



UNIT 1: FAMILY / WEEK 2

Paint Mixing

Standard Connection:
 ELA.RL.PK4.10
 ELA.L.PK4.3
 M.MD.PK4.1
 S.PS.PK4.1
 VA.CR2a.3.PK
 VA.RE8.1.PK

Enduring Understanding(s):

- Families share experiences, traditions, and activities that can be represented through artistic expression.

Essential Question(s):

- How do you most effectively communicate your thoughts, feelings, and traditions?

| Materials | Vocabulary | Books |
|--|---|-------|
| <ul style="list-style-type: none"> <i>Peter's Chair</i> tempera paints: red, blue, yellow brushes paper paint cups containers for water spoons mixing trays/palettes smocks plastic bags labels | <ul style="list-style-type: none"> primary colors: red, blue, yellow mix: combine two or more things into one palette: a thin board for mixing paint experiment: try something predict: make guess about what will happen | |

Intro to Centers

Preparation: *Set up materials.*

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| "In <i>Peter's Chair</i> , Peter's father painted Peter's cradle and highchair for his sister, Susie." | Show illustrations. |
| "Last week we painted with primary colors - red, yellow, and blue. Today at the easel, we are going to experiment with mixing those colors together to make new colors." | Show materials. |
| "What do you predict will happen when I mix blue and yellow together?" | Children respond. Model. |
| "I want to create a new color, but I want to keep blue and yellow, so I'm going to rinse my brush before I put it in another color." | |
| "What do you predict will happen if I mix red and yellow together?" | Children respond. |
| "I could mix colors together on the paper and I can also use a palette - a thin board - to mix the colors before I put a new color on the paper." | Model. |

During Centers:

Encourage children to make predictions about what colors they will create when they combine primary colors. Refer to *Mouse Paint* and other art books for inspiration. Support children in mixing with different amounts of each color. Encourage children to share colors they've created with each other, perhaps to make a collaborative painting.

Guiding Questions during Centers:

- How did you create this color?
- What do you think is a good name for this color? Why?
- How is the color that you created similar to or different from the color that your friend created?
- What happens if you add more or less of a color as you are mixing?

Thinking and Feedback:

Ask children to share any challenges they encountered, or discoveries they made, while working at the easel.

Documentation:

Collect samples of the children's work, as well as photographs and/or video of their process. Use the video to launch a discussion during Thinking and Feedback.

Provocation:

Create a class chair for children to paint collaboratively. Use paper towel tubes for chair legs and cereal boxes for the seat and back.

Encourage children to notice colors around the school and outside on the playground. Offer different materials for children to experiment with mixing colors (watercolors, tissue paper, crayons, etc.).

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help children answer Guiding Questions. During Centers, provide a variety of materials for children to use to add one color of paint to another, such as an eye dropper or turkey baster to practice fine motor skills while controlling how much paint is added at a time.

