popular” colors in nature? Are these colors equally important?
- Was there a color you could not find?

SO WHAT

- Did you help others in your group find the more difficult colors in nature?
- Did you thank others in your group who helped find a difficult color?

NOW WHAT

- Are the “less popular” colors in nature equally important to the “more popular” colors?