



THE VIRGINIA ADULT LEARNING RESOURCE CENTER

Virginia Commonwealth University

Painting **Lesson Four: Preparing to Paint** **Facilitator Guide**

Building Basics was paid for under an EL Civics grant from the U. S. Department of Education administered by the Virginia Department of Education. It was paid for under the Adult Education and Family Literacy Act of 1998; however, the opinions expressed herein do not necessarily represent the position or policy of the U. S. Department of Education, and no official endorsement by the U. S. Department of Education should be inferred. This document was designed and created by the Virginia Adult Learning Resource Center at Virginia Commonwealth University, 817 West Franklin Street, Suite 221, P.O. Box 842037, Richmond, VA 23284-2020. It may be reproduced for nonprofit, educational purposes only.

Painting Preparing to Paint



Building Plan / Blue Prints / Specs (Getting Ready to Teach)

Lifeskill Objective: Learners will be able to identify the steps in preparing an area for painting.

EFF Skills: Speak So Others Can Understand, Work Together, Cooperate With Others, Listen Actively, Convey Ideas in Writing, Observe Critically, Read with Understanding

SCANS Skills: Resources (allocate facility and material resources)
Interpersonal (participate as member of a team; teach others; work with individuals from a variety of ethnic, social or educational backgrounds; work and communicate with co-workers; provide basic leadership and negotiation skills)
Information (acquire, evaluate, organize, and maintain information related to the steps in preparation of an area for painting; this information is then interpreted and communicated through a variety of methods)

Lesson Length: 2 hours



Tools

Realia: Can key
Putty knife
Stir stick
Cloth
Sandpaper
Small container of spackling compound,
Paint brush
Small bottle of dishwashing liquid or recommended wall cleaner

Activity #1: Two Sisters Painting Company Pictures--large versions

Activity #2: Two Sisters Painting Company Pictures--large versions
Two Sisters Painting Company Picture Cards—cut up into multiple sets for group activity

Activity #3: Instructions for Preparing a Surface Handout

Activity #4: Swat! Vocabulary--overhead
Fly Swatters--two

Target Vocabulary

Nouns:

brush	can key	coat	crack	
detergent solution	drop cloth	edge	fixture	hole
putty knife	rag	roller	sandpaper	spackling
compound	step ladder	stirring stick		

Verbs:

check	cover	fill	loosen	prime
remove	sand	smooth	vacuum	wash
wipe				

Adjectives:

damp	dry	smooth		
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Laying the Foundation Warm-Up / Presentation



Actions	Materials
<p>Activity #1: <i>Two Sisters Painting Company</i></p> <ol style="list-style-type: none"> 1. Tell the learners that today they will be learning the steps to preparing an area for painting. 	
<ol style="list-style-type: none"> 2. Show the Two Sisters Painting Company Pictures one at a time as you tell the learners the story. Point to the people and objects in the pictures as you describe them. <p>Miranda and Roberta Hernandez are sisters. They have their own business, called <i>Two Sisters Painting Company</i>. Together, they paint the interior rooms of people’s houses. Maria Hernandez is their sister-in-law. She is married to Miranda and Roberta’s brother. Today Maria will help Miranda and Roberta paint a living room in a customer’s house. This is Maria’s first day of painting. Miranda explains to Maria what they need to do.</p> <ol style="list-style-type: none"> 1. First, we remove the furniture from the room. 2. Then we cover the floor and some furniture with drop cloths. 3. Then we remove the pictures, window treatments, hardware, and switch plates from the walls. 4. We also loosen the ceiling plates of the light fixtures and cover the fixtures. 5. We wash the surfaces with a light detergent solution. 6. Then we wipe the surfaces with a damp cloth or rag and let the wall dry. 7. We sand the glossy surfaces with sandpaper. 8. We vacuum the surfaces and wipe them with a cloth. 9. We check the surfaces for nail holes or cracks. 10. We fill holes or cracks with spackling compound and make the surface smooth. 11. We let the surface dry and sand it lightly. 12. Finally, we prime the water stains or marks on the walls. 	<p><i>Two Sisters Painting Company Pictures</i></p>

Actions	Materials
<p>Activity #2: What to Do First</p> <p>1. Have learners get into groups of four. Distribute one set of the Two Sisters Painting Company Picture Cards to each group. Ask groups to work together to put the pictures in their set in the order of the steps they should take when preparing an area to paint. Explain that after putting the pictures in order, each group should talk about what is happening in each picture. Circulate and provide vocabulary as groups work on describing the action in the pictures. To help groups get started, you may want to ask the whole group to decide which picture shows the first step in the preparation and how to describe what the sisters are doing in each picture. Write this sentence on the board.</p>	<p>Two Sisters Painting Company Picture Cards</p>
<p>2. When most groups have finished putting their picture steps in order, place the Two Sisters Painting Company Pictures on the tray of the chalk/whiteboard in any order. Ask for volunteers to come up to the board and put the pictures in order, one at a time. Ask the group for confirmation (or not) of the order and elicit sentences to describe what is happening. There will probably be some disagreement on the exact order of the steps. Acknowledge the different possibilities. Explain that we will use the order that the two sisters used.</p>	<p>Two Sisters Painting Company Pictures</p>
<p>3. Elicit sentences describing the activity in each picture from the group. Write a sentence or two above each picture as it is put in order. Sample sentences in order of the preparation steps:</p> <ul style="list-style-type: none"> ➤ A. They are removing the furniture from the room. ➤ B. They are covering the floor and some furniture with drop cloths. ➤ C. They are removing the pictures, window treatments, hardware, and switch plates from the walls. ➤ D. Now they are loosening the ceiling plates of the light fixtures. ➤ E. They are covering the fixtures. ➤ F. They are washing the surfaces with a light detergent solution. ➤ G. They are wiping the surfaces with a damp cloth or rag. ➤ H. They are letting the wall dry. ➤ I. They are sanding the glossy surfaces with sandpaper. ➤ J. They are vacuuming the surfaces and wiping them with a cloth. 	<p>Two Sisters Painting Company Pictures</p>

Actions	Materials
<ul style="list-style-type: none"> ➤ K. They are checking the surfaces for nail holes or cracks. ➤ L. They are filling holes or cracks with spackling compound. ➤ M. They are making the surface smooth. ➤ N. They are letting the surface dry and sanding it lightly ➤ O. They are priming the water stains or marks on the walls. 	
<p>4. Have higher level learners read each sentence to the group. Repeat the verb depicted in each picture again and ask learners to demonstrate the action as they repeat the word. Ask questions about each picture to have the learners use the new vocabulary that appears in each sentence on the board.</p>	
<p>Activity #3: Giving Instructions</p> <p>1. Distribute the Instructions for Preparing a Surface Handout. Have the learners individually complete the Handout using the command form of the verbs. Learners can refer to the sentences and pictures on the board to help them. Beginners can work together in their group to complete the Handout.</p>	<p>Instructions for Preparing a Surface Handout</p>
<p>2. Ask learners to check their answers with each other. Write the correct form of the words on the board so that the learners can check their own spelling.</p>	<p>Instructions for Preparing a Surface Handout</p>

Building on the Foundation Practicing the New Language



Actions	Materials
<p>Activity #4: Swat!</p> <p>Place the Swat! Vocabulary on the OHP and divide the class into two teams of mixed levels. Ask the learners to count off in their groups so that each member has a number. Learners from each team will participate in the game in the order of their numbers. Tell learners that they will be playing a game to practice the new vocabulary and their listening skills. Give each team a new fly swatter.</p> <p>Explain that you will say a sentence or a question out loud and one person in their group needs to go to the OHP screen and swat the picture of the word that completes the sentence or answers the question. As they swat the picture, the learner must say the word(s). For example, you will say, “I loosen the light fixtures with a _____.” Have one learner go to the screen and swat the picture of a screwdriver and say the word for the group. Members of each group confer with one another before sending their representative (in order) to the screen. No other members should accompany any other to the board. The group that swats and says the correct word first, gets the point. The team with the highest number of points wins the game.</p>	<p>Swat! Vocabulary– Overhead</p> <p>Fly Swatters</p>

Finishing Work Extension or Out-of-Class Practice



Actions	Materials
<ol style="list-style-type: none">1. Learners visit a home improvement or painting store to look at all of the equipment and tools available to make preparing a painting surface easier.2. Learners list items they will need to buy and ask sales assistants questions about the advantages or disadvantages of the different types of brushes and other tools. Learners share the advice they got about different products at the next class session.	

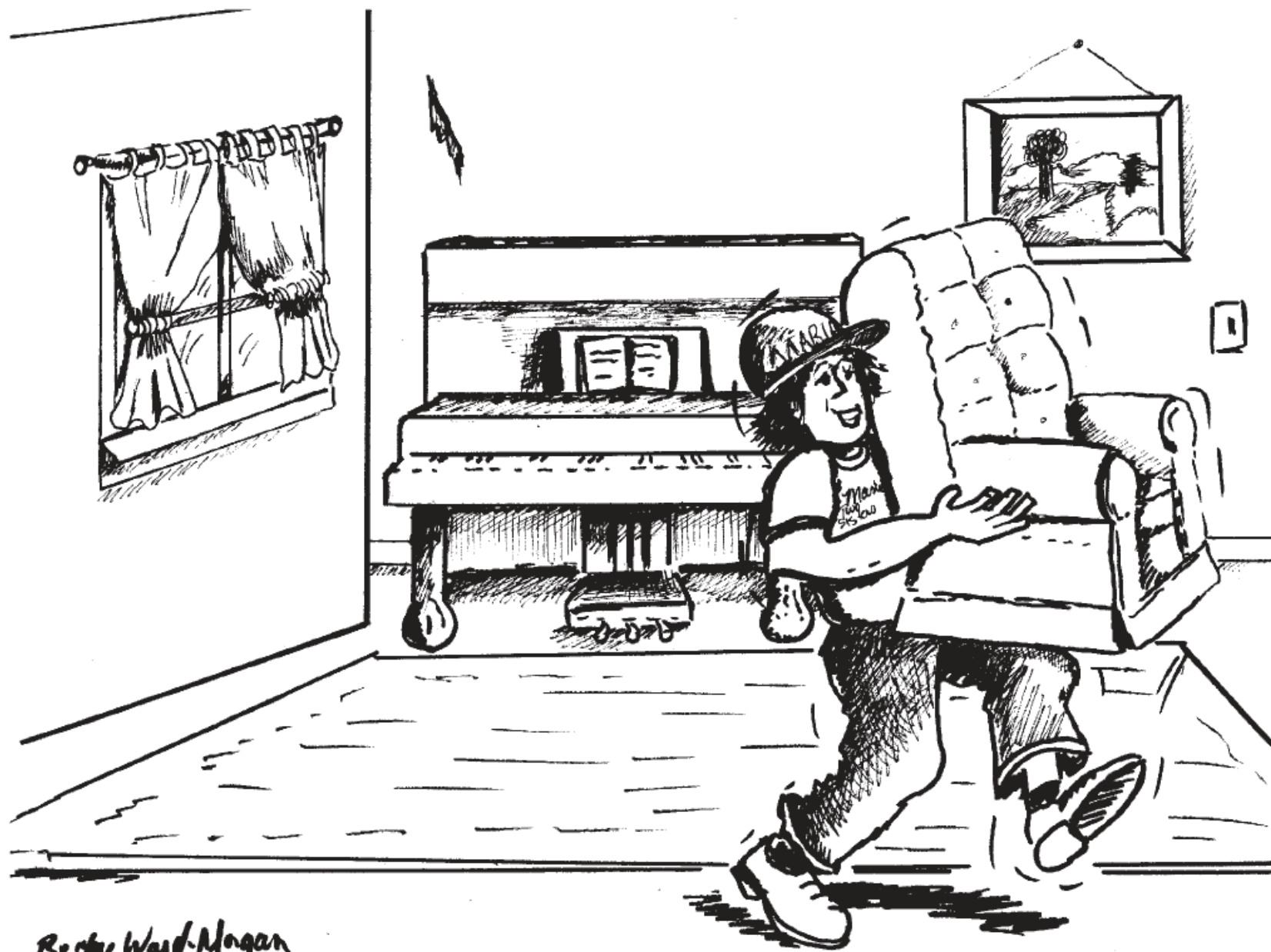


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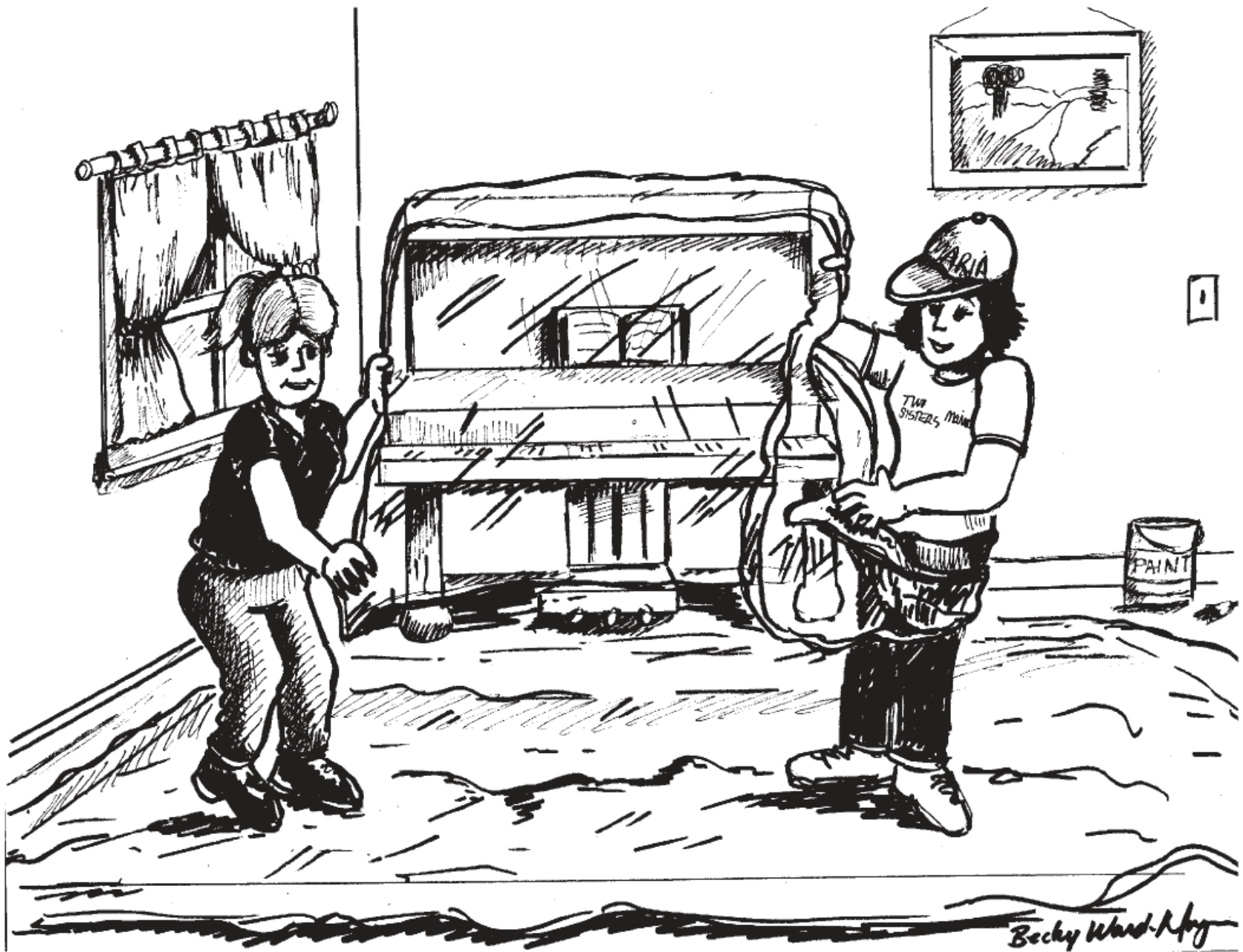
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Betsy Ward-Morgan



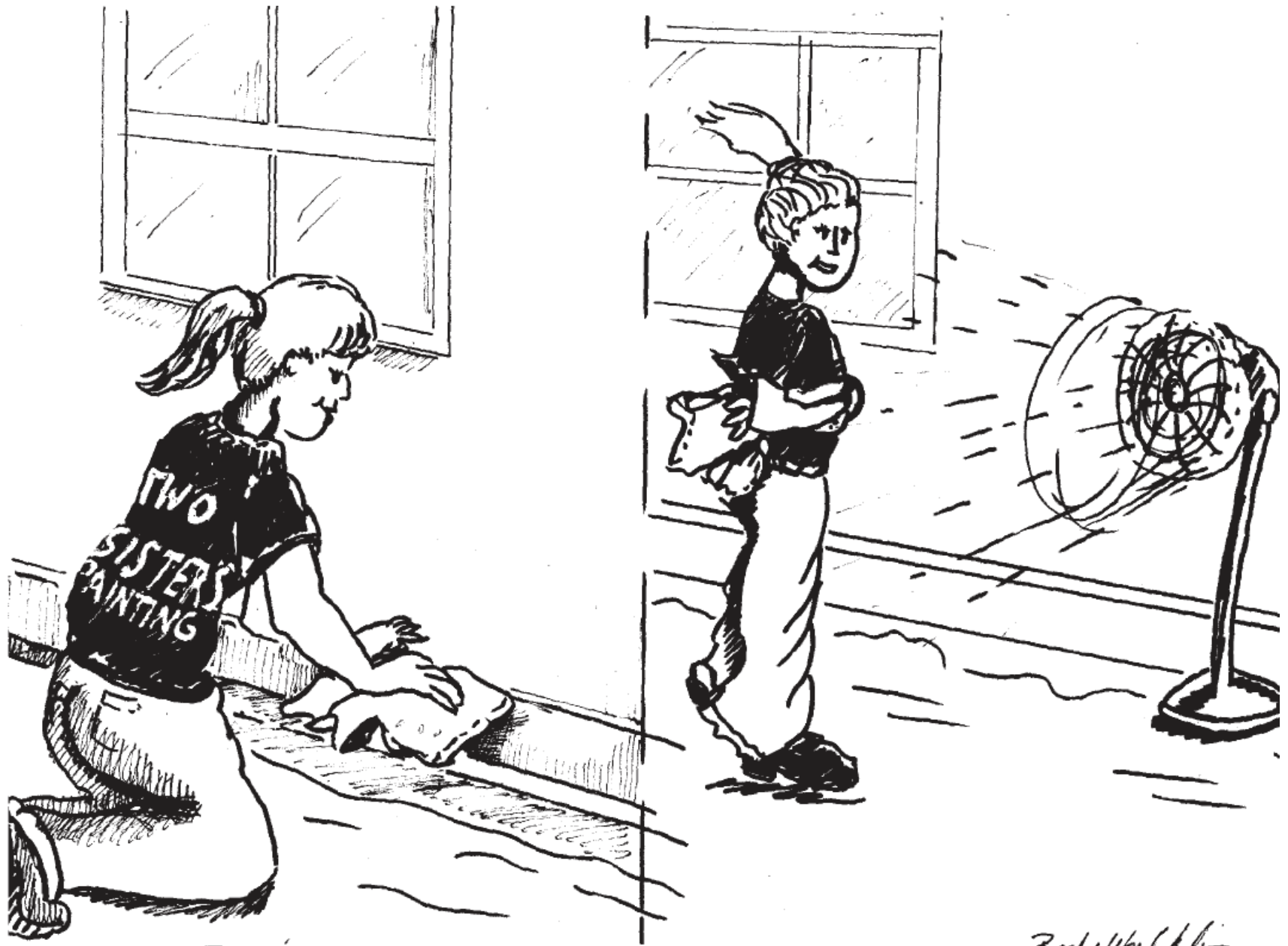




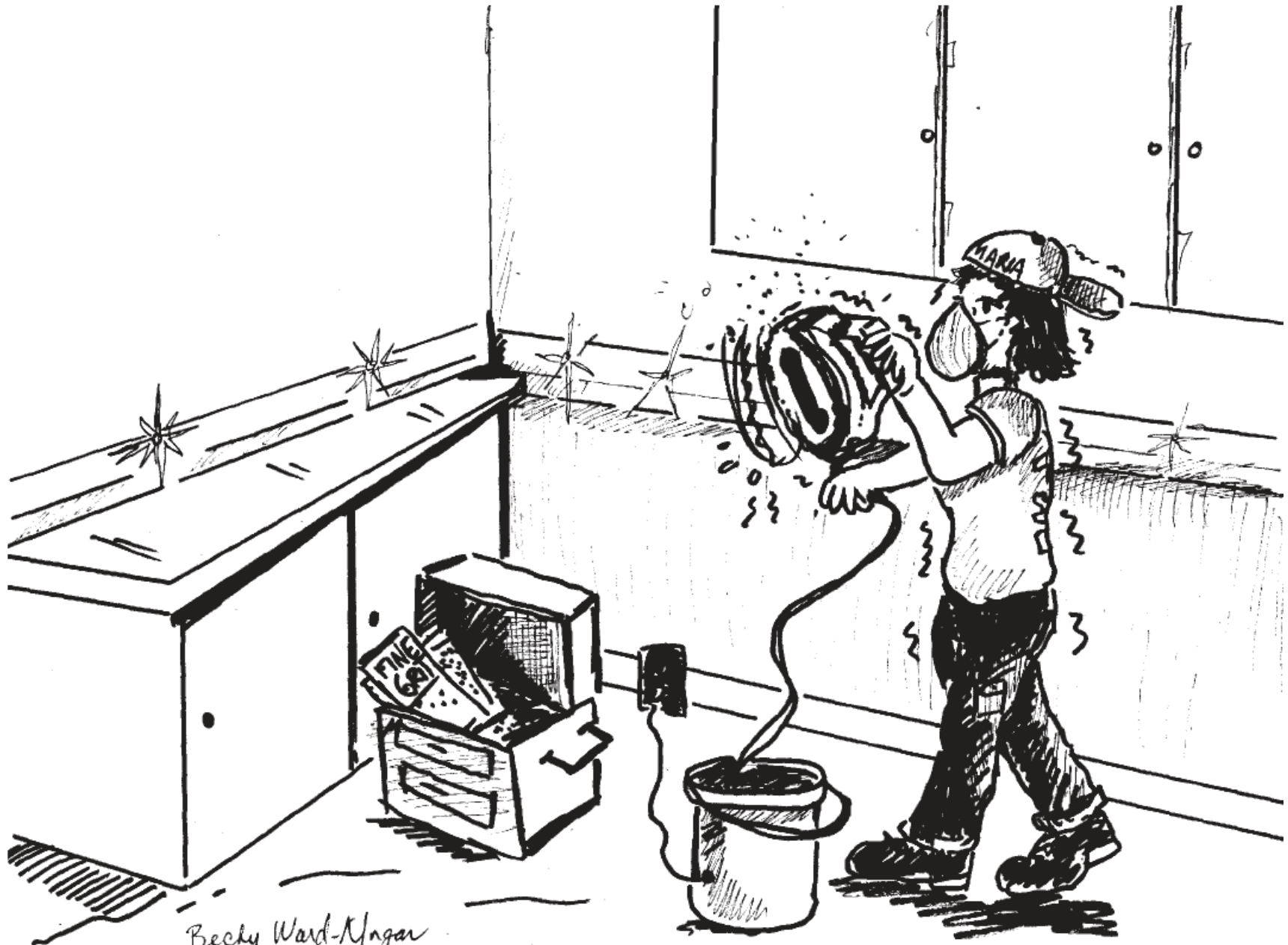
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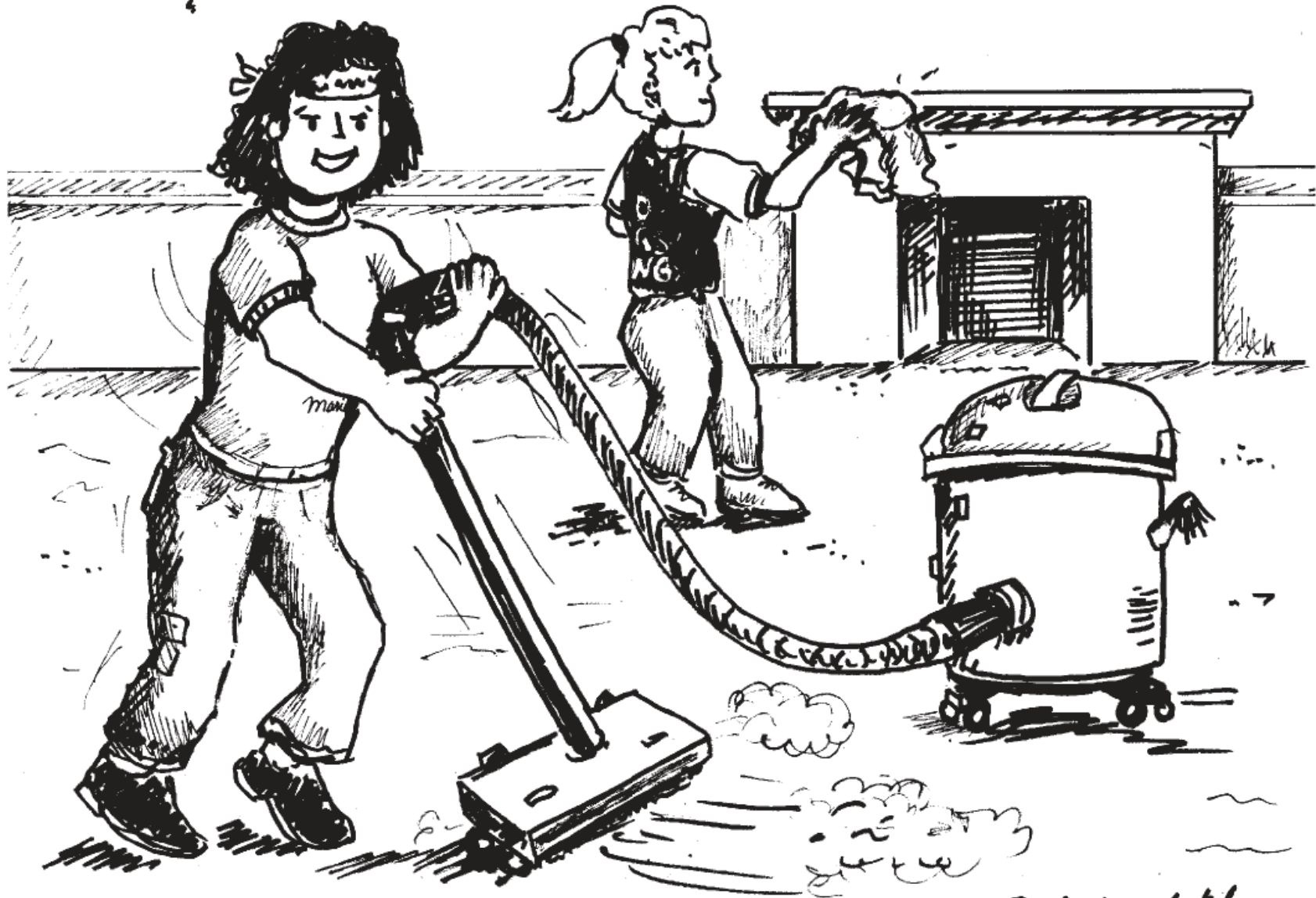
Becky Ward



Becky Wood



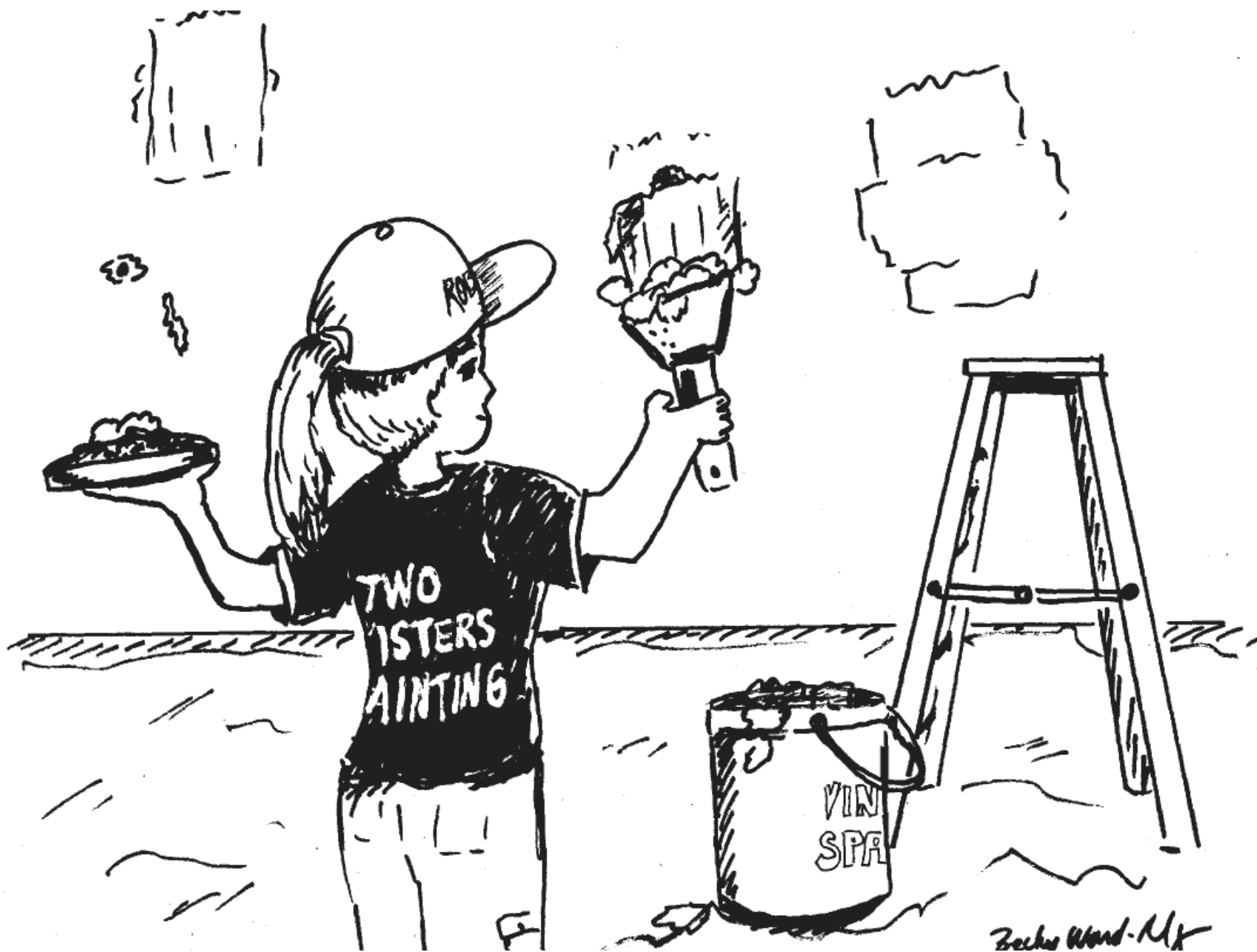
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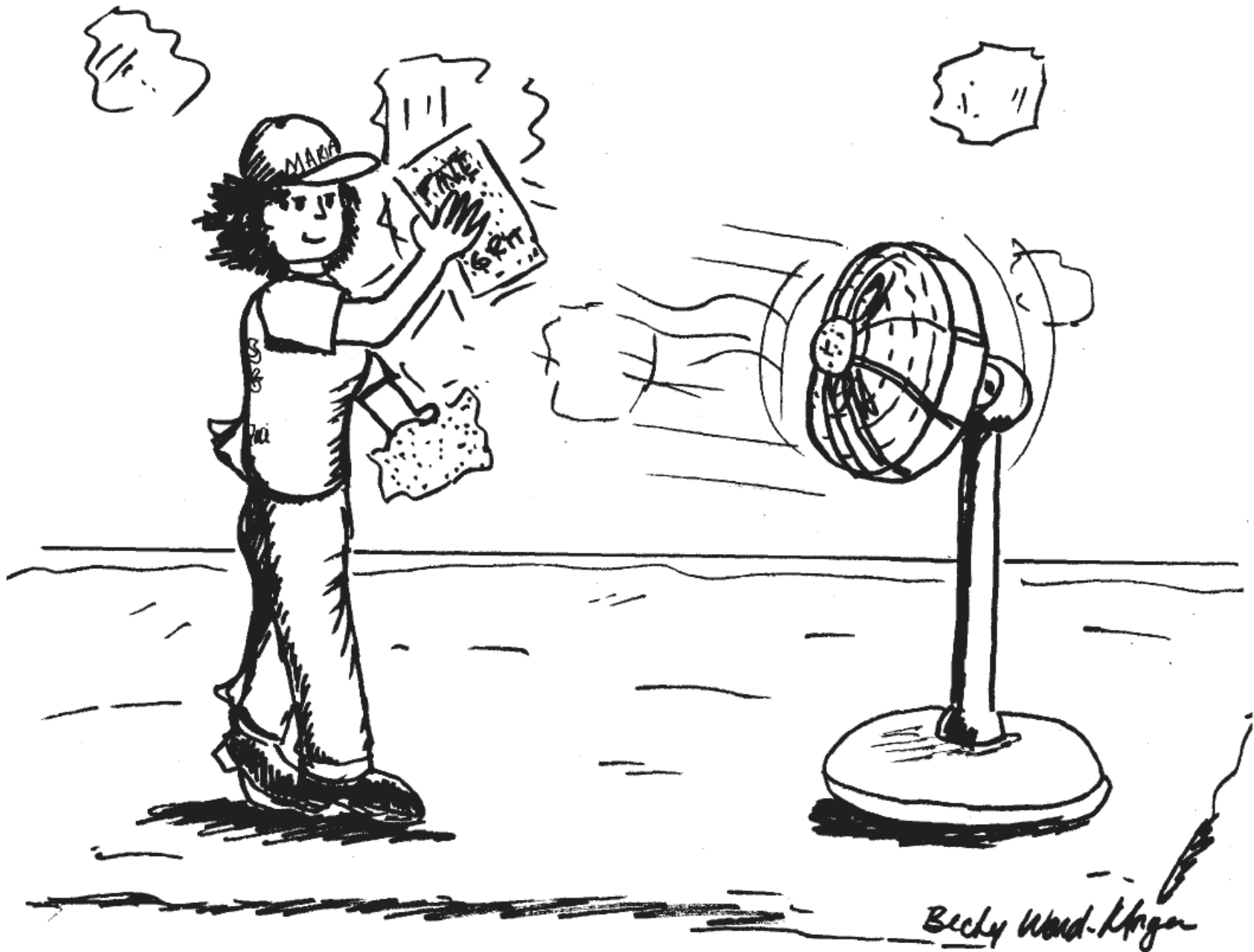


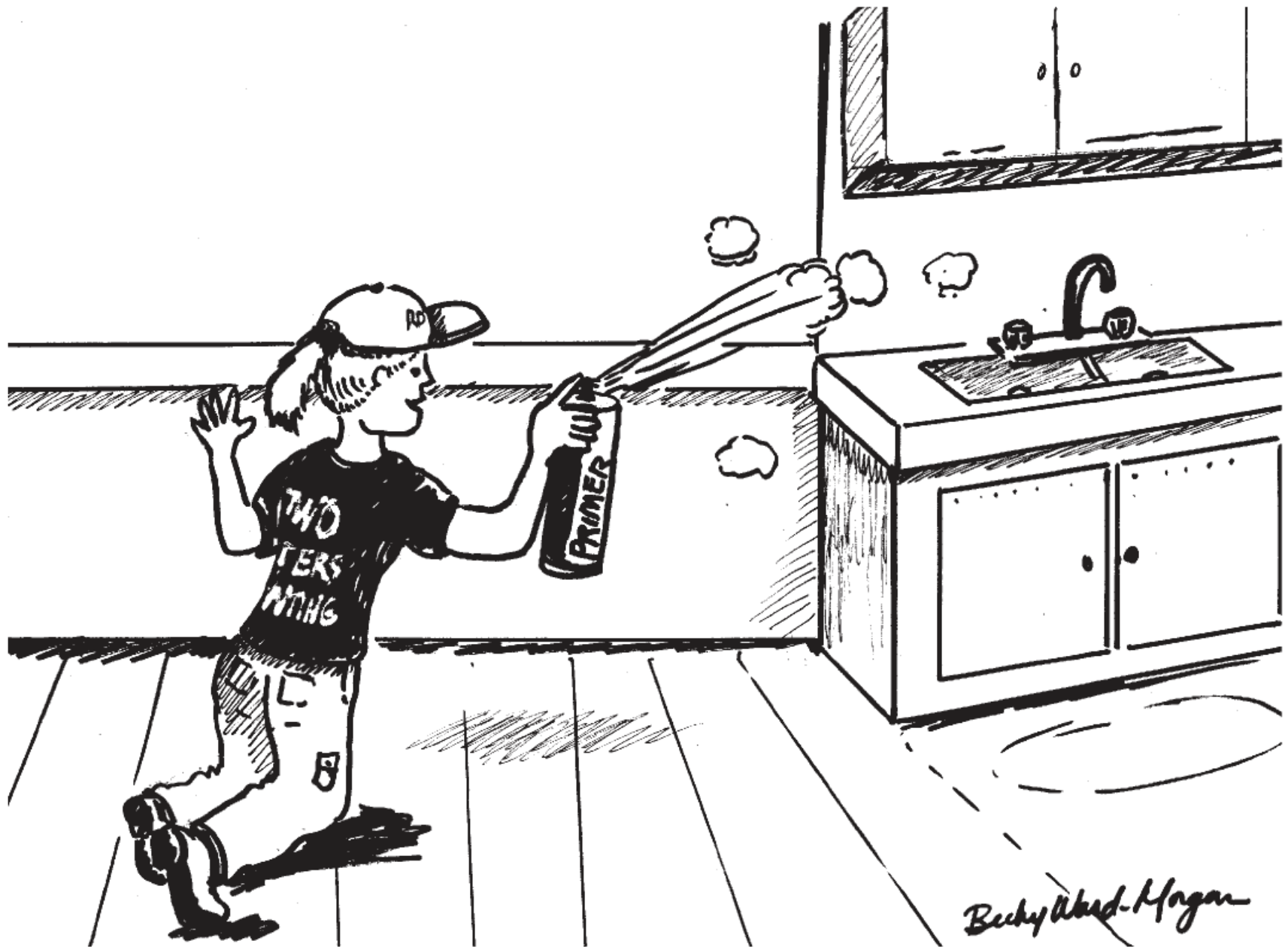
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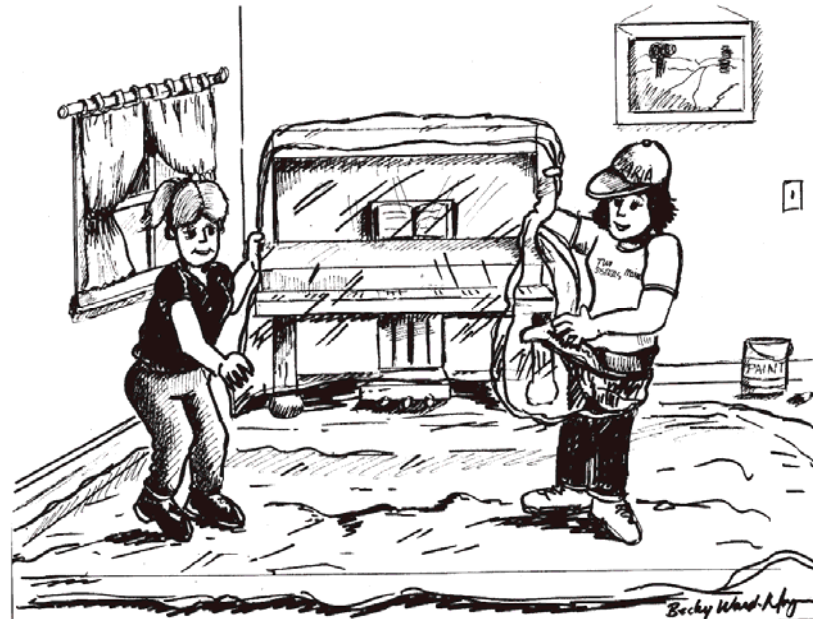
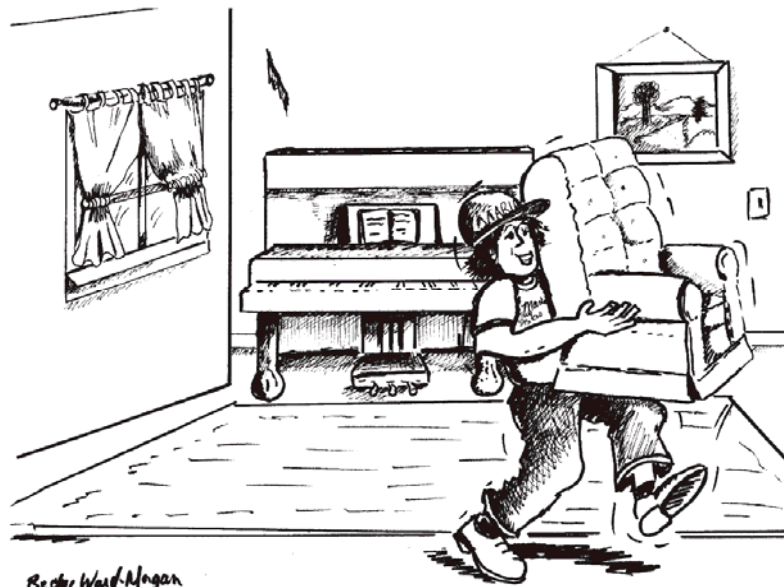


Becky Wood - Kly

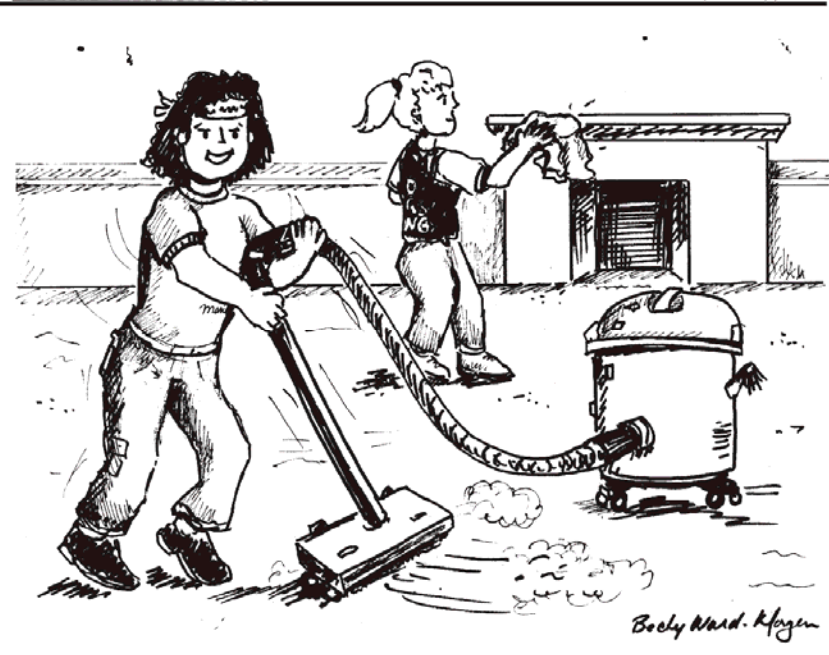
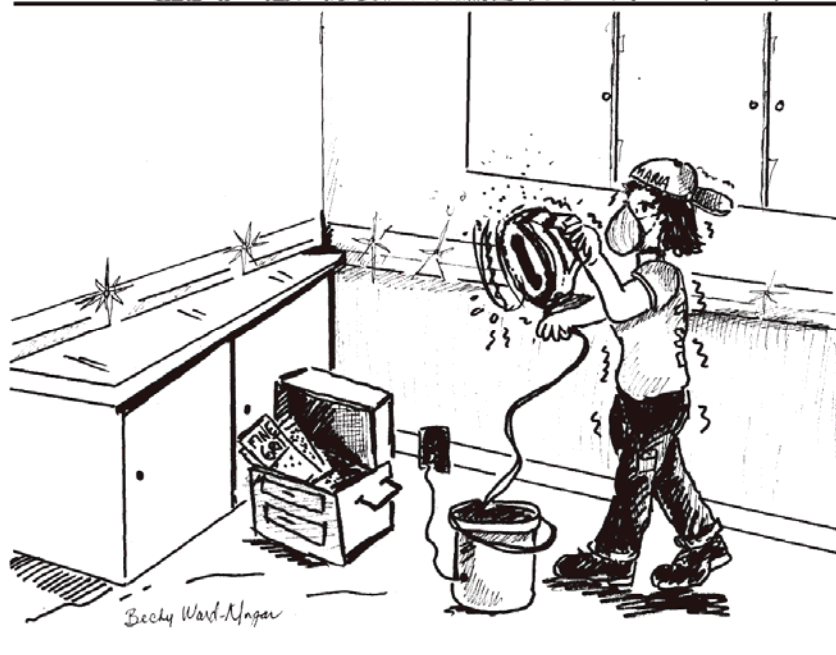
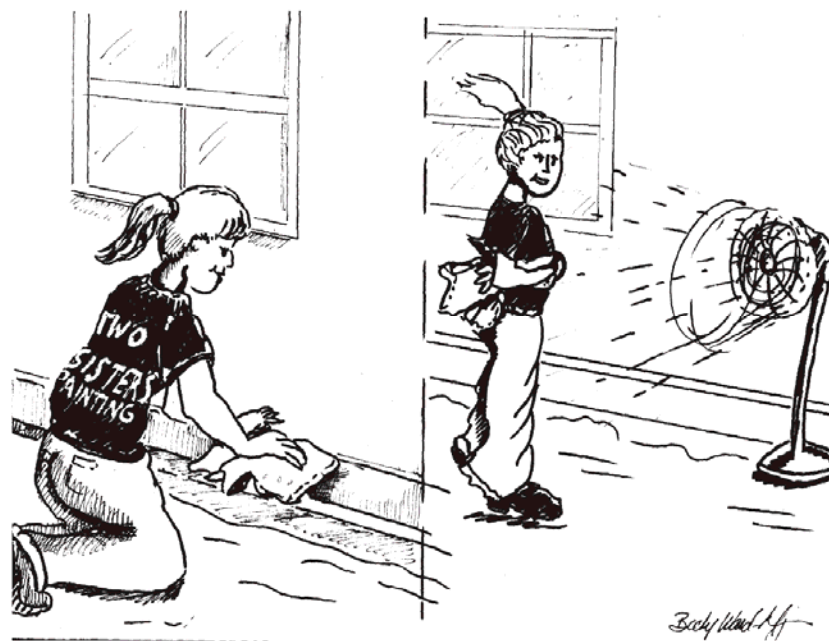




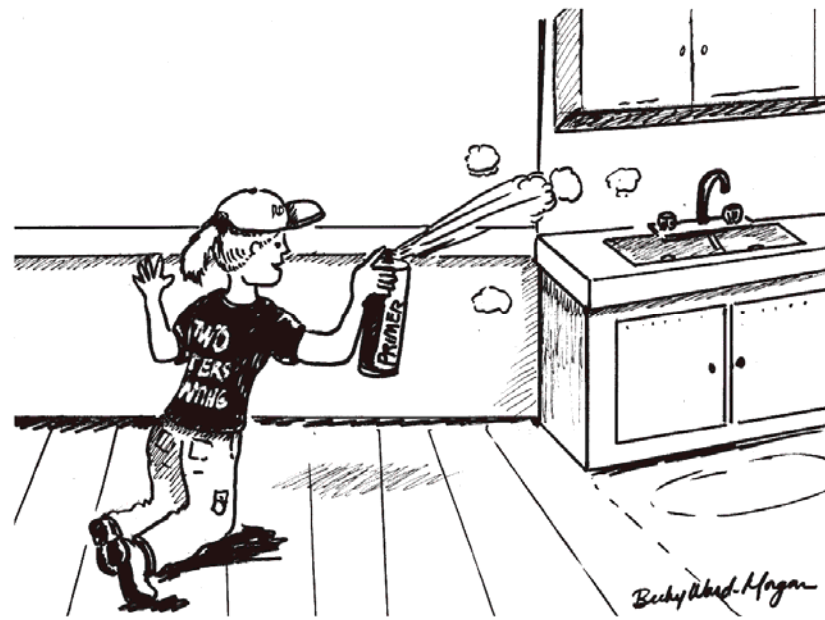
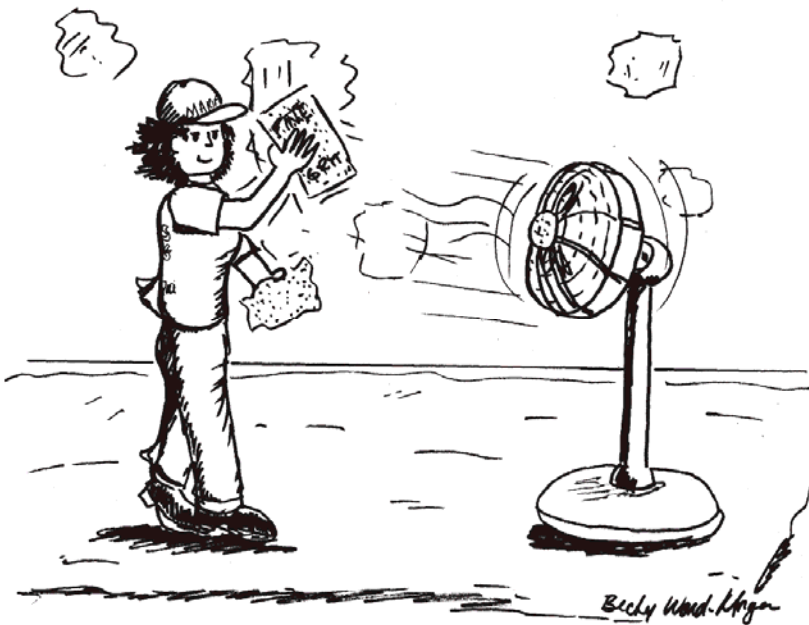
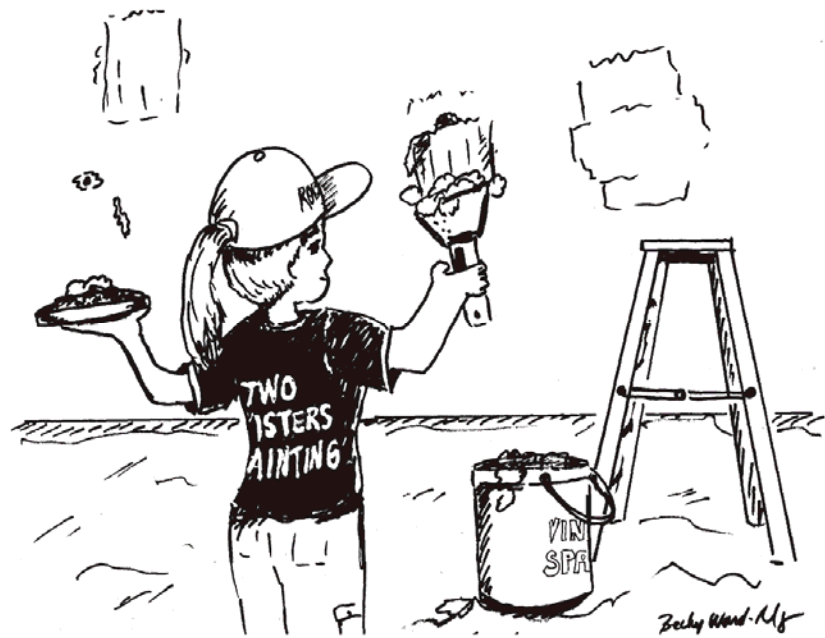
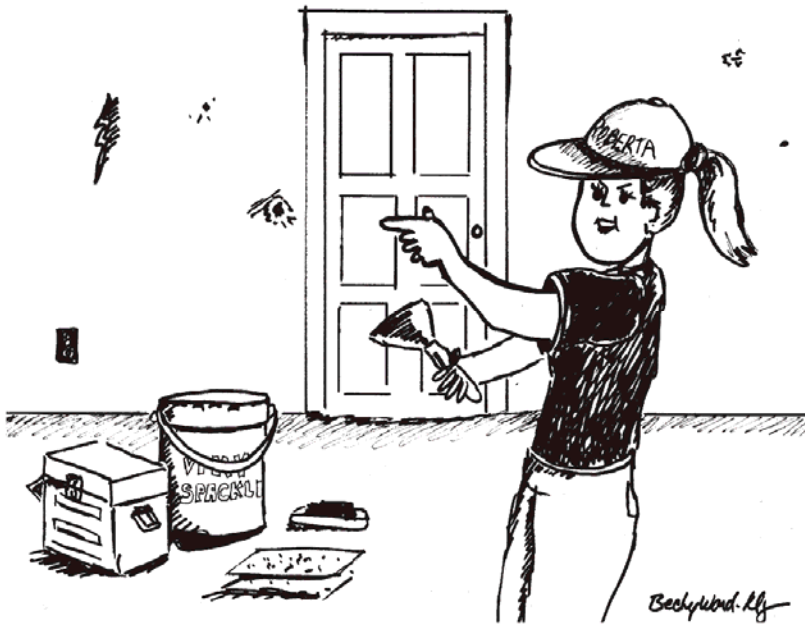




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Giving Instructions for Preparing a Surface

When we give or write instructions for a job, we use only the simple verb. Look at the example.

















Miranda needs a putty knife to fill some nail holes. She wants Maria to give it to her. Miranda says, “Get the putty knife from my toolbox, please.”

Write the word in each blank to complete these instructions about how to prepare an area for painting.

Steps in Preparing a Surface for Painting

1. Remove most of the furniture from the room.
2. Cover floor and remaining furniture with drop cloths.
3. Remove pictures, window treatments, hardware, and switch plates from the walls.
4. Loosen ceiling plates of light fixtures and cover fixtures.
5. Wash surfaces with light detergent solution.
6. Wipe surfaces with a damp cloth or rag to rinse and let it dry.
7. Sand glossy surfaces with sandpaper.
8. Vacuum surfaces and wipe them with a cloth.
9. Check surfaces for nail holes or cracks.
10. Fill holes or cracks with spackling compound.
11. Let dry the surfaces dry and sand them lightly.
12. Prime any water stains or marks on the walls.

Activity #1: Swat! Vocabulary

Activity #1: Swat! Vocabulary
Key to Swat! Vocabulary Overhead

 <p align="center">stir stick</p>	 <p align="center">roller</p>	 <p align="center">vacuum cleaner</p>	 <p align="center">primer</p>
 <p align="center">fixture</p>	 <p align="center">crack</p>	 <p align="center">drop cloth</p>	 <p align="center">painter's overalls</p>
 <p align="center">spackle</p>	 <p align="center">painter's tape</p>	 <p align="center">sand paper</p>	 <p align="center">ladder</p>
 <p align="center">paint brush</p>	 <p align="center">putty knives</p>	 <p align="center">rags</p>	 <p align="center">stain</p>