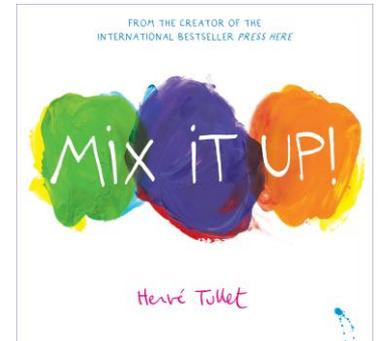


## Mix it Up! by Herve Tullet

Theme: Exploring Colours

January 2015

This clever book instructs the reader in a conversational tone to interact with what is taking place on the page. It is a fun way to introduce basic colour mixing to young children. A playful way for paint lovers to smudge, rub, shake and have fun with colour!



### Key Message for Parents-

#### Children Learn Through Being Engaged and Doing

- Play is one of the most important activities which promotes the healthy development of children
- Supporting children as they play builds their confidence and helps them to be engaged and to learn
- Children need a balance of adult led and independent led play
- Children need a variety of simple play materials which are developmentally appropriate

### Learning Outcomes

#### Outcome Four: Children are Confident and Involved Learners

We can help children to develop as confident and involved learners by:

- Helping them to apply thinking strategies and experiment in their learning
- Encouraging them to play with cause and effect using sensory materials such as paint
- Listening to them think about why things happen and what will happen next time

### Welcome

Welcome everyone, introduce yourself, remind adults to turn their mobile phones off and remind them that there will be time for adults to chat after the story and songs.

#### Sing - Welcome Song (or your preferred song)

*Have the words available as a handout or written on a board or butcher's paper for the adults to read and join in.*

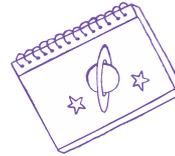
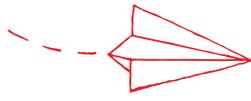
#### Good Morning

*Good morning to you*

*Good morning to you*

*Good morning everybody*

*And welcome to you*



## Song

### Put a Spot over here

Put a spot over here, and a spot over there  
Put a spot on your ear and a spot on your hair  
And a lot of little spots in the air, everywhere  
It's a spotty kind of day

## Before Reading

This interactive story encourages the reader to participate. You can model this by reading and acting out what the reader is instructed to do. Alternatively, you can invite children to have a turn at participating by touching the page. This may be a new experience, and the way the book appears to respond to the interaction by the reader may surprise the children. You can start by singing the song, "Put a spot over here" and look at the beginning pages. You can encourage children to touch the spots on these end pages while you sing the song. You can change the words to 'And a lot of little spots on the page, everywhere...'

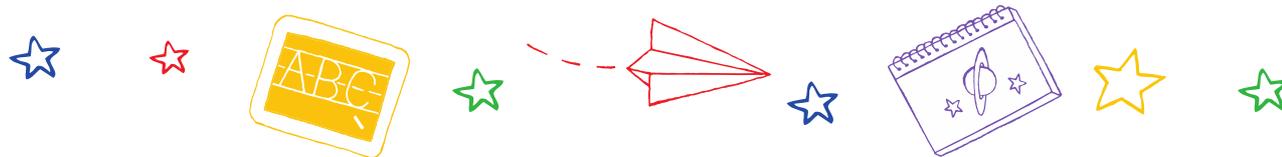
You can talk about the colours that you see on the end pages and ask children to name them. It is an important pre-requisite for this story that the children know how to name and identify all of the colours.

You can play a game such as 'everyone touch something blue' to see if children are able to follow instructions and identify colours in the room. You call out a colour, and the children have to stand next to and put their finger on that colour.

Before you read on you can ask, "I wonder how many spots are on the page? I wonder how these spots got here? Are you ready to read this book?"

## During Reading

As you read, if you are with a very small group you can sit in a circle with the book in the middle and encourage the children to touch the page and respond to the instructions such as 'dip your fingers in the blue'. The first part of the book introduces the reader to mixing primary colours to create secondary colours. It then uses different interactive techniques to repeat the colour mixing a few times, so all of the children in your group can take a turn and you can ask them to recall the information they have learnt. "We are mixing blue and yellow, can you remember what will happen next?" The final section of the story deals with more complex colour theory of adding white or black to colours. Children may need to explore these concepts further to understand them. The most important thing is to have fun and interact with the story, and some children may need practice to build confidence to participate, to touch the book, turn pages, rub the colours together and see what happens!



## After Reading

You can read this story a number of times, taking turns to do the instructions such as rubbing, mixing, shaking and smudging. The message of the book is to have fun, and the children can have a lot of fun by playing with the story.

After the story the children might be able to recall some colour theory. You can ask them if they can remember what happens when you mix red and yellow. Invite some answers, then turn to the relevant page and show them again.

If appropriate in your setting, you could use a large piece of paper and some blobs of paint to show the children what it actually looks like when you mix two colours together. Play is an experience that should use children's senses, and getting messy is a part of learning using your senses of touch, sight and smell. After you have shown the children what happens when you mix two real colours of paint together, they may be enthusiastic to have a go too!

## A song to identify colours

### If you are wearing something blue

If you are wearing something blue, clap your hands  
If you are wearing something blue, clap your hands  
If you are wearing something blue, then stomp your feet too  
If you are wearing something blue, clap your hands  
(you can stop after each verse and ask the children to point to what is blue to see if they are right!)

Change to red, orange, pink, green, purple, yellow...

## Activity Time

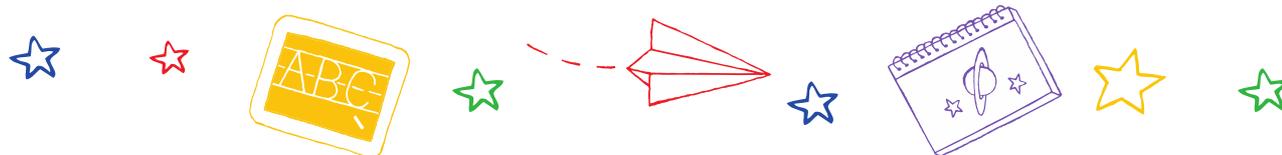
### Finger painting sensory play

What you need:

- Different coloured paints in an egg carton or on a tray
- Water for washing your finger painting fingers
- A cloth for wiping your finger painting fingers
- Large pieces of paper for painting



This is a getting messy activity! Wear your old clothes or provide smocks for children. They are invited to put spots on a page, just like in the end pages of Mix it Up! They can explore this concept in any way that they like. It is important to encourage children to touch the paint and then place their painted finger on the page. There are no right or wrong ways to participate, just have a go.



## Extension ideas

### Mix up some colours!

This activity encourages children to do what is happening in the book, in whatever way is most appropriate in your setting.

You can try:

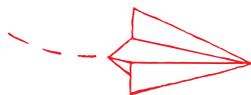
- Placing a blob of yellow and a blob of red on the page and encourage children to use their hands to rub the two colours together to see what happens.
- Folding a piece of paper in half, then open it up and place blue and yellow paint on either side, then close the folded page over and open it to see what happens.
- Asking the children which colours they want to mix, then ask them what they think will happen, then you can mix the colours and look at the effect you have created.
- Setting up some paints and paper, and invite children to experiment with their own cause and effect. Ask them to choose colours to mix. Think about what might happen next. Then mix the colours and describe the effect they have created.

A more structured approach to colour mixing is to use a paper plate, draw six circles and place the primary colours inside three circles.

You can use your fingers to dip into the red and place it into a blank circle, then dip it into the blue and place it into the same blank circle, and see which secondary colour you have created. Do this with the other blank circles. Now you have a colour wheel!



Remember to use every opportunity to explore language, talk about what you are doing, and question what will happen next? Use a range of words such as dot, smear, rub, fold, mix etc. Have fun exploring what those words mean.



## Goodbye

Conclude the session with some suggestions of books that parents might want to share with their children. The Little Big Book Club suggests the following books to support learning in this area.

- Press Here by Herve Tullet
- The Very Hungry Caterpillar by Eric Carle
- I can eat a Rainbow by Annabel Karmel

## Goodbye Song

*This is the way we say goodbye (use a waving action)  
Say goodbye, say goodbye  
This is the way we say goodbye  
To all our library friends (or :) to our friend.....)*

Depending on the size of your group, you may wish to insert each child's name in the last line rather than 'library friends' as it develops a more personal relationship between yourself, the child and the family.

Sung to the tune of (*Here We Go Round the Mulberry Bush*) **or** your preferred choice.