



MASKS

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TEXT TYPE: Non-fiction: Description—Question and Answer
GUIDED READING LEVEL: S

SUMMARY: This is an informational text about masks, written in a question and answer format. Colourful photographs and thought-provoking questions engage the reader to learn more about masks used throughout the ages, including modern-day masks.

Note: You may want to focus only on a spread or a specific feature of the text rather than covering this non-fiction text in its entirety.

TEXT FEATURES

- fold-out pages
- headings
- bulleted items
- sidebars

VISUAL LITERACY

- photographs
- inset photographs
- enlargements
- labels
- borders with themed designs

TEXT SUPPORTS

- question-and-answer text format
- topics of interest to students

POSSIBLE TEXT CHALLENGES

- time period references
- subject-specific/scientific vocabulary

FOCUS COMPREHENSION STRATEGY

- self-monitoring

FURTHER COMPREHENSION STRATEGIES

- making connections: text to world, text to text
- analyzing

ORAL LANGUAGE OPPORTUNITIES

- Value Line strategy
- sharing information
- discussing with a partner
- role-playing an interview (option 3 in Focused Rereading)

WORKING WITH WORDS

- word solving and building: chunking words, associating sounds, and reblending
- word solving and building: noticing a familiar word embedded within a larger word
- word solving and building: using knowledge of root words and suffixes
- high-frequency words: recognizes words linked to science

ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- monitor comprehension through self-questioning and use of fix-up strategies
- use visual information to solve challenging text
- make connections to subject matter to deepen involvement
- skim text, looking for answers

ASSESSMENT TOOLS

Select from the following:

- Self-Monitoring Strategy Checklist
- Comprehension Strategies Anecdotal Record

First Session (pages 2–7)

BEFORE READING

Predicting

Activate and build prior knowledge

- Show the front and back covers of the book. Read the back cover aloud. Ask students to predict what they think they will learn from this book.

Text and Visual Literacy Features

Introduce supports and challenges

- Ask students to examine the layout of the fold-out pages. Ask, *What do they have in common* (questions, themed border designs, photographs)? *What is different about them* (font differences, border image designs)? Ask, *Why do you think the border design changes for each type of mask?* If needed, explain, *Each border design shows different visuals and symbols that correspond to a special period in history or a certain group of people.*
- Tell students that the author uses a question and answer format in this informational text. Read the questions on page 7. Ask students how they think the question-and-answer format will help them better understand the text. (The questions posed by the author are focus questions that require students to examine the masks with a critical eye. The questions provide a purpose for reading, and engage the reader to express his/her own responses and opinions.)

Word Solving and Building

- Ask students to turn to page 5 and locate the parentheses within the inset, 'COVERED UP.' Tell them that the parentheses and words inside are placed there as a pronunciation guide. Guide students to sound out the words with you.

Set a purpose for reading

TEACHING TIP:

Write the purpose for reading on the board so it is visible to all students in the group. This will help them focus as they read, and encourage independence when they finish reading.

Self-monitoring

- Tell students that they are going to practise the self-monitoring strategy to help them read this text. Remind them to self-question when a word, phrase, sentence, or passage is confusing and interferes with their understanding.
- Distribute sticky notes. Say, *Place a sticky note on any part of the text you find confusing. Record a fix-up strategy on the sticky if you are able to repair your understanding. If you have questions that you're wondering about during reading, write each one on a separate sticky. If you find an answer to your question, record it on the same sticky note. If you can't solve the problem or answer your question, place a '?' on the sticky and we'll work on it together during our discussion.* (For more information on fix-up strategies, see the *Self-Monitoring Strategy Checklist* in the *Grade 5 Literacy Support Guide*.)

ESL NOTE: When distributing sticky notes, depending on the stage and level of comprehension of your ESL students, consider having them place the notes only on parts of the text they find confusing or are wondering about.

Provide for early finishers

- Ask early finishers to problem-solve with a partner, using fix-up strategies to repair areas that they are struggling with.

DURING READING

Monitor reading

- As students read pages 2–7 silently, ask individual students to point out words, phrases, or sections of text that they don't fully understand. Assist students with prompts, as needed, in self-monitoring (e.g., *Summarize what you have learned up to this point.*). Support students in applying fix-up strategies to repair comprehension. Ask whether they have other questions that they are wondering about.

Observe

- Make observations on your assessment tools. (See the Self-Monitoring Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 5 Literacy Support Guide*.)

AFTER READING

Revisit the purpose for reading

- Direct students to use sticky notes to detail their self-monitoring, difficulties they encountered, and the fix-up strategies they used (including how the strategy helped them better understand the text). Record fix-up strategies on a white board or anchor chart that students can refer to throughout the readings. Ask them to share questions that they asked themselves as they self-monitored.

Check on outstanding challenges

- Ask students to discuss any areas of confusion or self-monitoring questions they still have. Provide support as needed as they problem-solve, using a mix of fix-up strategies.

Note successful strategy use

- Praise successful self-monitoring strategy use as a student tries to figure out the meaning of the letters 'NHL,' on the inside of page 7. Mention that he/she used the context of the sentence to determine that it must be the name of a team or league because the word is used before the word, 'goalie.' Highlight another student who infers that lacrosse must be the name of a sport because he/she noticed that the word is listed after the words, 'sports, such as...'

Self-monitoring

Optional Approach

You may wish to have students read the rest of the text independently. Set a purpose for reading and choose a date to come back together to discuss and work with the text using the Optional After Reading session (see page 8). It is recommended that you do some diagnostic work with students or hold a book discussion halfway through to check their comprehension of the text.

Setting a Purpose

Self-monitoring

Tell students to continue to code the text to identify places where their comprehension breaks down. Ask them to place their stickies on parts of the text that they find challenging, and to write the fix-up strategy they use to solve the problem. Tell them to write any questions they ask of themselves to make sense of the text. Any problems that they can't solve should be coded with a '?' or 'Huh?'

Second Session (pages 8–13)

Making Connections: Text to World and Text to Text

Visual Literacy Features and Making Connections: Text to World

Analyzing

Word Solving and Building and High-Frequency Words

BEFORE READING

Activate and build prior knowledge

- Ask students what prior knowledge they might have of any of the groups of people or periods in time featured in this session's reading. Invite them to share any knowledge they have with the rest of the group.

Introduce supports and challenges

- Walk students through each of the masks in this section of reading and show how the design of the fold-outs identify that period of history, or group. For example, say, *On page 8, we see the helmet worn by a German knight over 500 years ago. Questions are written in calligraphy font on page 9, and this section's border contains symbols often associated with knights. On pages 10 and 11, we see the famous mask of King Tutankhamen of ancient Egypt, and ancient Egyptian writing (hieroglyphics) on the border. On page 12, we see a 100-year-old transformational mask from the Heiltsuk people of British Columbia. Think about when in time these masks were used in relation to each other.*
- Ask students to skim and scan while reading about each mask to search for words that describe the enlarged photograph. For example, on the fold-out pages describing the medieval mask, read the words 'helmet,' 'maximum protection,' 'peering,' 'eye slits,' 'ventilation,' 'heavy,' and 'faceless.' Ask, *How do these words help you answer the author's questions on page 9?*
- Point out the scientific words, 'biological, radiological, and nuclear agents' found in the 'Battling Flames' sidebar of the knight's mask

section. Ask students to figure out the meaning of these words by looking for a familiar word embedded within these larger words, or perhaps recognizing words linked to other subjects they have, like science.

Self-monitoring

Set a purpose for reading

- Ask students to continue to use sticky notes provided to self-monitor their reading, noting the fix-up the strategies they used, in an effort overcome challenging text, both in pronunciation and meaning.

Provide for early finishers

- Highlight the ‘Battling Flames,’ ‘Protecting the Community,’ and ‘MAKING MASKS TODAY’ sidebars. Ask students to think about why the author included a description of these additional masks. Early finishers can discuss their thoughts with each other.

DURING READING

Monitor reading

- Have different students read portions of the text to you and provide them with appropriate comprehension prompts, e.g., *Did you put a sticky note on a part in this session’s reading that you thought was tricky? Perhaps changing how quickly you read the text will help you to get a firmer grasp on the section of text that you found more difficult.*

Observe

- Note any successful reading strategies you observe, e.g., using a dictionary to define difficult or new scientific terms, or discussing the main questions posed (opposite the pages with enlarged mask photographs) with another classmate.

AFTER READING

Revisit the purpose for reading

- Revisit fix-up strategies students used and record these on the white board or anchor chart started in the previous session. Discuss what strategies worked for students and what strategies did not.

Check on outstanding challenges

- Review with students those scientific words and terms that still may be posing a challenge.

Self-monitoring

Note successful strategy use

- Highlight a student you observe using a reading strategy to improve their comprehension. For example, *When Olivia came across the phrase ‘reigned over all of Upper Egypt’ she was at first unsure of the pronunciation and meaning of the word ‘reigned.’ After looking it up in an on-line dictionary she quickly realized the issue was that the ‘g’ in this word is silent. This made the word’s pronunciation much clearer. Once she considered the word’s context within the paragraph, its meaning became clearer to her as well. This is a good example of using a few strategies: reading silent letters, using a dictionary, and using context to help figure out a tough word. Great job, Olivia.*

Third Session (pages 14–20)

Making Connections: Text to World and Text to Text

Word Solving and Building

Self-monitoring

BEFORE READING

Activate and build prior knowledge

- Ask students to describe what they already might know about the masks looked at in this session. Have any students seen a Dragon Dance performance in person, or perhaps on TV? Encourage students to share this or any other connection to any of these masks, including any cultural connection and meaning they associate with them.

Introduce supports and challenges

- Help students look for suffixes to assist in reading new words (e.g., ‘dramatic,’ found in the Noh mask fold-out, and ‘traditional,’ found in the finger masks fold-out).

Set a purpose for reading

- Tell students to continue to track their self-monitoring and fix-up strategies on sticky notes provided to them, as they come to confusing parts in the text.

Provide for early finishers

- Ask early finishers to examine each of the remaining photographs, and to describe and compare their thoughts as they view each one.

DURING READING

Monitor reading

- As students read the text independently, observe and listen to their reading. Ask each student to read 2 or 3 facts aloud to you. Promote reading strategies such as those previously discussed on pronouncing words and self-monitoring.

Self-monitoring

Observe

- Make observations on your assessment tools. (See the Self-Monitoring Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 5 Literacy Support Guide*.)

AFTER READING

Revisit the purpose for reading

- Have students discuss and sort their fix-up strategy stickies, piling up common strategies. Record the fix-up strategies that students found useful on a white board. Work as a group to resolve any remaining areas of confusion in the text. Add the fix-up strategies to the white board or anchor chart where those from the previous sessions are listed.

Check on outstanding challenges

- Ask students to make a list of challenging words they needed to check in the dictionary. Create an alphabetical word wall that lists the word and its meaning.
- After reading the information found in the fold-outs, have students participate in a Value Line oral language activity (see Oral Language Strategies in the *Grade 5 Literacy Support Guide*). Ask students how important masks are in relation to a performer's 'persona,' or created identity. On a Value Line, mark one end 'Not very important' and the other end 'Very important.' Ask each student to choose where on the Value Line they would place their answer and have them explain their reasoning. Encourage students to cite information from the text, as well as offer additional insights that might not have been mentioned in this section.

Note successful strategy use

- Explain good use of a reading strategy observed during this final session. For example, *Rodrigo was a little off-put by the unfamiliar topic of Noh plays. At first he thought he would not understand this section of the book, as he had no previous exposure to this type of theatre. However, as he read on and learned the basic idea and history of this type of Japanese performance, he told me it was not as intimidating to learn as he thought it would be. This is a fine example of reading on to make sense of something that is unfamiliar at first. And from the anchor chart we have constructed it seems that others also felt reading on benefitted them when reading 'Masks.'*

Optional After Reading

If students have completed the text independently, use the following After Reading Discussion and activity suggestions to support comprehension, word solving, and good reader strategies.

Analyzing

Ask students to use a basic Venn diagram to compare and contrast two interesting masks to show how they are similar and how they are different.

Inferring

Ask students, *Why do you think people use different materials in creating these masks?*

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 5 Literacy Support Guide*.

Written

- Say to students, *Choose a topic that interests you. Ask yourself questions about this topic that you want to know more about. Select one question to research. Using 'Masks' as an example, create a two-page question and answer fold-out. Include relevant information from your research. Remember to use visual literacy features and text features that will engage the reader. If needed, identify how their writing can be revised and improved on by focusing on specific features of their written work. Students can make any needed revisions using a range of strategies (e.g., adding or substituting words, ensuring wording is inclusive and non-discriminatory, reordering text via cutting and pasting, and so on).*

Artistic

- Say to students, *Think of a fun sport or activity and design a 3-D mask that you could use while participating in your sport/activity. The mask should also reflect something about your personality. You could use papier-mâché, a paper plate, a paper bag, or another suitable art medium. Use a variety of materials, colours, and textures to add interesting details to your mask. Prepare to briefly discuss your mask, explaining its features and reasons for its design. Stress to students that these masks will not be protective in nature and should be used accordingly, keeping safety in mind at all times.*

Oral/dramatic

- Role play an interview of one of the people or spirits wearing a mask described in this book for a TV talk show. Prepare questions that will engage the speaker in sharing information about the mask, the reasons for wearing it, and what it reveals about them and the period of history they live in.

Analyzing and Synthesizing

Inferring

Synthesizing and
Self-monitoring