

Face Painting

GOALS

Comprehension

Making connections: Ask students if they have ever had their face painted? What were you? Was it fun? How did it feel?

Vocabulary

High-frequency Words: is, my, like, a, by, me

Content Words: face, painted, cat, dog, tiger, rabbit, butterfly, clown

Phonemic Awareness

Recognise that words can be broken into individual sounds and produce them.

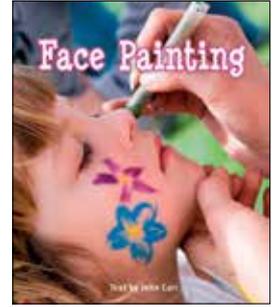
Phonics

Letters and Sounds: b

Words to Blend and Segment: bat, ban, bid, bad, bit

Fluency

Practise rereading the text orally with a partner.



Children have faces painted like animals, insects and clowns.

Before Reading

- Making connections: Ask students if they have ever had their face painted. What were you? Was it fun? How did it feel?
- Students look at the cover and describe what they see. Predict what the title might be. They listen to you read the title, then read it together. Ask: Is this a fiction or nonfiction text? (It is a nonfiction text with photographs.)
- From the cover photo and title predict what the text might be about. Ask: What animals might be painted on the faces?
- Read the title page together. Talk about what is in the illustration.
- Talk/walk through the pictures. Discuss the face and what animal it is on each page. Then find the word for the animal on page 2. Look for the letter that has the /c/ sound. Point to *cat*. Read the sentence together as students point to the words.
- Before turning to page 16, ask: What do you think might happen at the end of the text? Who painted the girl's face?

Reading the Text

- Read the title together. On pages 2–3, discuss the painted face, then read the words together. Students point to the words as they are read.
- Follow this pattern for each page.

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what you thought would happen?

Phonemic Awareness

- Recognise that words can be broken into individual sounds and produce them.
- Have students listen to the sounds in *bat* and *bad*. Say the words slowly emphasising each sound. Say /b/ /a/ /t/, bat. /b/ /a/ /d/, bad.
- Students think of other words to break into individual sounds, e.g. *cat* /c/ /a/ /t/, *dog* /d/ /o/ /g/.

Phonics

- Discuss the name and sound of the letter b. Write cvc words *bat, ban, bid, bad, bit* on the board to practise blending and segmenting the sounds together as a group, e.g. /b/ /a/ /t/, *bat*.
- Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

Word Study

- Talk about the words *like, me, is, by, my, a*. Print the flash cards from the inside front cover.
- Read them together. Ask students to locate and read these words in the book.
- Discuss the meaning of the preposition *by* and how it is used, e.g. If you write a text you can be the author and write your name “by Jimmy”.
- Students draw a picture of face painting and write the matching sentence from the text. *My face is painted like a dog*. They make a before and after picture of their face.

Fluency

- Students practise reading the book orally to a partner.
- Have them notice the text on page 16. Model how to read this page. Remind students that this is a nonfiction book. It is best read at a moderate speed, not too fast. It is telling the reader information.

Writing

- Have students write a new text (with help if needed) using the pattern from the book. *My face is painted like a _____*. (zebra, shark, horse, lion, lamb) They write the text and illustrate it.

Home/School Link

Take the book home and any related activity done in class to share with family.