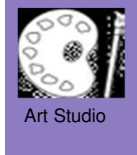
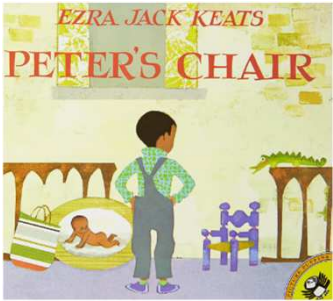


# Paint Mixing



**Standards:**  
ELA.SL.CC.PS.1.a - b  
ELA.SL.PKI.PS.3



- Materials:**
- *Peter's Chair*
  - tempera paints: red, blue, yellow
  - brushes
  - paper
  - paint cups
  - containers for water
  - spoons
  - mixing trays/palettes
  - smocks

- Vocabulary:**
- primary colors: red, blue, yellow
  - mix: combine two or more things into one
  - palette: a thin board for mixing paint
  - experiment: try something
  - predict: make a guess about what will happen

**Preparation:** Set up materials.

**Intro to Centers:**  
"In *Peter's Chair*, Peter's father painted Peter's cradle and high chair for his sister Susie."  
  
"Last week we painted with **primary colors--red, yellow, and blue**. Today at the easel, we are going to **experiment** with mixing those colors together to make new colors."  
  
"What do you **predict** will happen when I **mix** blue and yellow together?"  
  
"I want to create a new color, but I want to keep blue and yellow, so I'm going to rinse my brush before I put it in another color."  
  
"What do you **predict** will happen if I **mix** red and yellow together?"  
  
"I could **mix** colors together on the paper and I can also use a **palette**--a thin board--to mix the colors before I put a new color on the paper."

*Show illustrations.*

*Show materials.*

*Children respond.*  
*Model.*

*Children respond.*

*Model.*

***During Centers:***

Encourage children to make predictions about what colors they will create when they combine primary colors. Refer to *Mouse Paint* and other art books for inspiration. Support children in mixing with different amounts of each color. Encourage children to share colors they've created with each other, perhaps to make a collaborative painting.

***Guiding Questions during Centers:***

- How did you create this color?
- What do you think is a good name for this color? Why?
- How is the color that you created similar to or different from the color that your friend created?
- What happens if you add more or less of a color as you are mixing?

***Thinking & Feedback:*** Ask children to share any challenges they encountered, or discoveries they made, while working at the easel.

***Documentation:*** Collect samples of the children's work, as well as photographs and/or video of their process. Use the video to launch a discussion during Thinking and Feedback.

***Provocation:***

Create a class chair for children to paint collaboratively. Use paper towel tubes for chair legs and cereal boxes for the seat and back.

Encourage children to notice colors around the school and outside on the playground. Offer different materials for children to experiment with mixing colors, i.e., watercolors, tissue paper, crayons, etc.

## Slide 2

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- 1** define the vocab and if you want materials add it to the vocab list  
-Marina Boni  
, 8/8/2018
- 2** add to vocab list and add definition  
-Marina Boni  
, 8/8/2018