



Researching Paint Colors

The Colors of Us (or Skin Again)

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"> <i>The Colors of Us (or Skin Again)</i> <i>The Lion and the Little Red Bird</i> fiction and non-fiction books about color paint samples paint containers child-created paints writing utensils paper and/or ready-made labels tape 	<p>inspire: to offer someone an idea</p> <p>label: a picture or words attached to an object that tells what it is</p> <p>research: study to find out more information</p>	

Intro to Centers

Preparation: At the Library and Listening Center, set up the books and paint samples. At the Creative Writing Center, set up writing and drawing tools, paper, labels, tape, and containers of paints.

"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 labeled - each paint had a name."	Show illustrations.
"Why would it be helpful to label the paints in the store?"	Children respond.
<p>"We learned that color names can be inspired by objects, nature, and emotions."</p> <p>"Today in Library and Listening, you can use these materials to research colors."</p>	Show materials.
"How could you record your color research ?"	Children respond.
"Use these materials to create labels in Creative Writing. You could use the labels for the paint colors you mix in Creative Arts."	Show materials.

During Centers:

Encourage children to use a variety of strategies to create labels (sounding out, copying a model, dictating, using illustrations, etc.). Refer to pages in *The Lion and the Little Red Bird* where colors are compared to or connected to known objects (“orange as a butterfly,” “orange as the setting sun”). Encourage children to collaborate with a partner; for example, perhaps one child researches, and another writes labels.

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 and strategies used.

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:

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.