



# THE VIRGINIA ADULT LEARNING RESOURCE CENTER

Virginia Commonwealth University

## **Painting** **Lesson One: Choosing Your Colors** **Facilitator Guide**

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## Painting Choosing Your Colors



### Building Plan / Blue Prints / Specs (Getting Ready to Teach)

**Lifeskill Objective:** Learners will be able to identify and compare the basic paint colors.

**EFF Skills:** Speak So Others Can Understand, Work Together, Cooperate With Others, Solve Problems and Make Decisions, Observe Critically

**SCANS Skills:**  
Resources (allocate facility and material resources)  
Interpersonal (participate as member of a team; teach others; work with individuals from a variety of ethnic, social or educational backgrounds; work and communicate with co-workers; provide basic leadership and negotiation skills)  
Information (acquire and evaluate information related to basic paint colors; this information is then interpreted and communicated through a variety of methods)  
Systems (provide basic understanding of systems)

**Lesson Length:** 2 hours



### Tools

**Activity #1:** Paint Color Strips--from paint store; one strip for each group; cut to separate the colors  
Complete Color Palette--from paint store  
Color Descriptions Handout  
Color Descriptions--overhead

**Activity #2:** Color Descriptions Handout  
Color Squares Set A  
Color Squares Set B  
Paint Color Strips--from Activity #1

**Activity #3:** Color Squares Set A  
Color Squares Set B  
Complete Color Palette--from paint store  
Comparing Colors Handout A  
Comparing Colors Handout B  
Comparing Colors Handout C

**Activity #4:** House Color Scheme Pictures--overhead or large version of each picture

**Activity #5:** Room Interior Pictures--multiple sets for pair activity  
Paint Color Plan Handout A  
Paint Color Plan Handout B

## Target Vocabulary

### Nouns:

beige	black	blue	brown	color family
color scheme	gray	green	ivory	orange
pink	purple	red	tan	white
yellow				

### Adjectives:

bright	bold	dark	deep	exterior
interesting	interior	light	pale	strange
strong	unusual			

### Adverb:

too

## Laying the Foundation Warm-Up / Presentation



Actions	Materials
<p><b>Activity #1: Find Your Color Family (Getting into Groups)</b></p> <p>1. As the learners enter the room, give each person a <b>rectangular piece from a paint color strip</b>. Show the group the color palette and, turning to the blue section, tell them that all of these colors are in the <i>blue family</i>. Repeat this using the red section of the color palette. Ask the learners to find the other 2-3 members of their color family (a group of 3-4) by matching their color piece to other pieces in the <b>same family</b>. Have learners with pieces from the same color family sit down together. Ask each group to tell the class the name of their color family.</p> <p>Be sure to give beginning learners pieces from the same color strips so that they will be in groups of 3-4 with other beginning learners. The other learners can be in mixed level groups.</p>	<p><b>Paint Color Strips</b></p> <p><b>Complete Color Palette</b></p>
<p>2. Show the learners the color palette again and tell them that today they will be learning about selecting paint colors. First, they will review the basic color names. Give each learner the <b>Color Descriptions Handout</b> and place the <b>Overhead</b> on the OHP. Point to the color wheel, and say each of the primary and secondary colors on the wheel as you point to them (<i>yellow, orange, red, purple, blue and green</i>). Have learners repeat each color name after you. Then, have a volunteer read the names of the colors in <i>the other color names</i> list. Have the other learners repeat.</p>	<p><b>Color Descriptions–Overhead</b></p> <p><b>Color Descriptions Handout</b></p>
<p>3. On the board, write the following:</p> <p style="padding-left: 40px;">If you mix _____ and _____, you get _____.</p> <p>Point to red and orange on the color wheel and say:</p> <p style="padding-left: 40px;">"If I mix red and orange, I get red-orange."</p>	<p><b>Color Descriptions–Overhead</b></p>

Actions	Materials
<p>Write the missing words (<i>red, orange, red-orange</i>) in the blanks on the board. Now, point to yellow and green on the color wheel, and ask a strong speaker, "What do I get if I mix yellow and green?" Learner answers, "If you mix yellow and green, you get yellow-green." Ask the group 4-5 more questions like this, pointing to the colors you are mixing on the <b>Overhead</b>. Have strong speakers give the answers in complete sentences.</p> <p>You can include the beginners by asking them to say just the short answer, "You get _____," as you point first to the separate colors and then to the mixed color.</p> <p><b><u>Variations:</u></b></p> <p>Learners make up their own questions to ask the other learners.</p> <p><u>Using real paint:</u> Hang a sheet (double thickness) of newsprint paper where all the learners can view it. Squirt a small amount of one color from a bottle of acrylic paint, and smooth it out with a popsicle strip so that it doesn't drip. Before it dries, have a learner add a color and describe what s/he is doing, using the verb <i>add</i>. Example:</p> <p style="padding-left: 40px;">"If I add some yellow to this green, I get yellow-green."</p> <p>Higher level learners could also practice using <i>a little</i> and <i>a lot</i> and the use of <i>-ish</i> on the end of a color word. Examples:</p> <ul style="list-style-type: none"> <li>➤ "If I add <i>a little</i> yellow to this green, I get yellow-green."</li> <li>➤ "If I add a lot of yellow to this green, I get a greenish-yellow color."</li> </ul>	<p><b>Color Descriptions– Overhead</b></p> <p><b>Acrylic Paint (Optional)</b></p>

Actions	Materials
<p><b>Activity #2: Color Shades</b></p> <p>1. On the OHP, point to the <i>Color Shades</i> section on the bottom of the <b>Color Descriptions Handout</b>. Read the words that describe the color shades. Demonstrate the meanings by taking <b>Color Squares Set A</b> and placing the squares in random order on the chalk/whiteboard tray. Write the words <i>pale</i> and <i>bold</i> on the board over the color squares, about 3 feet apart. Ask volunteers to place the squares in order from pale to bold or strong. Now take <b>Color Squares Set B</b> and put them on the chalk tray. Write the words <i>light</i> and <i>dark</i> on the board and ask other volunteers to put the squares in order under the words describing their shade. Example:</p> <div data-bbox="435 806 803 982" data-label="Image"> <p>The diagram shows six vertical color squares in a row, arranged from lightest to darkest. Above the first two squares, the words 'light' and 'pale' are written. Above the last two squares, the words 'dark' and 'bold' are written.</p> </div>	<p><b>Color Descriptions—Overhead</b></p> <p><b>Color Descriptions Handout</b></p> <p><b>Color Squares Set A</b></p> <p><b>Color Squares Set B</b></p> <p><b>Paint Color Strips</b></p>
<p>2. Ask each group to take the color pieces (cut up from <b>paint color strips</b>) you gave them at the beginning and put them in order from light to bold or from pale to dark. Have each group stand up with or hold up their pieces of the color strips in this order.</p>	<p><b>Paint Color Strips</b></p>

## Building on the Foundation Practicing the New Language



Actions	Materials
<p><b>Activity #3:      <i>Comparing Shades Practice</i></b></p> <p>Returning to the color squares on the board tray, tell the learners that when they want to talk about the differences between colors in the same family, you use these words for the color (<i>light, bold, bright</i>) and <i>add "er"</i> to show the comparison. Write the sentence, "<i>This color is _____ than that one.</i>" on the board. Pointing to two color squares, say, for example, "This color is lighter than this one." Write the word <i>lighter</i> in the blank. You should repeat this process using several other color squares and other color shade adjectives to ensure that all learners understand.</p> <p>Picking up the color palette, turn to any color family and choose two strips. Pull those strips so they stick out from the pack. Pointing to these two strips, ask the group questions comparing them. You could ask: "Which one is brighter, the one in my left hand or the one in my right?" When the learners correctly identify the brighter strip (either by pointing or by saying which hand), say, "Yes, this one is brighter." Repeat this process for all of the shade terms: <i>dark, light, pale, strong, deep, and bold</i>. Have higher level learners say the comparison sentences (like the example above) without the instructor model and have the other learners repeat.</p> <p>Repeat this practice for as many strips as necessary for learners to be able to say sentences comparing the colors of two strips out loud.</p> <p>Give each learner a version (<b>A</b> for beginners, <b>B</b> for mid-level, and <b>C</b> for higher level learners) of the <b>Comparing Colors Handout</b>. Read the names of the colors in the color strip at the top of the <b>Handout</b>. Ask the learners what they think about these color names. Briefly discuss how paint companies make up fancy names for their colors and what might be good or bad about that. Have a</p>	<p><b>Color Squares Set A</b></p> <p><b>Color Squares Set B</b></p> <p><b>Complete Color Palette</b></p> <p><b>Comparing Colors Handout A</b></p> <p><b>Comparing Colors Handout B</b></p> <p><b>Comparing Colors Handout C</b></p>



Actions	Materials
<p>strong reader read the examples at the top of the <b>Handout</b>, filling in the correct names in the blanks. While still sitting with the members of their color families, have individual learners complete the blanks in each line of their <b>Handout</b>. Beginners can work together as a group.</p>	
<p><b>Activity #4: Do you Like These Color Schemes? (Opinion Lines)</b></p> <p>Tell the learners that a friend of yours wants to paint the outside or the <i>exterior</i> of his house. He is trying to decide what colors to use. Explain that you have pictures of seven houses with color schemes that he likes. He wants the group to tell him what colors schemes or combinations they like the best.</p> <p>Write the words <i>exterior</i> and <i>color scheme</i> on the board. Holding up the picture of <b>House #1</b>, from the <b>House Color Scheme Pictures</b>, ask for a volunteer to explain the meaning of or point to exterior of this house. Next to exterior on the board, write <i>outside of</i>. Write also <i>interior = inside of</i> on the board.</p> <p>Now ask the learners what they think about the color scheme on this house. Explain that a <i>color scheme</i> is the <i>combination of the colors</i> that the painters use on the exterior or interior of a house. Write this definition on the board next to <i>color scheme</i>. Tell the learners that color schemes usually have from 1-4 colors. Then ask the group to tell you all of the colors they see on the exterior of the house. Under the words <i>color scheme</i> on the board, list the correct colors as learners say them. Example:</p> <p style="padding-left: 40px;"><u>Color scheme</u> = a combinations of colors light orange dark orange white</p> <p>Tell the learners, "<i>There are three colors in this house's color scheme.</i>"</p> <p>Draw a chart on the board with four columns. Label the first column <i>House #</i>, the second <i>Color Scheme</i>, the third <i>Like</i> and the far right column <i>Do Not Like</i>. Example:</p>	<p><b>House Color Scheme Pictures</b></p>

House Number (#)	Color Scheme	Like	Do Not Like
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Actions	Materials
<p>Holding up the picture of <b>House #1</b> again, ask the learners, "Do you like these colors or not?" After learners respond verbally, ask the learners who <i>like</i> the color scheme to stand on the <i>left side</i> of the room. Ask those who <i>do not like</i> the color to stand on the <i>right side</i> of the room.</p> <p>Then ask for volunteers to explain why they like or don't like the color. Beginning with the learners on the right, those who don't like the house colors, explain that when we talk about what we don't like, we often use the word <i>too</i> in front of it. Write "<i>It's too _____</i>" on the board. <i>Too</i> means more than we want. So, <i>too</i> shows that we think something is bad about the color.</p> <p>Ask these learners, "Can you tell us why you don't like these colors?" Write all logical responses on the board under Do Not Like. Examples could be <i>too bright</i> or too orange. You may also get responses referring to things the color reminds the learners of. They may say <i>like a pumpkin</i>. After writing each description, say the words again and have the whole group repeat them.</p> <p>Turn to the learners on the left side of the room. Explain that we can also use other words to describe colors we like. These words could be a <i>feeling</i> word or a word to <i>describe something similar</i>. For example, you could say that the colors on the first house are <i>warm</i>. Ask these learners what other words they could use to describe the feeling they have about these colors. Examples could be <i>happy</i> or <i>sunny</i>. Then, write any logical learner responses in the chart on the board. After writing each description, say the words again to the group and have them repeat them.</p> <p>Sample chart:</p>	<p><b>House Color Scheme Pictures</b></p>

### Exterior Paint Color Schemes

House Number (#)	Color Scheme	Like	Do Not Like
House #1	dark orange light orange white	It's bright. It's warm. It's happy. It's sunny.	It's too bright. It's too orange. It's like a pumpkin. It's too bold.
House #2	brown bold blue bright red	It's interesting. It's peaceful.	It's interesting.* It's peaceful. It's too scary. It's too dark.

\* Tell learners that we use *interesting* in two ways, good or bad. The meaning depends on the speaker's expression and intonation.

Actions	Materials
<p>While the learners are still standing, show them <b>House #2</b> and ask them what the color scheme of this house is. Write the colors under the second column. Then tell the group that you want their opinion about the colors of this house and all the other houses your friend likes. Ask the learners to move into the line that shows their opinion about the colors on House #2. Remind them that standing in the left line means that they like the house colors. Repeat the procedure of asking the learners in both lines to describe why they like the colors on this house.</p> <p>Repeat this procedure for the remaining six houses (or as many as time and learner interest allow) in the <b>House Color Scheme Pictures</b>. Continue to fill in the chart with short sentences that positively or negatively describe the colors.</p> <p>Here are some more possibilities: <i>strange, unusual, weird, loud, shocking, ugly, dull, boring, colorful, cold</i>, sad.</p> <p>After the group has described all of the house colors, look at the descriptions on the board and decide as a group which house colors or color scheme the group likes the most (or hates the least). Tell the group that you will recommend these colors to your friend who wants to paint his house.</p>	<p><b>House Color Scheme Pictures</b></p>

<b>Actions</b>	<b>Materials</b>
<p><b>Activity #5</b>      <i>Planning a Color Scheme</i></p> <p>Match each learner with a partner at the same language level. Tell the learners that, in this activity, they will decide what colors to paint the interior rooms of a house they have just bought. All of the walls already have paint on them, but they will change the paint colors to ones that they like.</p> <p>Give each pair a set of the <b>Room Interior Pictures</b>. Then give each pair a version (<b>A</b> for beginners, <b>B</b> for mid-level and higher level learners) of the <b>Paint Color Plan Handout</b>.</p> <p>Each pair should lay out the pictures of each room and discuss the colors on the walls. After discussing the current colors and the colors they want, each pair will fill out their painting plan. They should write a short description of the existing wall colors in the first column of their <b>Paint Color Plan Handout</b>.</p> <p>After the pairs discuss what color schemes they want to use in each room, they should write the names of the paint colors on the walls and on the trim of each of the room photos.</p> <p>When the mid- and higher level pairs have finished planning their color schemes for each room, they can present their plans (using their <b>Handout</b> to explain) to another pair of learners.</p> <p><u>Optional:</u></p> <p>Instead of using the <b>Room Interior Pictures</b>, you can print sets of four interior room photos-- the dining room, the living room, a bathroom, and the master bedroom-- from the virtual tour pages of a real estate website. Each pair of learners can receive a set of photos from a different house.</p>	<p><b>Room Interior Pictures</b></p> <p><b>Paint Color Plan Handout A</b></p> <p><b>Paint Color Plan Handout B</b></p>

## Finishing Work Extension or Out-of-Class Practice



Actions	Materials
<p>1. Encourage learners to visit paint company websites to see the effect of the different color schemes on the houses. Recommended sites are:</p> <ul style="list-style-type: none"><li>➤ <a href="http://www.benjaminmoore.com">http://www.benjaminmoore.com</a></li><li>➤ <a href="http://www.behr.com">http://www.behr.com</a></li><li>➤ <a href="http://www.shermanwilliams.com">http://www.shermanwilliams.com</a></li><li>➤ <a href="http://www.duron.com/">http://www.duron.com/</a></li><li>➤ <a href="http://www.painted-house.com/">http://www.painted-house.com/</a></li></ul> <p>2. Learners go to a local library and browse through home decorating magazines to learn what wall paint colors are currently in fashion and what colors are "out." They can also look at color trends of the last few years at:</p> <ul style="list-style-type: none"><li>➤ <a href="http://www.doityourself.com/stry/housepaints">http://www.doityourself.com/stry/housepaints</a></li><li>➤ <a href="http://www.paintquality.com/article/trend_archive.html">http://www.paintquality.com/article/trend_archive.html</a></li></ul> <p>3. Learners walk through their own homes and decide which rooms need to be painted and what color scheme they would like to use. They can go online or visit a home improvement store to get sample color strips.</p>	



## **Painting**

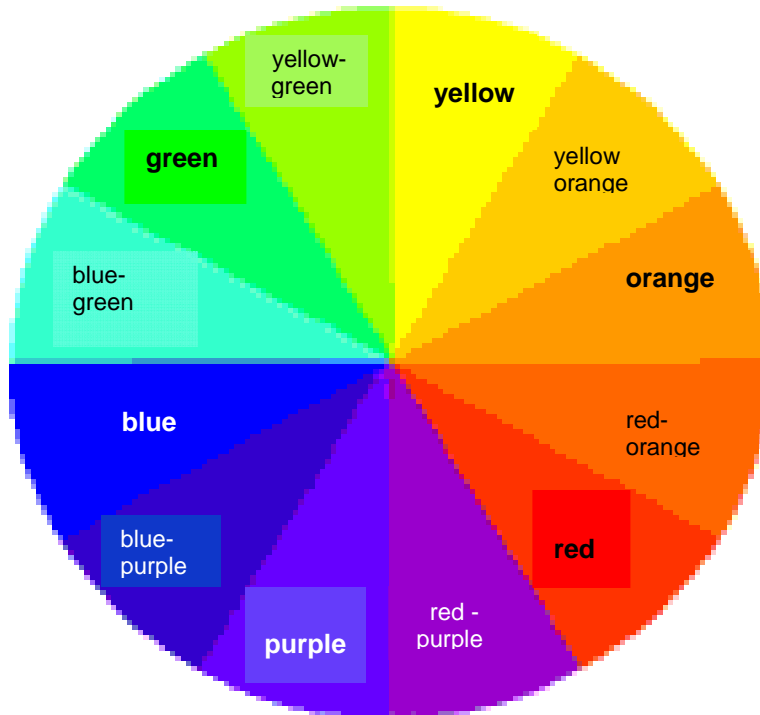
### **Lesson One: Choosing Your Colors**

#### **Facilitator Materials**

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# COLOR DESCRIPTIONS

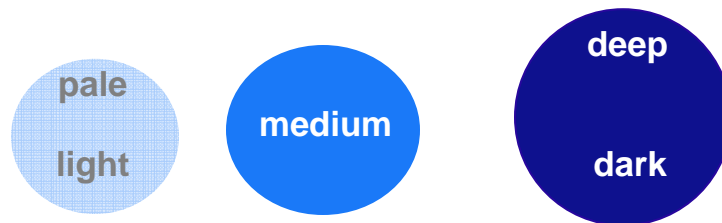
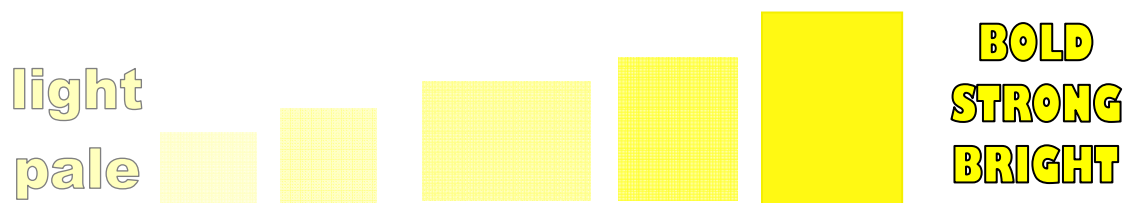
## Color Wheel



## More Colors

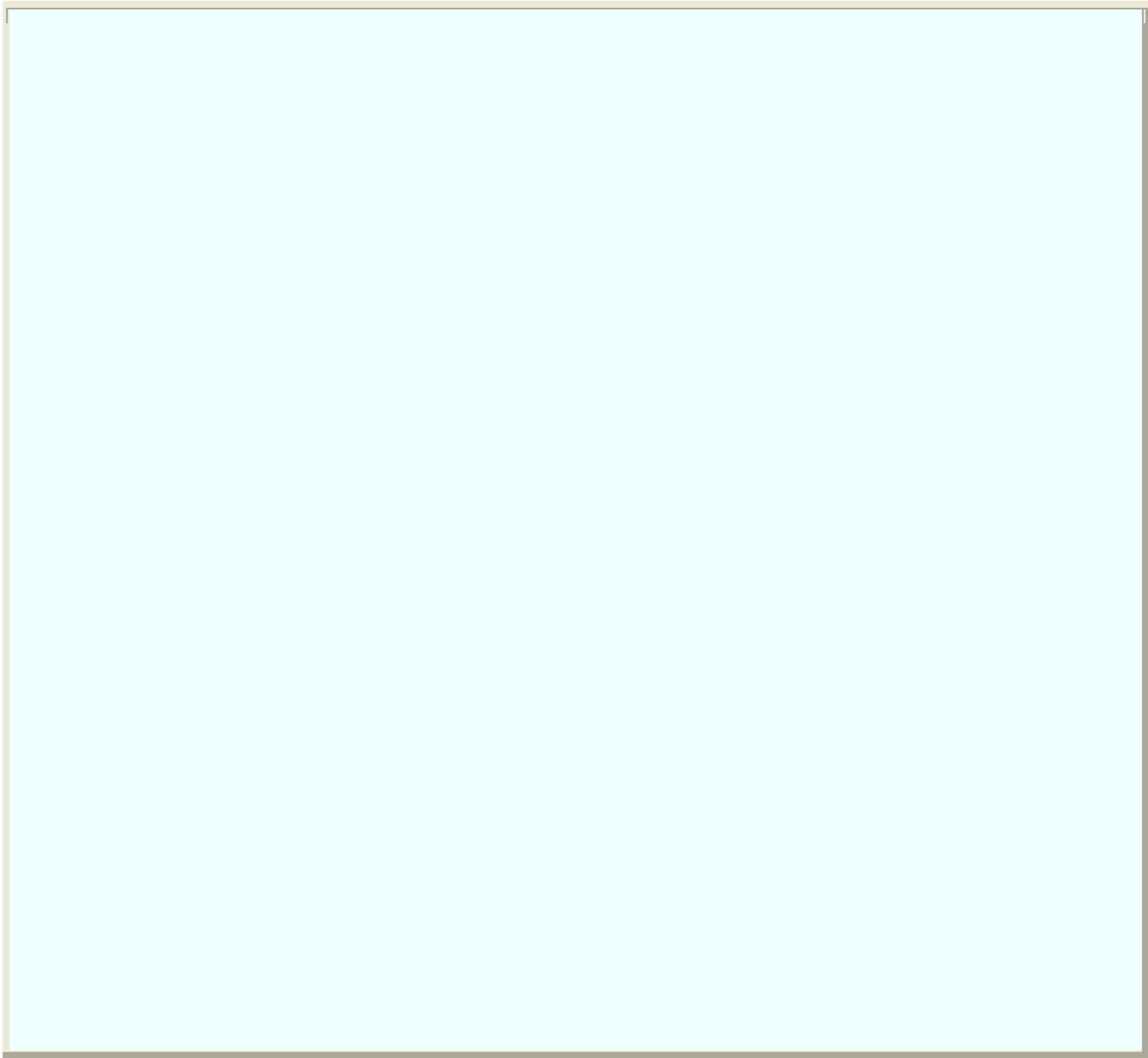


## Color Shades



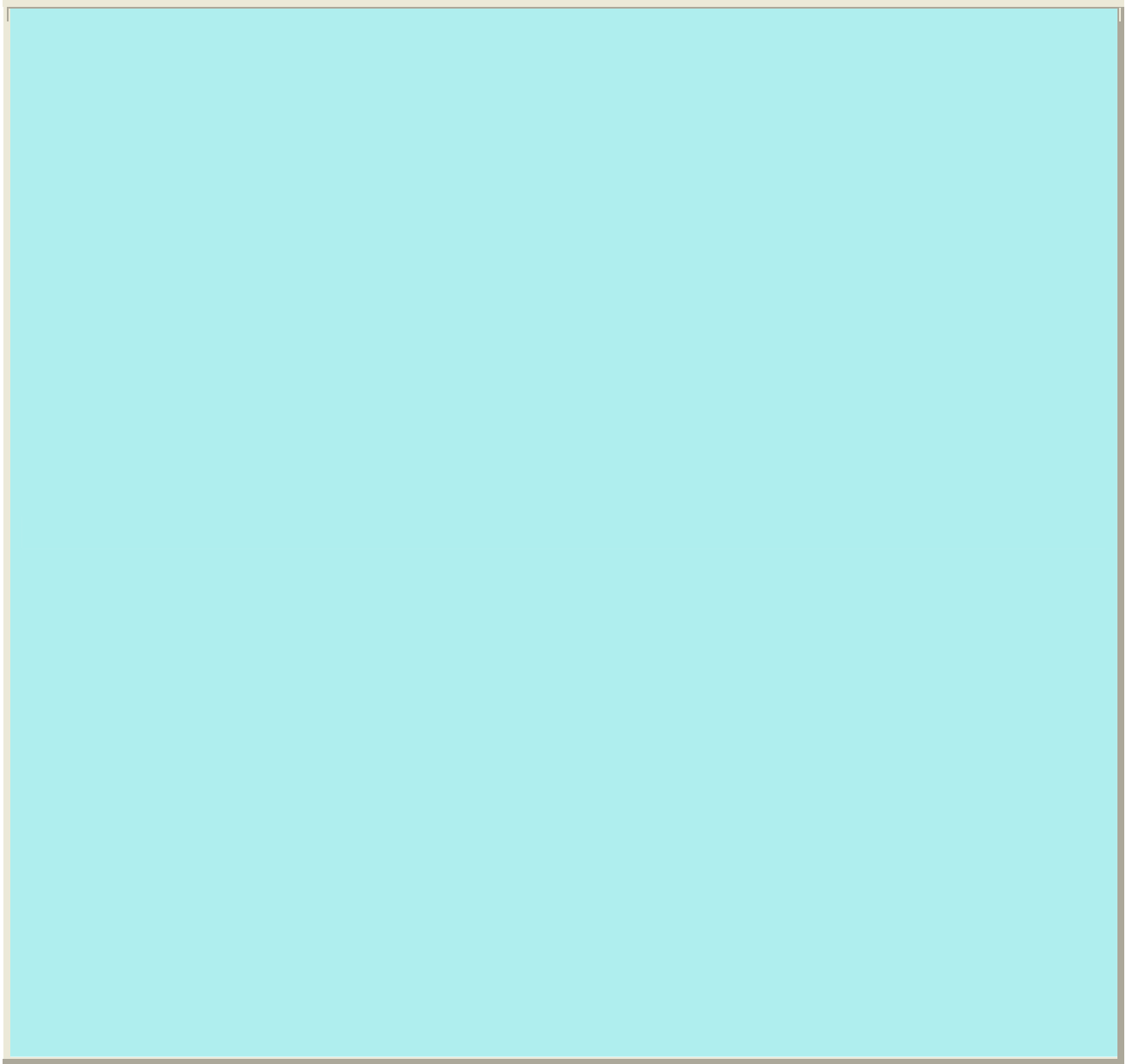
Light or pale colors have more white in them.

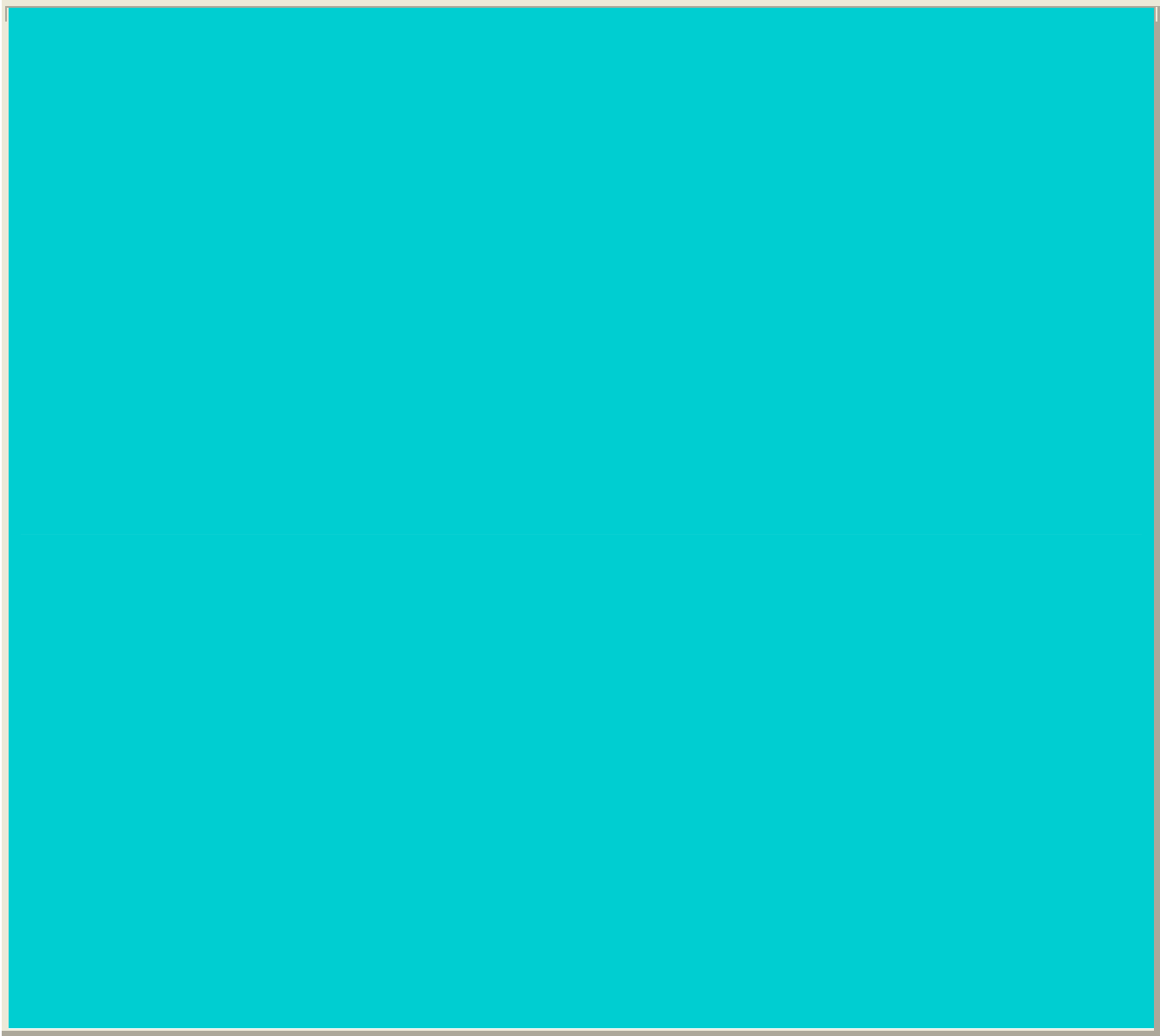
Deep or dark colors have more black in them.

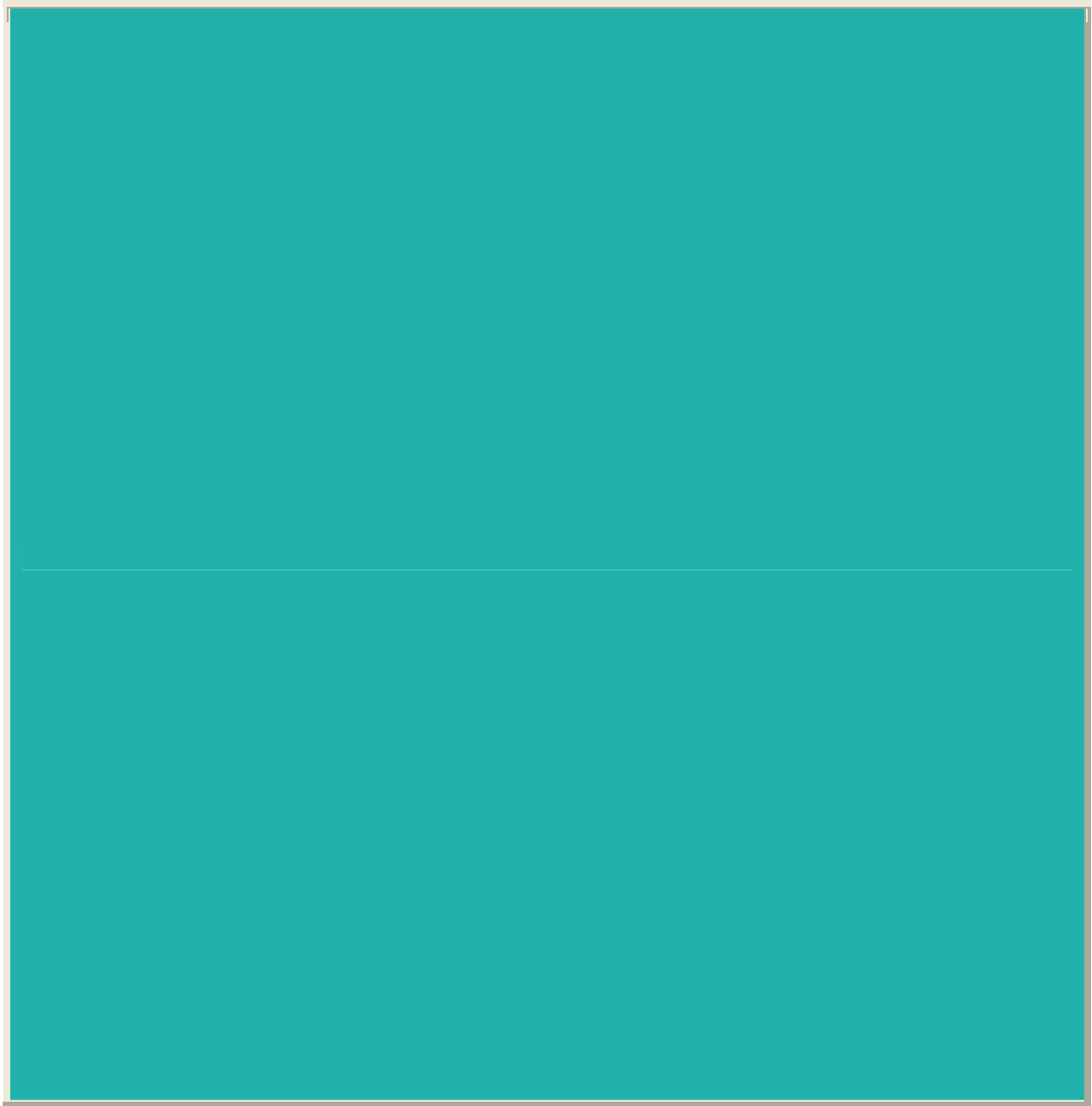




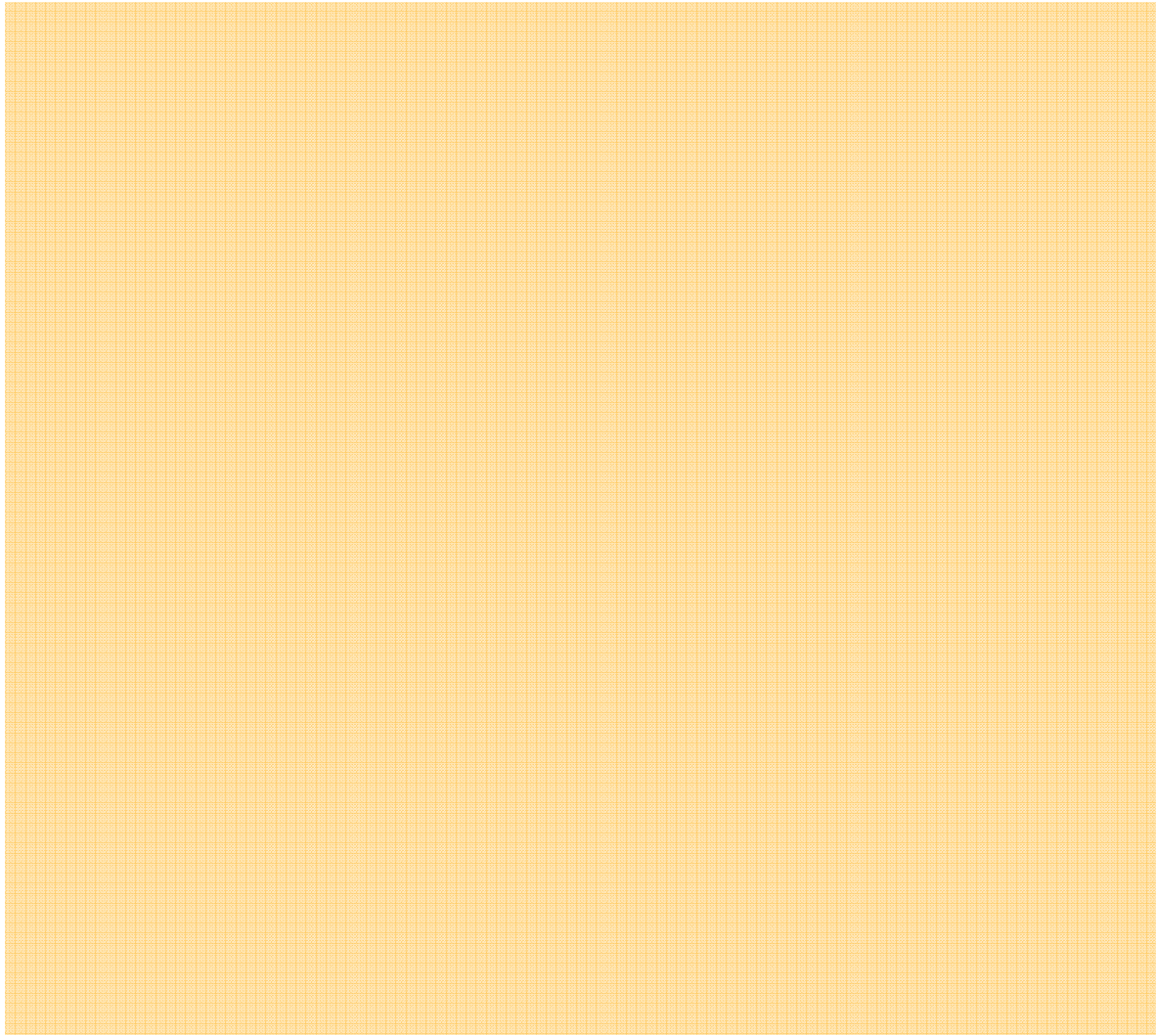








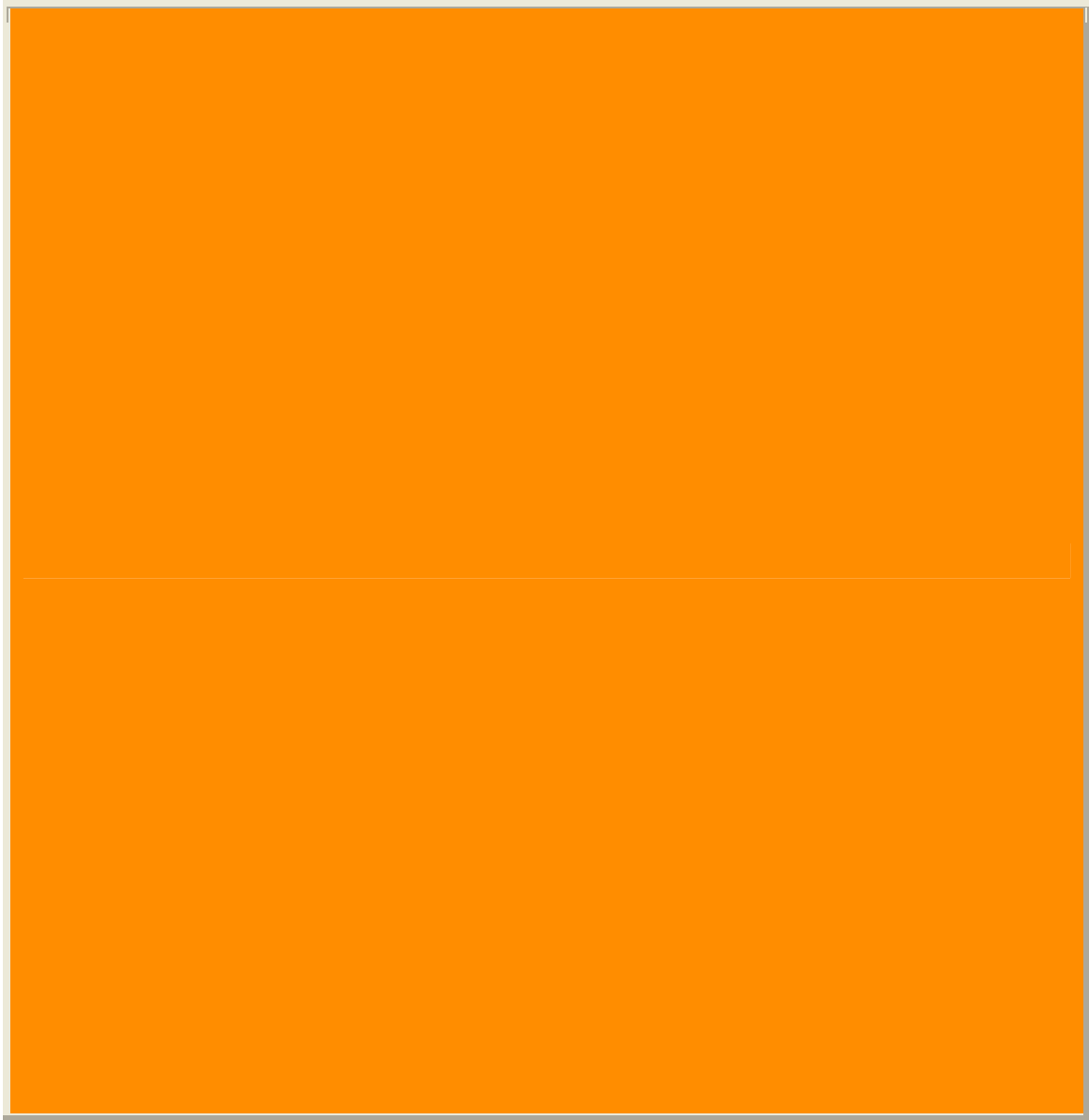


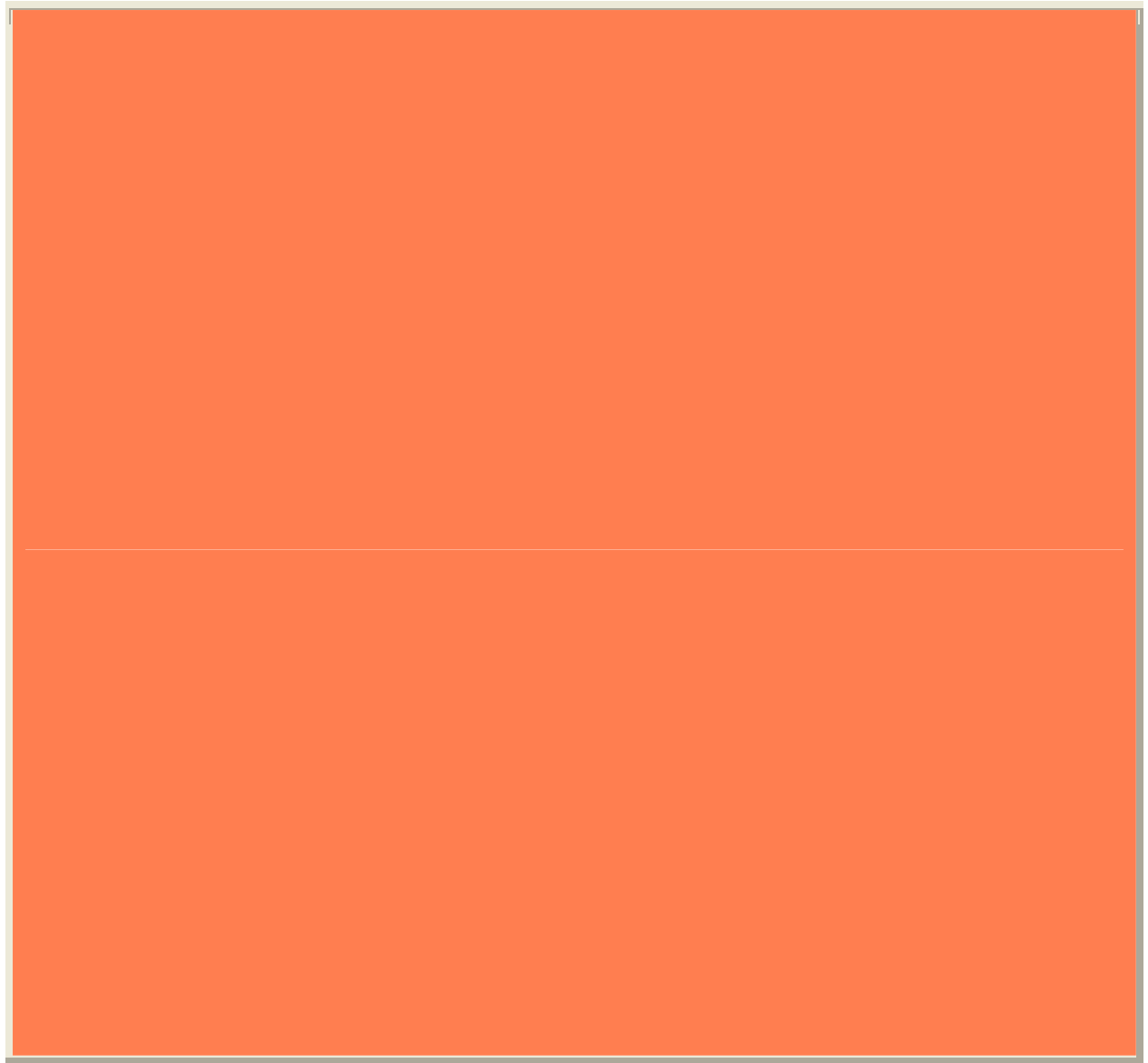








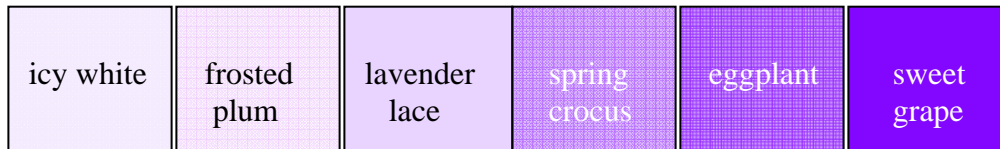






## Activity #3: Comparing Colors

### Handout A



#### Examples

- a. Which color is **paler**, frosted plum or lavender lace?

Frosted plum is **paler** than lavender lace.

- b. Which color is **darker**, eggplant or sweet grape?

Sweet grape is **darker** than eggplant.

#### Write the missing word in each blank.

1. Which color is **brighter**, frosted plum or eggplant?

Eggplant is **brighter** than frosted plum.

2. Which color is **deeper**, eggplant or spring crocus?

Eggplant is **deeper** than spring crocus.

3. Which color is **lighter**, frosted plum or spring crocus?

Frosted plum is **lighter** than spring crocus.

4. Which color is **darker**, icy white or lavender lace?

Lavender lace is **darker** than icy white.

5. Which color is **bolder**, frosted plum or eggplant?

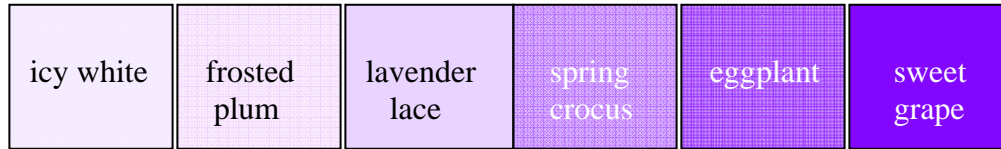
Eggplant is **bolder** than frosted plum.

6. Which color is **stronger**, lavender lace or sweet grape?

Sweet grape is **stronger** than lavender lace.

## Activity #3: Comparing Colors

### Handout B



#### Examples

- a. Which color is **paler**, frosted plum or lavender lace?

**Frosted plum** is **paler** than **eggplant**.

- b. Which color is **darker**, eggplant or sweet grape?

**Sweet grape** is **darker** than **eggplant**.

#### Write the correct word in each blank.

1. Which color is **brighter**, frosted plum or eggplant?

Eggplant is brighter than frosted plum.

2. Which color is **deeper**, eggplant or spring crocus?

Eggplant is deeper than spring crocus.

3. Which color is **lighter**, frosted plum or spring crocus?

Frosted plum is lighter than spring crocus.

4. Which color is **darker**, icy white or lavender lace?

Lavender lace is darker than icy white.

5. Which color is **bolder**, frosted plum or eggplant?

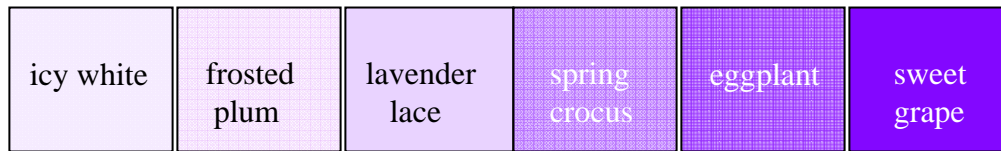
Eggplant is bolder than frosted plum.

6. Which color is stronger, lavender lace or sweet grape?

Sweet grape is stronger than lavender lace.

## Activity #3: Comparing Colors

### Handout C



#### Examples

- a. Which color is **paler**, frosted plum or lavender lace?

**Frosted plum is paler than lavender lace.**

- b. Which color is **darker**, eggplant or sweet grape?

**Sweet grape is darker than eggplant.**

Write the answers to the questions on the lines.

1. Which color is **brighter**, frosted plum or eggplant?

**Eggplant is brighter than frosted plum.**

2. Which color is **deeper**, eggplant or spring crocus?

**Eggplant is deeper than spring crocus.**

3. Which color is **lighter**, frosted plum or spring crocus?

**Frosted plum is lighter than spring crocus.**

4. Which color is **darker**, icy white or lavender lace?

**Lavender lace is darker than icy white.**

5. Which color is **bolder**, frosted plum or eggplant?

**Eggplant is bolder than frosted plum.**

6. Which color is **stronger**, lavender lace or sweet grape?

**Sweet grape is stronger than lavender lace.**



## House #1

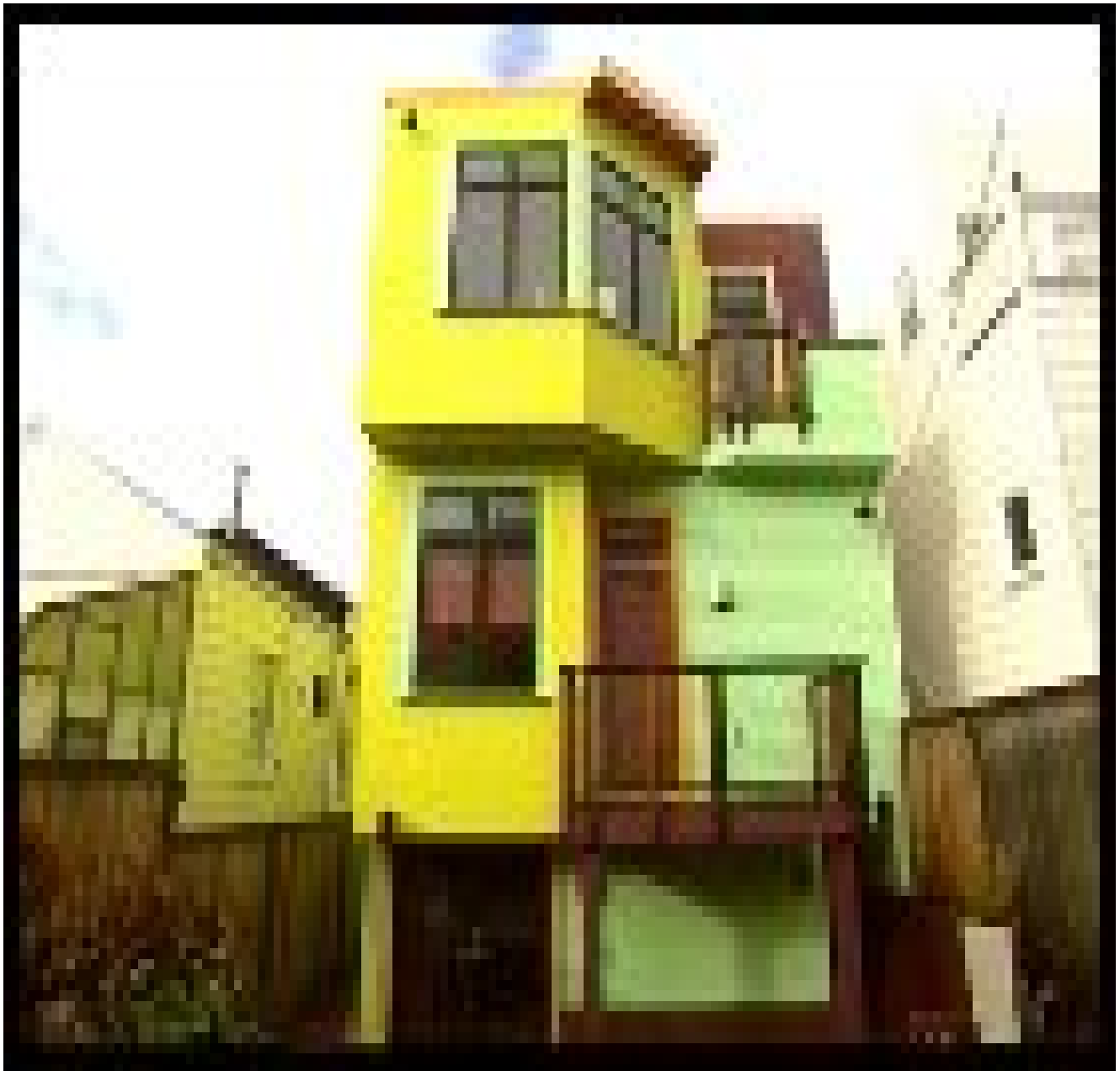


## House #2





## House #3



## House #4



## House #5



## House #6



## House #7



## House #8



## Dining Room



## Living Room





## Bathroom



## Master Bedroom



**Dining Room**



**Living Room**



**Bathroom**



**Master Bedroom**

## Activity #5: Paint Color Plan

### Handout A



Room	Old Colors	Reason to Change Color	New Colors	Reason for New Color
Dining Room	Walls: Trim: Accent:	The dining room colors are <b>too</b> _____. We want the kitchen to be _____ <b>er.</b>	Walls: Trim: Accent:	These new colors are _____. They will make the dining room _____ <b>er.</b>
Master Bedroom	Walls: Trim: Accent	The master bedroom colors are <b>too</b> _____. We want this bedroom to be _____ <b>er.</b>	Walls: Trim: Accent	These new colors are _____. They will make the bedroom _____ <b>er.</b>
Living Room	Walls: Trim: Accent	The living room colors are <b>too</b> _____. We want the living room to be _____ <b>er.</b>	Walls: Trim: Accent	These new colors are _____. They will make the living room _____ <b>er.</b>
Bathroom	Walls: Trim: Accent	The bathroom colors are <b>too</b> _____. We want the bathroom to be _____ <b>er.</b>	Walls: Trim: Accent	These new colors are _____. They will make the bathroom _____ <b>er.</b>

## Activity #5: Paint Color Plan

### Handout B



Room	Old Colors	Reason to Change Color	New Colors	Reason for New Color
Dining Room	Walls: Trim: Accent:	The dining room colors are _____ _____ We want the kitchen to be _____ _____.	Walls: Trim: Accent:	These new colors are _____ _____ They will make the dining room _____ _____.
Master Bedroom	Walls: Trim: Accent	The master bedroom colors are _____ _____ We want this bedroom to be _____ _____.	Walls: Trim: Accent	These new colors are _____ _____ They will make the bedroom _____ _____.
Living Room	Walls: Trim: Accent	The living room colors are _____ _____ We want the living room to be _____ _____.	Walls: Trim: Accent	These new colors are _____ _____ They will make the living room _____ _____.
Bathroom	Walls: Trim: Accent	The bathroom colors are _____ _____ We want the bathroom to be _____ _____.	Walls: Trim: Accent	These new colors are _____ _____ They will make the bathroom _____ _____.