



Paint Mixing (The Colors of Us)

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>The Colors of Us</i> • <i>The Lion and the Little Red Bird</i> • tempera paint • plastic spoons • paintbrushes • popsicle sticks • clear plastic containers • covers for containers (lids, aluminum foil, plastic wrap) • smocks 	<p>combination: things that are brought together</p> <p>create: to make something happen</p> <p>mix: to put different things together so they become one</p> <p>predict: to tell in advance something will happen, best guess</p>	

Intro to Centers	
Preparation: <i>Set up materials.</i>	
<p>"In <i>The Colors of Us</i>, Lena said, 'If I mix red, yellow, black, and white paints in the right combination, I will have the right brown for a picture of me.' What do you notice?"</p>	<p>Show illustrations. Children respond.</p>
<p>"Why did Lena say that there was a 'right' brown for her?"</p>	<p>Children respond.</p>
<p>"Today you can mix paints to create new colors in Science."</p> <p>"After you mix your color, use what you learned about color names to think of a name for your color."</p>	
<p>"I will mix _____ and _____. What color do you predict I will create?"</p>	<p>Model. Children respond.</p>
<p>"What could I name the color I created? Why would that be a good name?"</p>	<p>Children respond.</p>

During Centers:

Encourage children to create sufficient quantities of paint colors to save for later use in the classroom. Compare and contrast this activity to Color Mixing. Encourage children to create colors from *The Colors of Us* and *The Lion and the Little Red Bird*. Encourage children to name and label their colors. Support children in recording "formulas" for their colors ("2 spoons of red and 2 spoons of blue makes purple", etc.). Compare color mixing formulas to recipes.

Guiding Questions During Centers:

- How did you create your color(s)?
- How is this color similar to or different from colors you created in Color Mixing?
- What would be a good name for this color? Why?
- How could you use these colors to paint a mural for the lion's cave in Dramatic Play?

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 these paint colors for Making Skin Tone Colors and Self-Portrait lessons in Week 4. Invite children to create "How-To" books documenting how they mixed colors.

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 students answer Guiding Questions. During Centers, provide picture cards or manipulatives of various colors to help children keep track of what they are mixing.