

# Self-Guided Tour

PreK to 1st Grade

## Garden Shapes and Colors



Time Required: 60 min  
April to October

### Topic:

Shapes and Colors in the  
Garden

### Materials:

#### For each student:

- Pencil or crayons
- Clipboards  
(recommended)
- Color Worksheet
- Shapes & Colors Worksheet (print worksheets front to back to save paper)
- Two Cut-out Shapes

#### For each teacher/leader:

- Leader Sheet
- Garden Map

### Locations:

- Dunlap Courtyard
- Jones Rose Garden
- Children's Garden
- Town & Country Garden

### Student Outcomes:

- Observe and recognize shapes in a non-classroom setting
- Observe and recognize colors in a non-classroom setting
- Improve observation skills

### Standards Reached:

Nat. Visual Arts: K-4 Making connections between visual arts and other disciplines

Nat. Sci: K-4 Science as inquiry, abilities necessary to do scientific inquiry

Nat. Sci: K-4 Science as inquiry, understanding about scientific inquiry

### Preparation:

Copy or bring the student-created color wheels. Cut out enough shapes (see shape template) for each child to have at least one shape. This lesson will work best with one classroom of no more than 30 students. Break the students into several groups of 4 to 6 students with one chaperone, teacher, or teacher aid for each group. Some stops during the lesson will require the students to work in smaller groups. For students who cannot yet read, consider copying or marking the worksheets in color to facilitate their use.

### Background Information:

Colors and shapes are all around the Gardens. They can be found on plants, insects, buildings, and many other things. These shapes and colors are important considerations when designing a garden space. How these shapes and colors are combined influences how the garden area will feel. Areas with hard lines (squares, triangles, rectangles) elicit a different feeling than those with softer lines (circles, ovals, hearts). It is the combination of these two contrasting shapes in various sizes that creates interest in the Gardens. Color also influences the mood of any area. Complimentary colors (those across from each other on the color wheel) will create a different feel than analogous colors (those next to each other on the color wheel) or monochromatic colors (shades of the same color). This lesson is intended to sharpen students' observation skills while working with shapes and colors which many students will probably already be familiar.

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### Pre-Visit Activity:

Have the children draw or paint what they think they will see at a garden.

Using tempera or watercolor paints, have students paint a color wheel starting with the primary colors (red, yellow, blue) and then mix the paints to create the secondary colors (orange, green, purple). Color wheels can be made in the shape of a daisy or other flower as a fun twist on this project. Bring the color wheels along to use during the tour.

Have students cut out basic geometric shapes to be used during the tour. This is one way to involve the students in the preparation of the field trip. The best shapes to bring on the tour are triangle, square, rectangle, star, heart, circle, and oval.

### Post-Visit Activity:

Have students cut out various shapes in different colors from construction paper. Use the shapes to create a picture from the Gardens.

Cut a potato in half. Place a shape cookie cutter on the flat side of the potato. Then use a knife to cut away the potato on the outside of the cookie cutter leaving a shaped potato stamp. Using different colored paints and paper, have the students dip the potatoes in the paint and press firmly on the paper.

### Notes:

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Leader Sheet



## Station 1: Introduction—Dunlap Courtyard

Today we are going to use our eyes to explore the many different colors and shapes at the Garden. These colors and shapes are all around us.

- Take a moment, using your eyes tell me what shapes you can see right here.
- What colors do you see?

Now that we've had a chance to practice, we are now ready to explore the Garden.

## Station 2: Shapes—Jones Rose Garden

Gardens have many different shapes. We are going to take time now to look or observe what shapes we can find in the garden.

*Split the class into small groups each with one chaperone. Have the groups disperse throughout the garden and distribute one or two shapes to each student. Have each student find one object for each shape. Once all students find one object for each shape, have them share that with their group. If time permits, repeat.*

*If students are having trouble finding an object that matches their shape:*

- *Encourage the student to look near and far – What (triangle, square, etc.) can you see (in the distance, very close up)?*
- *Remember a garden has more than just plants. What other objects may have your shape? [signs, buildings, insects, etc.]*

*Sometimes the shapes in the garden are not exactly the same as the one in your hand. What shapes can you find that are similar or nearly the same as your shape?*

*Bring the class back together.*

As you probably noticed a garden is full of many shapes. In your groups,

- Which shapes were the easiest to find?
- Which shapes were the hardest to find?
- Which shapes did the buildings and other structures tend to have?
- Which shapes did the plants and other nature things tend to have?
- What other shapes did you see?

Everyone did a great job observing the many shapes in the garden.

*Collect all shape cut-outs from students.*

## Station 3: Color—Children's Garden

Gardens have many different colors as well. These many different colors help make a garden a beautiful place. We will split into our groups again, but before we do I want to tell you our challenge.

*Distribute Color Worksheet*

In our groups we will spread out and look for an object for each square on the worksheet. For example, this flower is yellow so I would draw this flower in the yellow square. Remember a garden is more than just plants, colors are all around us.

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Leader Sheet



## Station 3: Color—Children’s Garden (continued)

*Split the class into small groups each with one chaperone. If students do not have clipboards, use the benches, picnic tables, boardwalks, bridge, concrete paths, stone walls, or other hard surfaces throughout the Children’s Garden to draw on. Use similar questions to those in station two if the students are having a hard time finding an object with a certain color.*

As you probably noticed, a Garden is full of many colors.

- What color was the easiest to find? The hardest?
- What color did you see that was not on our worksheet?

*If time permits, gather under the Corn Crib Pavilion and have a few students share what they found and drew.*

*Add a little math, count how many objects of each color the class as a whole found.*

## Station 4: Shapes & Color in the Garden—Town & Country Garden

*Start in the Formal Lawn Garden. Pass out the Shapes & Colors Worksheet. (if printed on back of other worksheet, students can just hold on to the paper and turn it over) Have students write or draw the shapes and colors they see. If students cannot write, break into small groups and have the chaperone write down what the students say. If students do not have clipboards, use the benches, walls, or stone pathways to write on.*

We are going to observe shapes and colors in several different areas now. In this garden,

- What colors do you see? What shapes?
- What colors are the most common? What shapes?
- How does this Garden make you feel?

*Move to the Pattern Garden. Repeat the activity.*

Now we are in a completely different garden. In this garden,

- What colors do you see? What shapes?
- What colors are the most common? What shapes?
- How does this garden make you feel?

Now that we have seen two different areas,

- What is the difference between the garden we were just at and the one we are in now?
- What is the same between the garden we were just at and the one we are in now?

*Answering the “What is different” question will be much easier than the “What is the same” question. If necessary, ask the students to observe closely and consult their worksheet to remind them of the things they observed. If needed, go back to the Formal Lawn Garden and ask these questions again.*

You have all done an excellent job of observing today. As we make our way back to the entrance, count how many \_\_\_\_\_ colored/shaped objects you see.

*You are highly encouraged to visit the many other areas of the Garden before returning to the bus. Ask the questions found in station four as you visit some of the other areas and be sure to test those observation skills by asking how the garden area is the same or different from another one. Some areas that may be of particular interest for extending and re-enforcing this lesson include: Butterfly Wing, Conservatory, Campanile Garden, Stafford Garden, Lake Helen, North & South Mixed Borders*

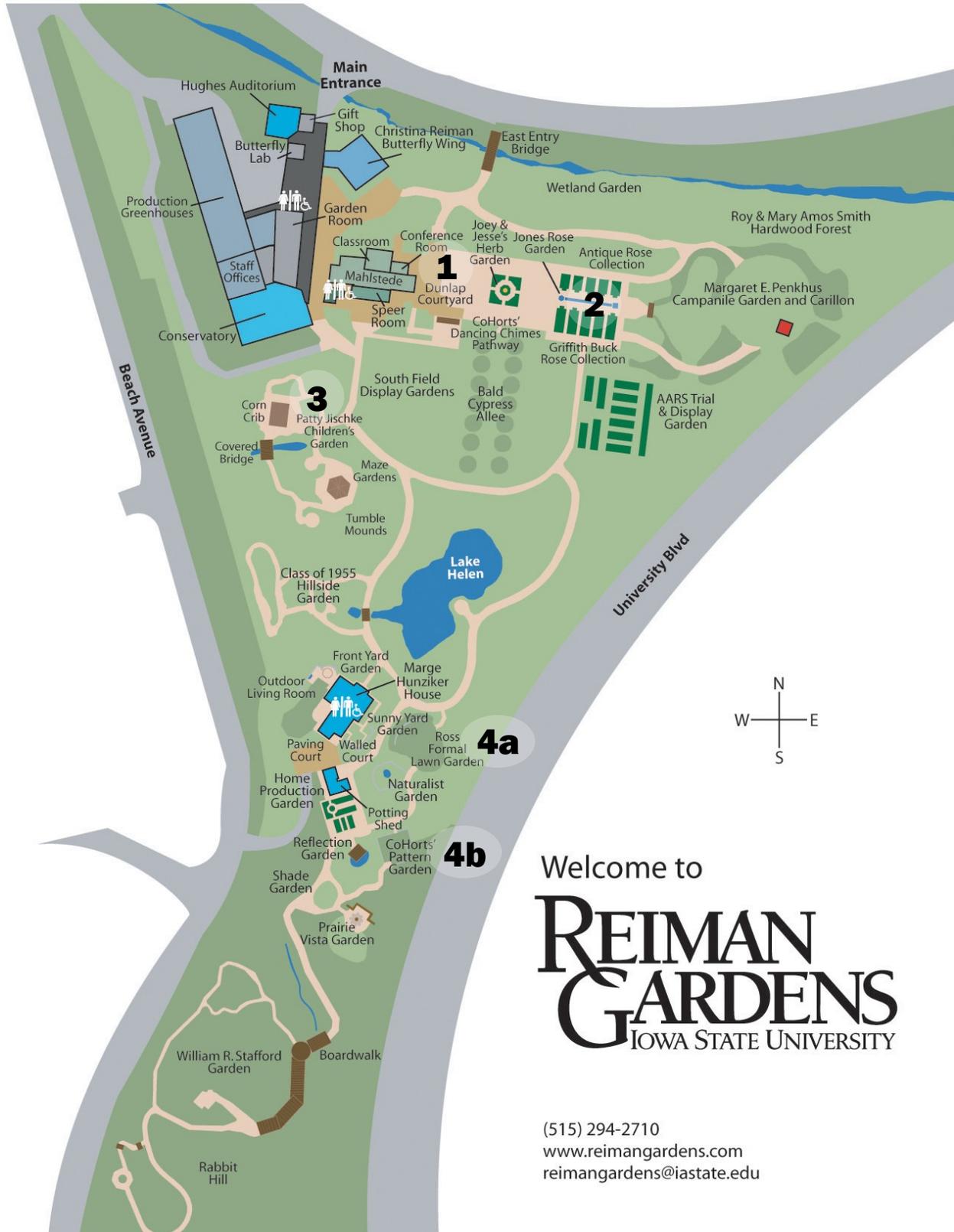
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Map

REIMAN GARDENS  
IOWA STATE UNIVERSITY



Welcome to  
**REIMAN GARDENS**  
IOWA STATE UNIVERSITY

(515) 294-2710  
www.reimangardens.com  
reimangardens@iastate.edu

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

Write or draw an object for one of the colors in each box.

 or  or   
Red                      Orange                      Yellow

 or   
Blue                      Purple

  
Green

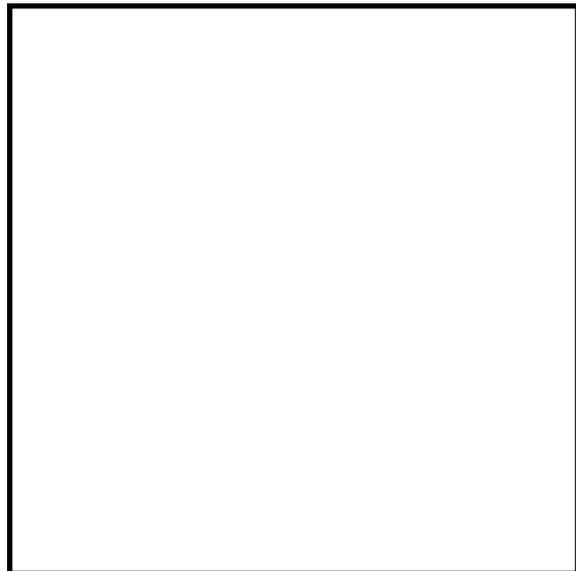
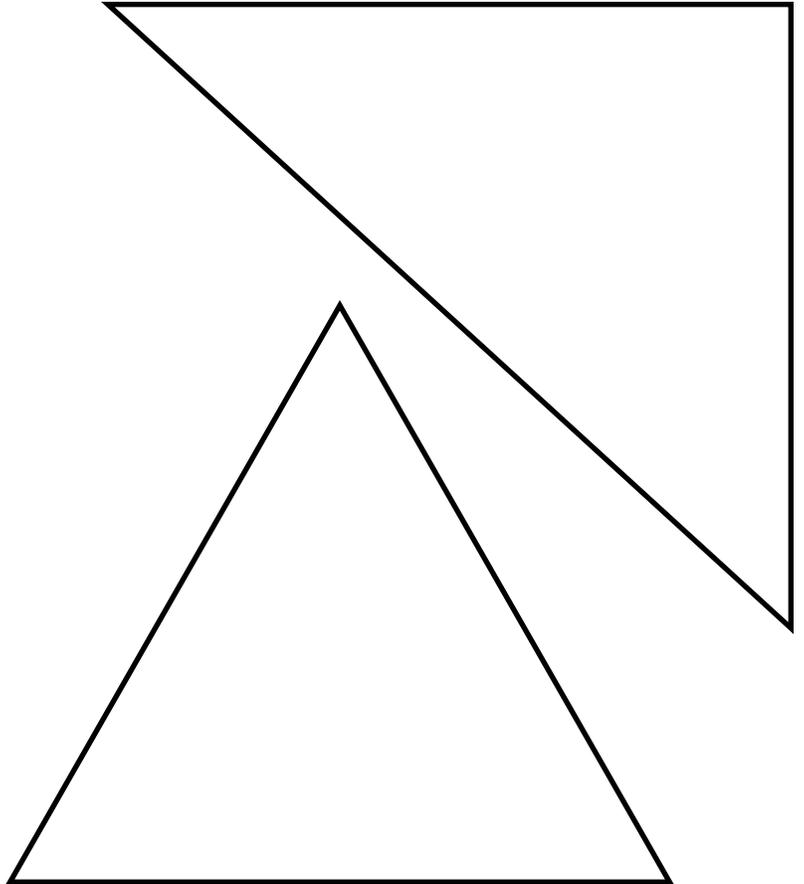
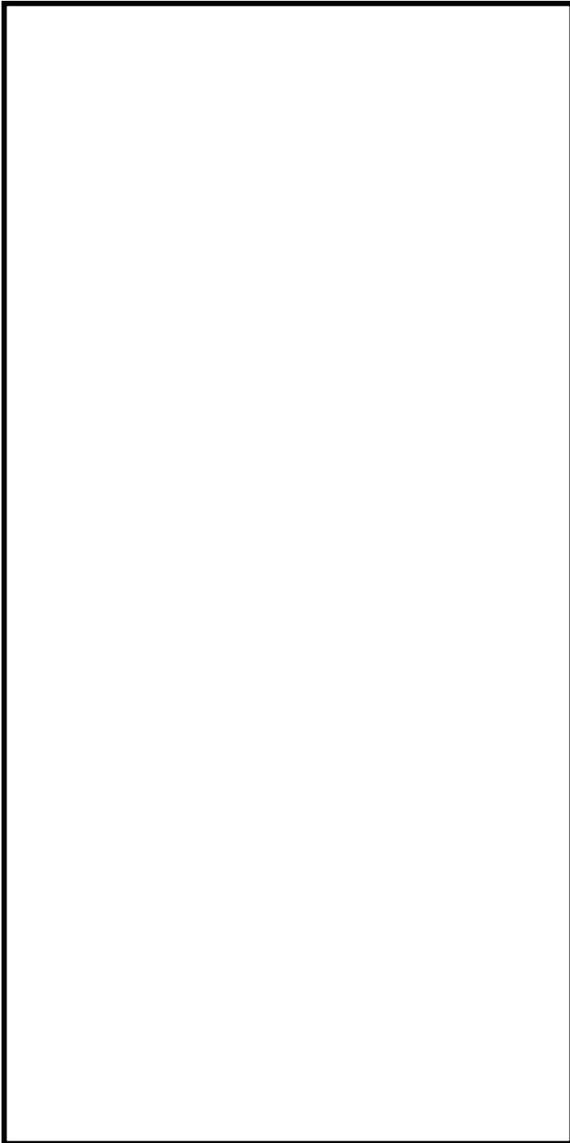
 or  or   
Black                      White                      Brown

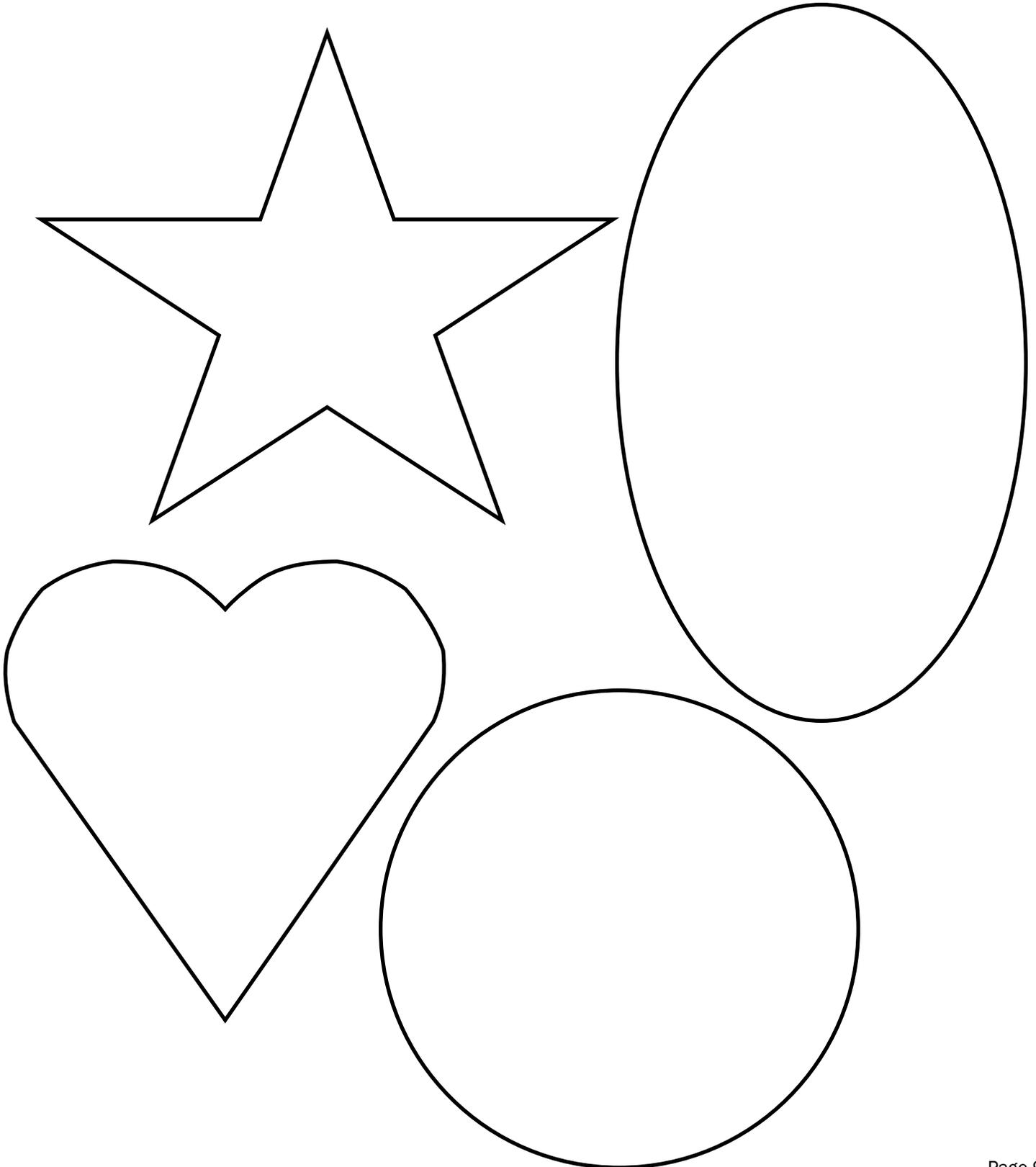
Name: \_\_\_\_\_

Write or draw the shapes and colors you see in each garden.

## Formal Lawn Garden

## Pattern Garden





# The Color Wheel

