



# UNIT 4: THE WORLD OF COLOR / WEEK 3-4

## Labeling Paint Colors

Standard  
Connection:  
ELA.RI.PK4.10  
ELA.W.PK4.6  
S.T.PK4.1  
PD.FM.PK4.1  
PD.FM.PK4.4  
VA.CN10a.1.PK

### Enduring Understanding(s):

- Colors can be mixed to make new colors.

### Essential Question(s):

- How do you make your thinking and learning visible to other people?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li><i>The Colors of Us (or Skin Again)</i></li> <li><i>The Lion and the Little Red Bird</i></li> <li>fiction and non-fiction books about color</li> <li>tape</li> <li>child-created paints from Science Center</li> <li>writing utensils</li> <li>paper, and/or ready-made labels</li> </ul>	<p><b>inspire:</b> to offer someone an idea</p> <p><b>label:</b> a picture or words attached to an object that tells what it is</p> <p><b>research:</b> study to find out more information</p>	

Intro to Centers	
Preparation: Set up materials.	
"In <i>The Colors of Us</i> , Lena and her mom went to a paint store. What do you notice?"	Show illustrations. Children respond.
"The paints on the shelves were <b>labeled</b> - each paint had a name."	
"Why would it be helpful to <b>label</b> the paints in the store?"	Children respond.
<p>"We learned that color names can be <b>inspired</b> by objects, nature, and emotions."</p> <p>"Today in Library and Listening you can use these materials to <b>research</b> colors."</p>	
"How could you record your color <b>research</b> ?"	Children respond.
"Use these materials to create <b>labels</b> in Creative Writing. You could use the <b>labels</b> for the paint colors you mix in Creative Arts."	

## **During Centers:**

Encourage children to use a variety of strategies to create labels (sounding out, copying a model, dictating, using illustrations, etc.). Refer to *The Lion and the Little Red Bird*, where colors are compared/connected to specific objects (“orange as a butterfly,” “orange as the setting sun,” etc.). Encourage children to collaborate - one child researches, another child writes labels, etc.

## **Guiding Questions during Centers:**

- What inspired you to name/ label this paint \_\_\_\_\_?
- What sort of illustration could someone create with this paint?
- What did you learn from your research about the color \_\_\_\_\_?
- How is labeling paint colors similar to or different from writing your name on your artwork or labeling centers in our classroom?

## **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 label paint sample cards from Tinting and Shading. Create a paint mixing and labeling station in Creative Arts for children to create paint as needed.

## **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, strategically partner children together for collaboration. Provide a variety of writing materials to meet children’s fine motor and sensory needs.