

The Scary Masks

PM Level 9

Blue

Text Type Narrative

Running Words 147



Preparing for Guided Reading

Prior Knowledge

- Talk about the word *mask*. Describe celebration and dance situations when masks are worn.
- Discuss the meaning of *scary*. List other words from the root word 'scare'.

Orientation to the Text

- In this story, Anya's friend Holly comes to play. The girls decide to make scary masks with card and paints.

Key Language Structures

- Use of dialogue to add humour and interest.
- Longer, more complex sentences: *The girls cut out the card and they painted the masks.*
- Elisions: *I'm, Let's.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

cold, have, him, Let's, make, out, outside, very

Content Words

Holly, Anya, masks, paint, scary, nose, hair, brother

Decoding

- Recall most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by re-reading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- **Cover** Ask students to look carefully at the masks and think of words to describe them.
- **pp. 2–3** Ask, *How do you think the girls feel about being told they can't play outside? Do you think they will find something else to do?*

- **pp. 4–5** Discuss the idea of making masks as a fun indoor activity. Draw students' attention to the materials the girls will be using.
- **pp. 6–7** Ask, *What do the girls do first? What types of masks do you think they are making?*
- **pp. 8–9** Discuss the fact that the girls are making masks of fantasy characters. Ask, *Do you agree that Holly's mask looks very scary?*
- **pp. 10–11** Ask, *Do you think the green hair makes Anya's mask look scary too? What do you think Holly is cutting out with the scissors?*
- **pp. 12–13** Discuss the fact that the girls have already thought of a play idea for their masks. Ask, *Do you think Anya's brother will be scared by the masks?*
- **pp. 14–16** Ask, *Why do you think "R...rrr...ah!" is written in bold text? Do you think Anya and Holly are having fun in their masks?*

Comprehension

- Why do you think the girls wanted to scare Nico? (*Inferential*)
- Do you think Nico was really scared? Why/Why not? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: choosing which character completed the action in the story; rewriting words alone and in context; rewriting words to describe the masks; drawing a design for a scary mask.
- Talk with students about how it can be fun to pretend to be another character or animal. Ask students to think of an animal they would like to pretend to be, and write as many words as they can to describe the things they like most about the animal. Have students mimic the animal's actions.
- Have students make their own masks, using the masks in the book as inspiration. Students could create masks based upon real animals, or invent their own fantasy creatures, like the girls have done in the story.

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Learning Intentions

- We are learning to identify the problem in the narrative and suggest possible solutions.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.
- _____

Success Criteria

- I can identify the problem in the narrative and suggest a possible solution.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.
- _____

Guided Reading Notes

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