

Painting Faces

PM Levels 11/12

Blue

Text Type Procedure

Running Words 112



Preparing for Guided Reading

Orientation to the Text

- Explain that this book tells students how to paint a face like a tiger and one like a butterfly.
- Read the title of the book. Discuss the cover photograph.
- Turn to the contents page. Read the chapter headings. Ask students to recall the meaning of *goal*, *materials* and *steps*. Identify the pages that have the steps for painting the tiger face and those with steps for painting the butterfly face.

Prior Knowledge

- This is a procedure book. It provides instructions for painting two animal faces: a tiger face and a butterfly face. Instead of painting on children's faces, the animal faces are painted onto templates of faces drawn on large white card.

Key Language Structures

- Action verbs and prepositional phrases provide clear instructions to achieve the goal, e.g. *Put yellow paint on the boy's face.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

around, put, small

Content Words

antennae, eyebrows, line, mouth, nose, small, stripes, whiskers

Decoding

- Encourage quick recognition of high-frequency words.
- Provide support when students apply their knowledge of letter-sound relationships to decode or check unknown words. Ensure that students are crosschecking their decoding attempts against meaning and structure.

Fluency and Phrasing

- Reinforce the importance of pausing at line breaks.
- Encourage students to recognise errors independently. Provide positive feedback when students have taken responsibility for re-reading or searching further.

Focusing on the Book – Guided Reading

- Study the photographs and discuss each set of steps. Introduce key interest words. Talk about why the steps are numbered sequentially.
- Discuss why a face painter would use brushes of different widths.
- Discuss the glossary words on page 16. Talk about how a glossary supports meaning.
- Invite students to retell the steps for painting a tiger or butterfly face.
- Discuss the use of labelled diagrams to present information in non-fiction books. Draw animals and help students add labels that name specific features, e.g. *forehead, jaw, eyebrows* and *nostrils*.
- Identify the digraph *wh* in *whiskers*. Recall other words that begin with the same digraph, e.g. *where, white, wheels*.
- Locate present-tense verbs at the beginning of sentences: *put, let, paint*.
- Discuss the comparative adjectives *big* and *bigger*.
- Emphasise the importance of scanning across words. Find words in the book ending with the sound *-er*.
- Explain that although the words *to, too, two* and *blue, blew* are pronounced the same, they are spelt differently and have different meanings.
- Revisit the structure of a procedure, i.e. *goal, materials, steps*.

Comprehension

- Which two animal faces does this book show you how to paint? (*Literal*)
- What colour is the end of a tiger's nose? (*Literal*)
- Where are the black stripes and whiskers put on a tiger's face? (*Literal*)
- Why is it important to let the first coat of paint dry before putting more paint on top? (*Inferential*)
- Why are the animal faces painted on big cards? (*Inferential*)
- What are the antennae on a butterfly for? (*Inferential*)

Follow-up Activities

- Display and discuss photographs of other animal faces that students could paint on card. Together, write a procedural text for painting another face, e.g. *How to Paint a Cat Face*.

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Learning Intentions

- We are learning to understand prepositional phrases that provide more accurate information in the steps of the procedure.
- We are learning to use our knowledge of high-frequency words, connections between letters and sounds, and spelling patterns to decode unknown words.
- _____

Success Criteria

- I can use information in prepositional phrases to accurately complete the steps in the procedure.
- I can use my knowledge of high-frequency words, connections between letters and sounds, and spelling patterns to decode unknown words.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up