



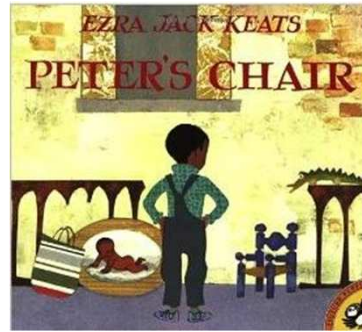
Paint Chip Matching



Puzzles &
Manipulatives

Standards:

ELA.SL.CC.PS.1.a - b
ELA.SL.PKI.PS.3



Materials:

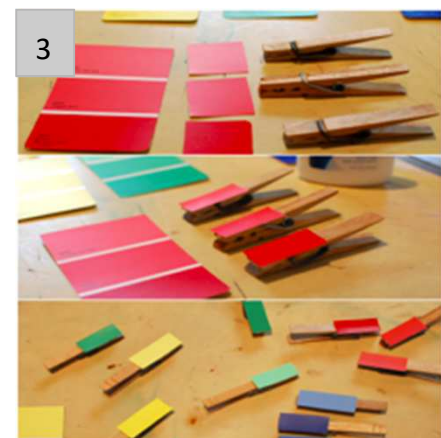
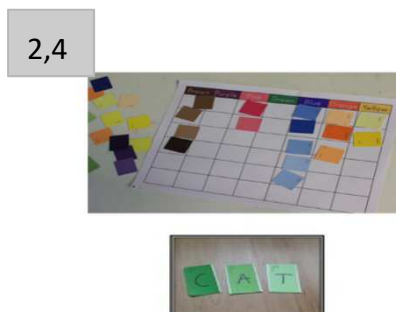
- *Peter's Chair*
- paint chip samples
- clothespins
- Velcro
- tag or poster board

Vocabulary:

- match: look the same
- similar: almost the same
- different: not the same
- paint (-chip)
- samples: a small amount or piece of something

Preparation:

1. Mount paint chips on tag or poster board.
2. Make a grid with colors across the top and blank spaces below for chips in the corresponding color family to be filled in.
3. For fine motor development, glue paint chips on clothespins.
4. Write letters on paint chip samples and ask children to make their names with letters in same shades of a particular color.



Intro to Centers:

"In *Peter's Chair*, Peter and his father went to the hardware store to buy paint. Hardware stores don't have enough space for paint cans of every color. Customers choose from **paint chip samples**--a small amount of **paint**-- to decide which color **paint** to purchase. What do you notice?"

"The hardware store clerk then mixes different paints together to **match** the color on the **paint chip**. Why is it helpful to see a **sample** of something before you buy it? How is this **similar** to or **different** from when you mixed colors in the Art Studio?"

"Today at Puzzles and Manipulatives, you can **match paint chips**/sort **similar paint chips** into groups/or make your name with **paint chips** with these materials."

Show illustrations. Show paint chip samples. Children respond.

Show children's work. Children respond.

Show materials. Model, asking children to describe their matches.

During Centers:

Encourage children to collaborate to match/make groups. Encourage children to match paint chips to colors they created during *Paint Mixing*. Encourage children to use *more, less, most, least*, etc. when describing groups, i.e., "There are more red paint chips than green. The blue group has the most paint chips." Encourage children to match paint chips to colors in the classroom.

Guiding Questions during Centers:

- How did you sort/match the paint chips?
- Why do you think this paint color is called _____?
- On many paint chips, the paint formula is listed on the back of the card. What would your formula be for the color you created in *Paint Mixing*?
- Why do you think Peter and his father chose pink for Susie's chair?

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

Provocation:

Add paint chip samples to Dramatization. Encourage children to pretend to be customers choosing paint colors and hardware store clerks mixing paint colors.

Add paint chip samples to Art Studio for children to reference when painting.