

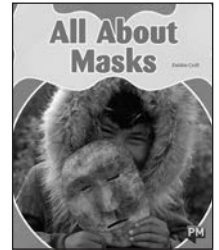
All About Masks

PM Level 20

Purple

Text Type Information Report (Informative)

Running Words 561



Preparing for Guided Reading

Prior knowledge

- Talk about the different types of masks that the students have worn, or have made themselves.
- Discuss some of the uses of masks, e.g. for safety and protection, in plays and in other cultural practices.

Orientation to the text

- In this book, the reader learns about masks worn for different purposes, by different cultures, and also learns about the materials used to make some of these masks.

Building the Balanced Reader

Vocabulary

Key vocabulary

people, faces, wear, someone, colourful, protect, stories, decorations

Content words

masks, play, parade, pretending, patients, accident, actors, plain, patterns

Decoding

- Encourage automatic recognition of an increased range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification and scanning across words to assist in decoding unfamiliar words.
- Observe students' ability to use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the book – guided reading

- Read the title together and discuss the cover photo. Ask students what the purpose of this mask might be.
- Ask students to share memories of times they have worn masks, such as at parties or in parades. Ask, *How did it feel to wear the mask? Did anybody recognise you with the mask on?*
- Talk about the dentist's mask on p. 6, and how it protects patients from any germs that the dentist might breathe out. Discuss the fact that many people wear masks in public to avoid colds and other diseases in winter.

- Discuss the importance of protective masks for firefighters. Ask, *What does this type of mask allow a firefighter to do?*
- Have students share their thoughts about the types of ceremonies and performances the masks on pp. 8–9 would be used for.
- Discuss some of the reasons why masks are very helpful for storytelling.
- Have students consider the extra skills an actor would need to use when wearing a plain mask that does not allow them to show emotions on their face.
- Have students look at the photo on p. 21 and suggest what they think this mask might be made from.
- Ask students why they think the man in the bottom photo on p. 23 is wearing a mask, and why he is also wearing eye protection while doing this work.
- Revise the silent final *e*, and how it changes the sound of other vowels in words such as *parade*, *face*, *rescue*, *there*, *shape*.

Comprehension

- Why do some actors on a stage wear masks? (*Literal*)
- How does a mask protect a player in a game of ice hockey? (*Inferential*)
- Why have people all over the world worn masks? (*Applied Knowledge*)

Follow-up activities

- Ask students to think of their favourite animal character and make their own mask based on this character. Have students explain their choice of character and share their masks with the class.
- As a class, make a list of activities that require protective masks. Have students share any experiences of wearing masks for sports or other activities.
- Direct students to write a story about a character who uses a mask to trick their friends or to befriend an animal.

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Date _____

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, and affixes and scanning across words to decode the text.
- We are learning to integrate reading skills and strategies to derive greater meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to assist me in decoding the text.
- I can use various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

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