Tinting and Shading

Enduring Understanding(s):
- There are an infinite variety of colors.
- Different colors appeal to people's aesthetic sensibilities.

Essential Question(s):
- How do you make your thinking and learning visible to other people?

Materials	Vocabulary	Books
The Colors of Us - tempera paint (black, white, plus additional colors) - paper - paint brushes - paint sample cards from hardware (or paint) store - Tints /Shades of recording sheet (see Resource)	**record:** to put in writing **shade:** variation of a color, to make darker **tint:** variation of a color, to make lighter	The Colors of Us — Karen Katz

Intro to Centers

Preparation: *Set up materials*	
"In *The Colors of Us*, Lena and some of her friends and neighbors had brown skin. What do you notice?"	**Show illustrations. Children respond.**
"Some of Lena's friends had dark brown skin, and some had light brown skin."	
"We learned that a darker color is called a **shade**, and a lighter color is called a **tint**."	
"How do you create a **shade**? How do you create a **tint**?"	**Children respond.**
"When we read *Peter's Chair*, we learned that people choose paint colors at the hardware store using sample cards that show **tints** and **shades** of a color."	
"Today in the Creative Arts you can use these materials to create **tinting** and **shading** paint sample cards."	
"**Record** the **tints** you made on this card, and the **shades** you made on this one."	
"Use what you learned in Researching Paint Colors to create names and labels for your **tints** and **shades**."	
"How could these **tint** and **shade** sample cards be helpful to you or your friends?"	**Children respond.**

During Centers:

Encourage children to compare/contrast their tints and shades with those of their friends. Compare/contrast child-made tinting and shading sample cards with paint sample cards from a hardware store. Encourage children to use research from Paint Mixing to label their tints and shades. Encourage children to count how many different tints and how many shades they create.

Guiding Questions During Centers:

- How did you create this tint/shade?
- What would be a good name for this tint/shade? Why?
- How is this tint/shade sample card similar to or different to a paint sample card from a hardware store?
- How is Tinting and Shading similar to or different from Paint Mixing?

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

Provocation:

Encourage children to notice tints and shades of colors in the classroom, school, and outside. Show children a color wheel and encourage them to notice similarities and differences between the color wheel and their tinting and shading paint samples.

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, facilitate children sharing strategies/techniques for creating tints/shades with each other. Wood or plastic hoops/rings can be used to form a Venn diagram to help children compare and contrast the tints and shades.