



Paint Mixing (*Skin Again*)

Standard Connection:

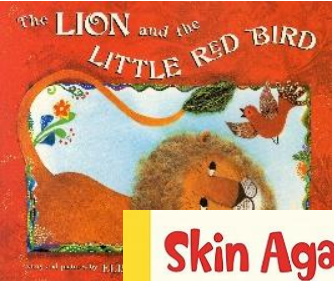
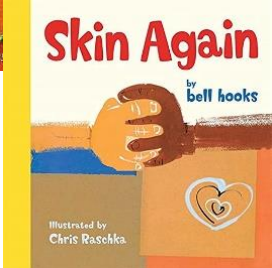
- ELA.RL.PK4.1
- ELA.W.PK4.8
- M.MD.PK4.3
- M.CC.PK4.2
- S.T.PK4.2
- PD.FM.PK.4.5
- VA.CR1a.1.PK
- VA.RE7.2.PK

Enduring Understanding(s):

- Color can carry information.
- Colors can be mixed to make new colors.

Essential Question(s):

- How are colors used to communicate ideas, thoughts, and feelings?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Skin Again</i> • <i>The Lion and the Little Red Bird</i> • tempera paints, in containers • extra clear plastic containers • plastic spoons, paintbrushes, and/or popsicle sticks, for mixing paint • covers for containers (lids, aluminum foil, plastic wrap) • smocks 	<p>combination: things brought together</p> <p>create: to make or produce</p> <p>hue: a shade of a color</p> <p>mix: to put different things together to make them one</p> <p>predict: to tell in advance that something is going to happen</p>	 

Intro to Centers	
<p>Preparation: Set up paint and extra containers at the Science Center, with tools for mixing paint.</p>	
<p>“Chris Raschka illustrated the pictures in <i>Skin Again</i>. He created the pictures using paint. To create the colors and hues, he mixed different paint colors together. What colors do you think he mixed together to create this color?”</p>	<p>Show illustrations. Children respond.</p>
<p>“Today at the Science Center you can experiment with mixing paint to make different colors. What might happen if I mix _____ and _____? What do you think?”</p>	<p>Demonstrate carefully mixing two paints together. Children respond.</p>
<p>“What could I name the color I created?”</p>	<p>Children respond.</p>

During Centers:

Encourage children to create paint for later use in the classroom. Encourage children to try to create colors they see in *Skin Again* and *The Lion and the Little Red Bird* and to name and label their new paint colors. Support children in documenting their paint mixing. (For example: 1 spoon of blue and 2 spoons of yellow create green.) Compare color mixing to recipes. Create a “recipe” book using the children’s combinations of color mixing.

Guiding Questions During Centers:

- How did you create this color/these colors?
- How is this color similar to or different from one you created before?
- What name could you give your color? Why is that a good name?
- How could you use these colors to paint a mural of the lion's cave?

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 of their processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Save the new paints for Making Skin Tone Colors and Self-Portrait lessons in Week 4. Invite children to create How To books documenting their process.

Differentiation/Accommodation:

Provide alternative paint brushes or other items for students to mix colors, based on their fine motor skills. Visual supports that show each color can help children remember which colors they are mixing together. (For example: provide a circle of each color to represent each spoonful of paint. Children will choose the number of circles of each color they want and mix those colors together.)