



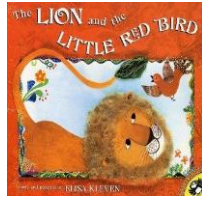
# Tinting And Shading


**Standards:**

CA.VA.PS.1

ELA.SL.CC.PS.1-3

ELA.RL.CS.PS.3


**Materials:**

- *The Lion And The Little Red Bird*
- tempera paint (black, white, plus additional colors)
- paper
- paint brushes
- paint sample cards from hardware/paint store
- *Tints of and Shades of* recording sheet

**Vocabulary:**

- tint
- shade
- record

**Preparation:** Set up materials.

**Intro to Centers:**

“In *The Colors of Us*, Lena and some of her friends and neighbors had brown skin. What do you notice?”

“Some of Lena’s friends had dark brown skin, and some had light brown skin.”

“We learned that a darker color is called a **shade**, and a lighter color is called a **tint**.”

“How do you create a **shade**? How do you create a **tint**?”

“When we read *Peter’s Chair* we learned that people choose paint colors at the hardware store using sample cards that show **tints** and **shades** of a color.”

“Today in the Art Studio you can use these materials to create **tinting** and **shading** paint sample cards.”

“**Record** the **tints** you made on this card, and the the **shades** you made on this one.”

“Use what you learned in *Researching Paint Colors* to create names and labels for your **tints** and **shades**.”

“How could these **tint** and **shade** sample cards be helpful to you or your friends?”

*Show illustrations. Children respond.*

*Children respond.*

*Children respond.*

### **During Centers:**

Encourage children to compare/contrast their tints and shades with those of their friends. Facilitate children sharing strategies/techniques for creating tints/ shades with each other. Compare/contrast child-made tinting and shading sample cards with paint sample cards from a hardware store. Encourage children to use research from Paint Mixing to label their tints and shades. Encourage children to count how many different tints and how many shades they create.

### **Guiding Questions during Centers:**

- How did you create this tint/shade?
- What would be a good name for this tint/ shade? Why?
- How is this tint/ shade sample card similar to or different to a paint sample card from a hardware store?
- How is Tinting and Shading similar to or different from Paint Mixing?

**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 notice tints and shades of colors in the classroom, school, and outside.

Show children a color wheel and encourage them to notice similarities and differences between the color wheel and their tinting and shading paint samples.

