



Painting Furniture

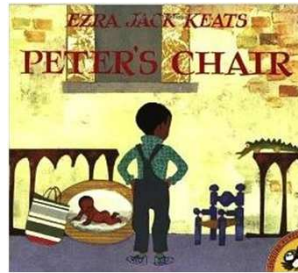


Dramatization

Standards:

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

ELA.SL.PKI.PS.3



Materials:

- *Peter's Chair*
- empty paint cans
- paintbrushes of different sizes
- furniture: cradle, chair, crib, high chair

Vocabulary:

- furniture
- crib
- high chair
- cradle

Preparation: Set up materials.

Intro to Centers:

"In *Peter's Chair*, Peter's father painted Peter's old **cradle**, **high chair**, and **crib** for his baby sister Susie. What do you notice?"

"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?"

"Today in Dramatization, you can paint **furniture**- with these materials. What do you notice?"

Show illustrations.
Children respond.

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Children respond.

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, i.e., '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 & Feedback: Invite children to share their processes. Encourage children to describe the 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.

