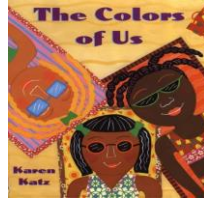
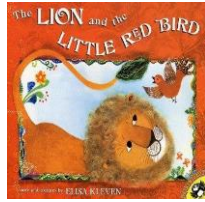




Researching And Labeling Paint Colors



Writing &
Drawing



Library &
Listening

Standards:

ELA.RL.IK1.PS.1-2
 ELA.RL.CS.PS.2
 ELA.IT.I.PS.1-2
 ATL.EP.PS.1-2
 ELA.IT.D.PS.2
 ELA.IT.I.PS.1-2
 ELA.IT.LTC.PS.1
 ELA.SL.CC.PS.1, 3
 ELA.W.TTP.PS.1-2
 ELA.W.R.PS.1

Materials:

- *The Colors of Us*
- fiction and non-fiction books about color
- paint samples
 - Paint cards
- child-created paints
- writing utensils
- paper, ready-made labels, tape

Vocabulary:

- label
- research
- inspire

Preparation: Set up materials.

Intro to Centers:

“In *The Colors of Us*, Lena and her mom went to a paint store. What do you notice?”

“The paints on the shelves were **labeled**- each paint had a name.”

“Why would it be helpful to **label** the paints in the store?”

“We learned that color names can be inspired by objects, nature, food, and emotions.”

“Today in Library & Listening you can use these materials to **research** colors.”

“How could you **record** your color **research**?”

“Use these materials to create **labels** in Writing & Drawing. You could use the **labels** for the paint colors you mix in the Art Studio.”

Show illustrations.
Children respond.

Children respond.

Children respond.

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 (i.e., “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 & 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:

Encourage children to label paint sample cards from Tinting and Shading. Create a paint mixing and labeling station in the Art Studio for children to create paint as needed.

