



Painting Furniture

Standard Connection:

ELA.W.PK4.1
ELA.RF.PK4.2
M.MD.PK4.1
M.G.PK4.2
PD.FM.PK4.4
PD.SHS.PK4.5
SS.FC.PK4.1
SS.FC.PK4.9
VA.CR1.1.PK
VA.RE8.1.PK

Enduring Understanding(s):

- A family is a group of people that care for and support each other.

Essential Question(s):

- How do families care for each other?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Peter's Chair</i> empty paint cans large paintbrushes furniture: chair, crib, highchair, etc. paint chip samples baby dolls 	<ul style="list-style-type: none"> furniture: equipment that is necessary/useful crib: a small child's bed with slatted sides highchair: a small child's chair with long legs and tray cradle: a bed usually on rockers 	

Intro to Centers	
Preparation: Set up materials.	
"In <i>Peter's Chair</i> , Peter's father painted Peter's old cradle , highchair , and crib for his baby sister, Susie. What do you notice?"	Show illustration. Children respond.
"Peter took his chair outside before his father could paint it. Then Peter had a 'change of heart.' Why did Peter help his father paint his old chair pink?"	Show illustration. Children respond.
"Today, in Dramatic Play, you can paint furniture - with these materials. What do you notice?"	Show materials. Model painting furniture. Children respond.

During Centers:

Encourage children to take on a variety of roles from *Peter's Chair*. Encourage children to extend the story. Encourage children to create labels or 'nametags' that they can wear with the name of the role/character they are playing (mother, father, Peter, etc.). Support children in using sequential language as they paint: "First, put the paintbrush in the paint. Second, brush the paint on the chair, etc."

Guiding Questions During Centers:

- Why did Peter's father paint furniture to prepare for Susie?
- How else can a family prepare for a baby?
- Why is furniture for babies smaller than furniture for older children?
- How is painting furniture similar to or different from painting at the easel?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe any challenges they might have encountered.

Documentation:

Photograph children as they play; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Invite families to send in pictures of children as babies. Encourage children to write stories using the photographs for inspiration.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help children answer Guiding Questions. During Centers, provide a visual schedule to remind children of the steps as they pretend to paint the chair.