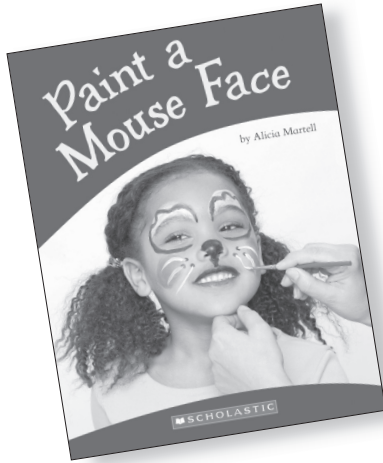


Paint a Mouse Face



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Photographs by James Levin/Studio 10

Text Type: Non-fiction: Procedure/Retell — Instructions
Guided Reading Level: F

Summary: A young girl retells all the steps her aunt takes to paint her face in the likeness of a mouse. She is very happy with the results of her aunt's work.

Word Count: 91

High-frequency words: *a, am, black, each, first, from, going, here, I, is, me, my, of, on, red, she, the, then, to, what, white, will*

Text Features

Visual Literacy

- ▶ labels

Text Supports

- ▶ illustrations support reading
- ▶ labels

Possible Text Challenges

- ▶ the words *paint, cheeks, white, each, nose, line, whiskers*
- ▶ exclamation mark

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ inferring

Working with Words

- ▶ word solving and building: using picture cues and initial letters to read unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make inferences and support them using picture and text cues
- ▶ sequence the steps of a procedure
- ▶ solve challenging words using strategies such as picture cues and initial sounds



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Show students the front cover of the book. Read the title and author's name. On chart paper or the board write the statement, "Getting your face painted is fun." On either side print the words, "agree" and "disagree." Have students vote on whether they agree or disagree with this statement. Ask several students to share their experience of getting their face painted. Record their responses.

ESL Note:

Discuss why people may want to have their faces painted. (Some students may be unfamiliar with the celebration or “play” aspect of this practice.)

Word solving and building**Overcoming Text Challenges**

Hand out copies of the book. Introduce potentially challenging words like *whiskers* and *cheeks* by asking, *What are the parts of a mouse’s face?* Ask students to suggest strategies to figure out how to read these words (look at pictures, read initial letters).

Sequencing

Ask students to think about whether this is going to be a story or a set of instructions. Talk about the differences between stories and procedures, and the fact that procedures tell you how to do something. Point out words that signal order (e.g., *first*, *next*, *then*, *last*).

Sequencing**Setting a Purpose**

Tell students that as they read this book, they are to think about the steps involved in painting a mouse face.

**DURING READING**

Ask students to read the book independently, keeping in mind the purpose that was set for reading. Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Point out to students that they should use both text and pictures as they read, and remember to self-correct at the point of error. For example, you might ask, *Can you find something in the picture that will tell you what is happening? Does that make sense to you?*

If students finish before others, ask them to reread and retell the text to a friend.

**AFTER READING****Sequencing**

When all students have finished reading the text, discuss the steps involved in painting a mouse face. Ask, *What does the aunt do first? What does she do next?*

Inferring

Talk about how the girl felt about having her face painted. How did the pictures help students to guess how she felt?

Teaching Tip:

There is no printed evidence in the text, but students should readily infer the girl’s feelings from the photographs.

Print concepts

Have students look at page 12. Ask them what kind of punctuation mark is at the end of the sentence on that page. Ask, *How should you read a sentence with that punctuation mark at the end of it? What does it tell you about how a person feels?*

Visual literacy/word solving and building

Look at and discuss the photograph on page 3. Point out the labels. Ask, *Why do you think there is a line leading from that word to a part of the picture?* Then say, *These are the tools that a face painter uses. Can you name them?* Ask students to articulate the strategies they used to work these words out: e.g., “I looked at the pictures.” “I used pictures and looked at the letters.”

ESL Note: Make the tools identified on page 3 available in the class and encourage students to touch and manipulate them. Have word cards available for students to use to label them.

Praise students' successful use of strategies, e.g., *I noticed you are getting very good at recognizing words that start with "bl."*

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

Sequencing

Paint a Face

Ask students to think about an animal that they would like to have their face painted to resemble. Provide students with a copy of the BLM and have them fill in five steps for painting a _____ face. Students can draw a picture of what the finished face would look like on the back of the BLM. Encourage them to discuss their procedures and pictures with one another.

Print concepts

Drama

To give students practice reading fluently and using exclamation marks appropriately, have them read the book in pairs as a Reader's Theatre. Each student could read one page in turn and then read the last page together in chorus. Remind them that there is an exclamation mark on the last page and that they should use appropriate expression.

Transition Words Discussion

To help students become familiar with sequencing words, take a closer look at the transition words in the text: *first, then, next, last*. You might invite students to describe experiences in which they use some of these transition words. For example, they could tell about their bedtime or morning routine.

Word solving and building

Consonant Sounds

The words from the labelled diagram contain consonant clusters that blend two consonant sounds (e.g., page 3-*brushes, sponges*). Give students letter cards for the blends, "sp," "br," "wh," "ch," "bl," and "dr." Ask them to find words in the text that begin the same way as these consonant clusters. Once they have completed this task, ask them to find objects in the room whose names begin in the same way.

Paint a Face

Name: _____

First

Next

Then

Then

Last