

Teacher Edition



alphakids

Face Painting



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How to use this book

Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 8 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- The text is repetitive, consistently placed on the page, and supported by coloured photographs.
- The sentence form: 'I am a ...'

Vocabulary

cat, clown, dog, face, lion, painting, pirate, rabbit

Setting the context

Discuss face painting with the children.
Encourage them to share their experiences with the group.

Have you ever had your face painted? What did you become? What was it like to have your face painted? What would you have your face painted as next time? Why?

Introducing the book

This is a book about some face painting designs.

Turn through the book, ensuring that the children can identify each of the designs.

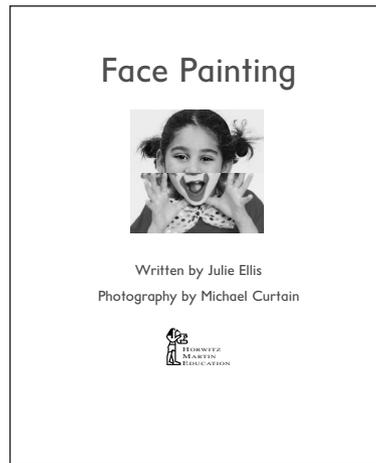


Front cover

Look at the front cover. Tell me about these faces. What are the special features of these faces?

(They are cat, rabbit, pirate and lion).

Point out the author's and photographer's names.



Title page

Point out the title. Read it together.

This is a really funny face. What has happened here? What two pictures have been cut in half to make one picture?

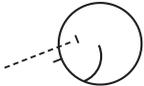


Talkthrough

Point to where you will start reading. *Which page will you read first?*

Now discuss the face on page 2.

What is this girl's face painted as? Yes, a clown. She says, 'I am a clown'. Tell me about the next child. What is his face painted as?



Observe and support

Can the children point with their finger to match each word they say with a word on the page?

Point to the words as you read them.



I am a clown.

2



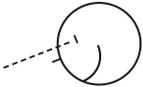
I am a cat.

3



Talkthrough

*Now here are two more painted faces. They are both animals.
Tell me how these designs are the same and how they are
different? Which is your favourite design? Why?*



Observe and support

*Can the children retell one thing they learned from the
book?*

Tell me about your favourite face painting in the book so far.



I am a rabbit.

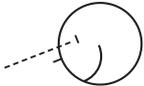


I am a dog.



Talkthrough

Here are another two faces. What are these two? What else has been added to the children's faces and heads to make them look more like the real thing?



Observe and support

Can the children identify the front and back covers of the book?

Can you show me the front cover of the book?

Can you show me the back cover of the book?



I am a lion.

6



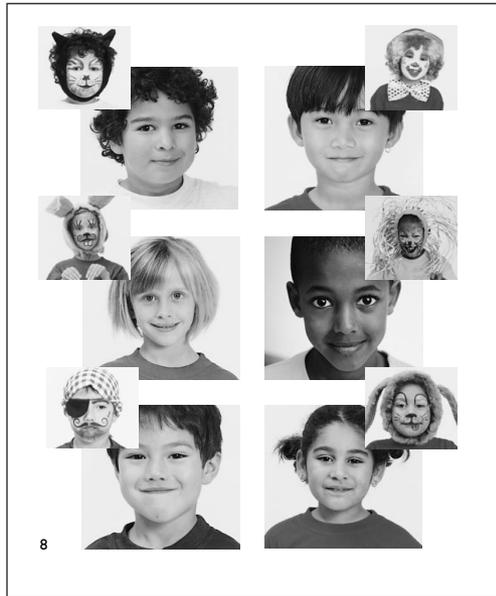
I am a pirate.

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Talkthrough

Here we can see all of the children who had their faces painted. There are two photos of each child. One shows them with their face painted and the other one without. Which design would you like to have painted on your face? Why?



After reading

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions:

What colours are used to paint a clown face?

How is a cat face different from a dog face?

What colours would you need to paint a lion face?

Being a code breaker

Explore the following language features:

- High-frequency words: I, am, a.
- Words that rhyme with 'dog': bog, cog, fog, hog, log, jog.

Being a text user

Refer to the text when discussing these questions:

Does this book teach you how to paint faces?

What else would you need to know to be able to paint faces?

Being a text critic

Why has the face painter used things like ears and a mane in the photos?

What would the book be like without these extra things?

Responding to text



Talk with the children about their favourite face painting designs.

Provide each child with a blank outline of a face. Encourage the children to draw their own design and share it with the class.



Add to the face painting designs that the children created in the above activity. They could write, 'I am a ...' under their design. This activity could be extended to include a reason why they like their design in particular.



Provide the children with magazines. Ask them to find pictures of things that have the /a/ sound in them. Provide a large chart for the children to paste their pictures on. Some words from the text that have the /a/ sound are: am, cat, rabbit.

Writing

The children could make their own mini books about face painting. Provide them with sheets of A4 paper cut in half to make books. They could draw themselves as different animals or characters and then add the sentence 'I am a ...' on each page.

Assessment

Can the children:

- point with their finger to match each word they say with a word on the page?
- retell one thing they learned from the book?



whole text activity



sentence activity



word activity



Teacher Edition

Topic: Art

Curriculum link: The Arts

Text type: Caption

Reading level: 1

Word count: 24

High-frequency words: a, am, I

Vocabulary: cat, clown, dog, face, lion, painting, pirate, rabbit

Possible literacy focus

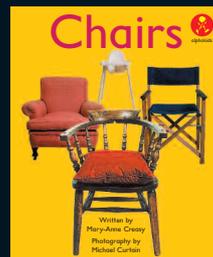
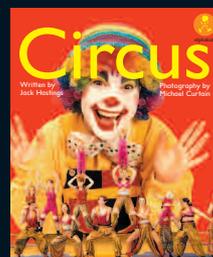
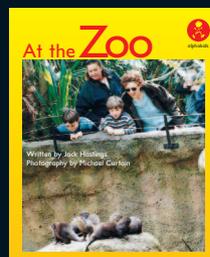
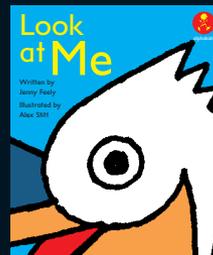
Matching each word said to a word on the page.

Recalling some information from the book.

Summary

This text focuses on a range of characters that can be created using face paint and simple accessories.

Other books at this level



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