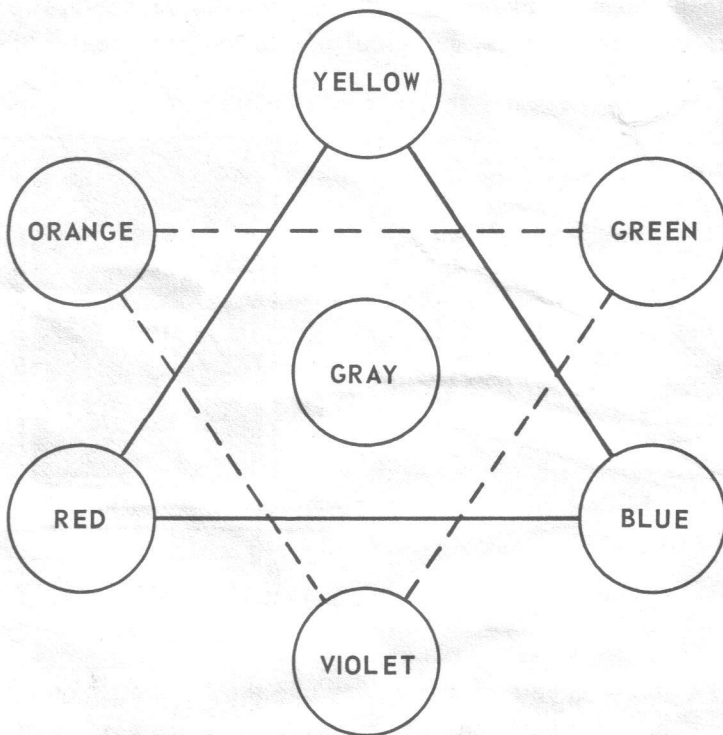


COLOR RECOGNITION

FLANNEL — BOARD KIT

NO. 7821



PRIMARY COLORS (SOLID LINE) SECONDARY COLORS (DOTTED LINE)
COLOR ACTIVITIES FOR READING READINESS

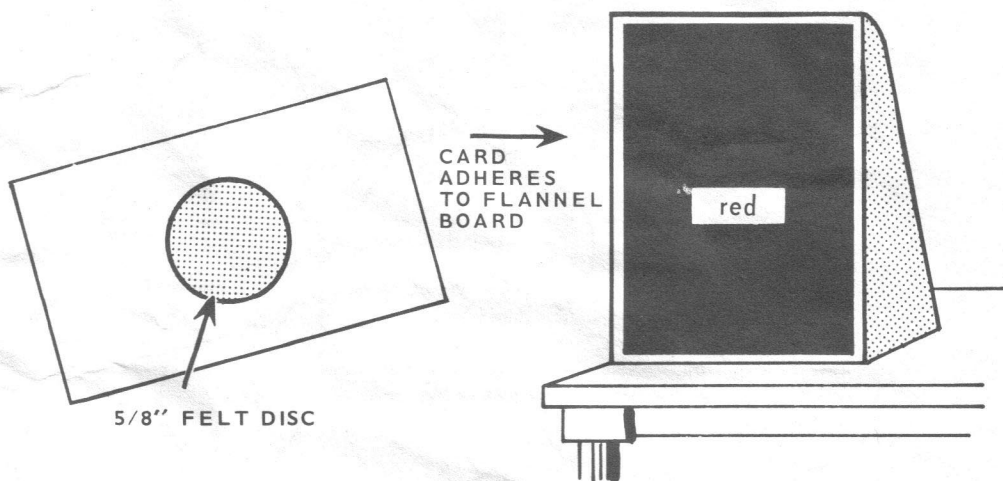
MILTON BRADLEY COMPANY
SPRINGFIELD, MASSACHUSETTS

CONTENTS

8 DIECUT FELT SHEETS: RED, ORANGE, YELLOW, GREEN, BLUE, VIOLET, GRAY, WHITE.

12 CARDS: Names of colors plus STOP, GO, and CAUTION.

TO USE: Bend the card sheet along the perforations and break it apart into individual cards. The cards may be used as supplied and hand-held. You may, if you prefer, adapt them to adhere to a flannel board. To do this remove 5/8" discs from the large felt sheets, and glue* one to the back center of each card.



Break apart the diecut sheets of felt as you use them in teaching situations. At first, use only the simple shapes of strips, circles, squares, rectangles, and triangles. Later all shapes may be combined to form flannel-board pictures of houses, trees, clouds, etc. The combinations of shapes and colors give wide range to the imagination.

*Milton Bradley Adhezo or Adhezo-tack may be used.

READING READINESS

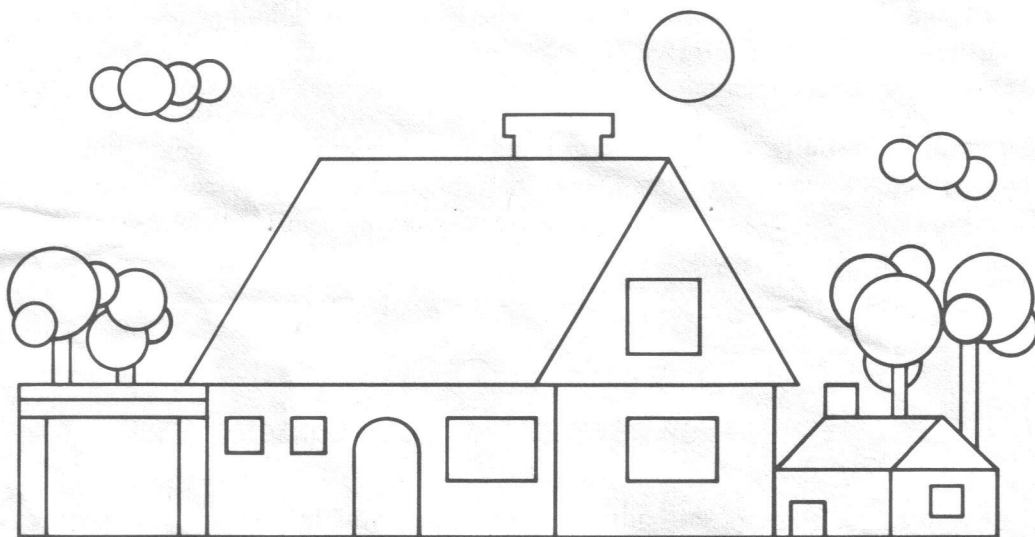
Colors enter into activities related to reading. Color words are introduced early in the reading program, so color concepts may be introduced in kindergarten. In their daily experiences, children observe color in clothes, the materials they use, and their surroundings. They should be encouraged to use color identifications for objects such as "I have a red apple," "The grass is green." A sentence that requires a color can be given such as "The apple is-----." A child is then asked to say a color and place a piece of that color of felt on the **FLAN-O-GRAPH**®. Later the child may be able to select the card with the color name. In any color game the child who has trouble is helped. No child is permitted to feel he has failed.

If a child is partially or totally color-blind, it is important to discover this as soon as possible. In such cases, only certain colors, or none, can be taught. This knowledge prevents the introduction of disturbing emotional factors to the reading program.

FURTHER WAYS OF DEVELOPING COLOR CONSCIOUSNESS

1. For a child who has difficulty with red-green discrimination: place three pieces of red felt and one piece of green felt on the **FLAN-O-GRAPH**®. Ask the child to select the one that is different from the other three. Do this also using three green pieces and one red.
2. Take a felt triangle from any diecut sheet. Select one and place it on the **FLAN-O-GRAPH**®. Ask the children to look around the room for things that are the color of the felt triangle. As each child finds an item, he calls it by name and places it on the table in front of the **FLAN-O-GRAPH**®. This activity may be continued over a period of days and the children encouraged to bring objects from home. Start with red objects and follow with blue, yellow, green, orange, violet, gray, and white.

3. Place shapes on the **FLAN-O-GRAPH**[®] to form a house of one color. Have the children select other pieces to change the colors of parts of the house: "Make a **BLUE** door;" "Make a **YELLOW** roof;" and so on. As he puts each part in place, the child names it: "This is a **RED** chimney;" "This is a **BLUE** door;" "This is a **YELLOW** roof."



4. This kit has plus educational features because it has diecut pieces in basic geometric shapes: square, circle, rectangle, triangle. Also the green, red, and orange circles can be combined with the word cards: **STOP, GO, CAUTION** to introduce the children to traffic signals.
5. Make the primary color triangle with the large color discs. Then make the secondary color triangle. Explain how the primary colors are combined to make secondary colors.