

### Fall Post-Round Reflection

For the past few weeks, my students have been working on learning the color wheel and the color mixing process with paint. They have been learning about the primary, secondary, and tertiary colors. As an assessment tool, I asked students to work in groups to create as many new colors as they could by mixing just the three primary colors together in different proportions. I created a grid on paper for each group to apply a new color in each square. I wanted to give my students not only another opportunity to experiment with and explore colors, but also see if they really grasped the concept of what happens when different colors are mixed together (i.e., mixing a little bit of yellow with blue makes a blue-green).

I had pre-selected groups of students to ensure that the frequently disruptive students were paired with the higher-achievers and that my ELLs were paired with another student who spoke their language. I wanted my students to be able to work with peers they normally do not interact with. I asked if there was any evidence of them working collaboratively. I was pleasantly surprised to find that all my pre-made groups worked well together. I heard students asking each other questions about the process of mixing colors, talking to each other about their color choices, share ideas about how much of certain colors to mix together, and discussing what to name the colors. One group even asked each other if they should put all the lighter colors on one end of the paper to make it more organized. All the students were also taking turns to paint the squares.

Another objective for this lesson was to see if students were learning to use the painting materials properly. Every day I have to remind my students about the materials they need to set up their painting areas as they too frequently forget to gather all the materials. For the round, because students

were in groups, each person remembered different necessary materials to gather so they all ended up with the appropriate set up in their painting areas. Many students, thankfully, were also taking their time to mix colors and apply the paint and not rush as many have been doing during other days. Students also did a great job with cleaning up their painting areas and making sure the paint/water station remained clean. A fault on my part is probably not giving them enough instruction on how to properly use a paint brush. I notice that a lot of students apply paint with messy and aggressive strokes instead of applying it smoothly with neat strokes. I work with individual students on that issue but I struggle to address that issue with the entire class.

In terms of students connecting this activity to what they have learned about the color wheel, I definitely saw students remembering how to create the secondary and tertiary colors. Many students were able to use the mathematical system of mixing colors (i.e., writing down how many scoops of each color they mixed). However, some students seem to struggle with making sure each scoop contained a uniform amount of paint. Some students would add one scoop of red that was twice the size of the scoop of blue they previously added and write it down as equal scoops. Then they would get frustrated that the resulting color was not what they were expecting.

There were some suggestions to better the group work by giving clearer directions. It might have been better to assign roles within each group (i.e., one student is the scribe, one student is the mixer, one student is the painter). Although most groups decided on roles similar to these on their own, it may have helped to be explicit in my directions regarding roles. One group also struggled with the size of the squares in the grid I made. Students in that group argued a little over not painting within the lines and not having enough of a new color to fill the entire square. I refocused that group by telling them they did not need to fill the entire square, laying down just a sample of each color would be acceptable. I could have made that announcement to the entire class, or made that a clear direction from the beginning.