



UNIT 1: FAMILY / WEEK 2

Paint Chip Matching

Standard Connection:

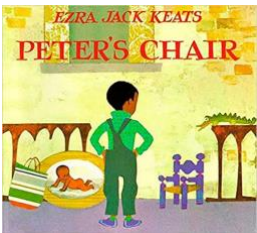
- ELA.L.PK4.5a
- ELA.SL.PK4.2
- M.MD.PK4.1
- M.G.PK4.1
- PD.FM.PK.4.2
- PD.FM.PK.4.3

Enduring Understanding(s):

- As individuals and as a group, family members use their senses to observe and interact with their environment.

Essential Question(s):

- Why is solving problems together important?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Peter's Chair</i> • paint chip samples • clothespins • Velcro • tag or poster board 	<ul style="list-style-type: none"> • match: look the same • similar: almost the same • different: not the same • paint: to apply color • paint chip: a card showing a color of paint • samples: a small amount or piece of something 	

Intro to Centers

Preparation: *Set up materials*

1. Mount paint chips on tag or poster board.
2. Make a grid with colors across the top and blank spaces below for chips in the corresponding color family to be filled in.
3. For fine motor development, glue paint chips on clothespins.
4. Write letters on paint chip samples and ask children to make their names with letters in same shades of a particular color.

STEP 1



STEP 2



STEP 3 & 4



“In *Peter’s Chair*, Peter and his father went to the hardware store to buy paint. Hardware stores don’t have enough space for paint cans of every color. Customers choose from **paint chip samples**- a small amount of **paint**- to decide which color **paint** to purchase. What do you notice?”

**Show illustrations.
Show paint chip samples.**

Children respond.

<p>“The hardware store clerk then mixes different paints together to match the color on the paint chip. Why is it helpful to see a sample of something before you buy it? How is this similar to or different from when you mixed colors in Creative Arts?”</p>	<p>Show children’s work.</p> <p>Children respond.</p>
<p>“Today, at Puzzles (Manipulatives), you can match paint chips/sort similar paint chips into groups/or make your name with paint chips with these materials.”</p>	<p>Show materials.</p> <p>Model, asking children to describe their matches.</p>

During Centers:

Encourage children to collaborate to match/make groups. Encourage children to match paint chips to colors they created during *Paint Mixing*. Encourage children to use *more, less, most, least*, etc. when describing groups (“There are more red paint chips than green. The blue group has the most paint chips.”). Encourage children to match paint chips to colors in the classroom.

Guiding Questions During Centers:

- How did you sort/match the paint chips?
- Why do you think this paint color is called _____?
- On many paint chips, the paint formula is listed on the back of the card. What would your formula be for the color you created in *Paint Mixing*?
- Why do you think Peter and his father chose pink for Susie’s chair?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Add paint chip samples to Dramatic Play. Encourage children to pretend to be customers choosing paint colors and hardware store clerks mixing paint colors.

Add paint chip samples to Creative Arts for children to reference when painting.

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 fewer chips to children who need the activity simplified. Visual supports or manipulatives can also be used to remind children of “more”, “less”, etc.

