

The Face Painter

PM Levels 11/12

Blue

Text Type Description

Running Words 175



Preparing for Guided Reading

Orientation to the Text

- Explain that the book describes a child's mother who paints children's faces at parties, fairs and school concerts. Invite students to share their prior experiences of having their faces painted.
- Read the title of the book. Introduce the face painter. Discuss the cover photograph.
- Turn to the title page and read the chapter headings. Reinforce the use of the contents page, chapter headings and glossary in non-fiction books.

Prior Knowledge

- This book describes a face painter who paints children's faces at parties, fairs and concerts. The face painter in this book is a child's mother.

Key Language Structures

- Present-tense verbs are used to describe the subject of the description, e.g. *paints, needs, washes, likes, takes, has, is*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

puts, want

Content Words

- *brushes, cleans, concerts, fairies, fairs, parties, scary, smile, suit, washes*

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 cross-checking their decoding attempts against meaning and structure.

Fluency and Phrasing

- Reinforce the importance of pausing at line breaks. Ensure that students understand how this improves reading fluency.
- 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

- Talk about why the face painter loves her job. Ask students to support their responses with reasons from within the book. Explain why only special water-based, non-toxic paints are suitable for face painting.
- Discuss the glossary on page 16. Find glossary words within the book.
- Locate words in the book ending with -y: *scary, very*. Recall other words that end with the same spelling pattern, e.g. *naughty, hungry*.
- Identify visual similarities: *faces, fairs, fairies; whiskers, washes*. Emphasise the need to scan across words beyond the initial consonant or blend.
- Locate words in the book that have two or more syllables, e.g. *paint/er, fav/our/ite, con/certs, beau/ti/ful*. Show students how to clap the number of syllables.
- Find the root words in *paints, needs, puts, likes, washes, loves*.
- Discuss these words: *paint, paints, painting, painter*.

Comprehension

- What is a face painter's job? (*Literal*)
- What does the face painter like to paint best of all? (*Literal*)
- What does the face painter do after she gets home from work? (*Literal*)
- Why does the face painter have brushes in her paint box? (*Inferential*)
- How does the face painter make boys' faces look scary? (*Inferential*)
- Why does the face painter have to wash her brushes? (*Inferential*)

Follow-up Activities

- Invite students to talk about jobs that their own mums have. Write sentences on a whiteboard, e.g. *... 's mum is a vet. She looks after sick animals*. Provide opportunities for students to use these sentences during shared and guided writing.
- Explain that the primary colours are red, yellow and blue. Mix primary colours to make other colours.

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Learning Intentions

- We are learning that different text types use different verb tenses.
- We are learning to use our knowledge of high-frequency words, connections between letters and sounds, and spelling patterns to decode unknown words.

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Success Criteria

- I can use my knowledge of verb tenses to correctly read and write descriptive sentences.
- I can use my knowledge of high-frequency words, connections between letters and sounds, and spelling patterns to decode unknown words.

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Guided Reading Notes

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