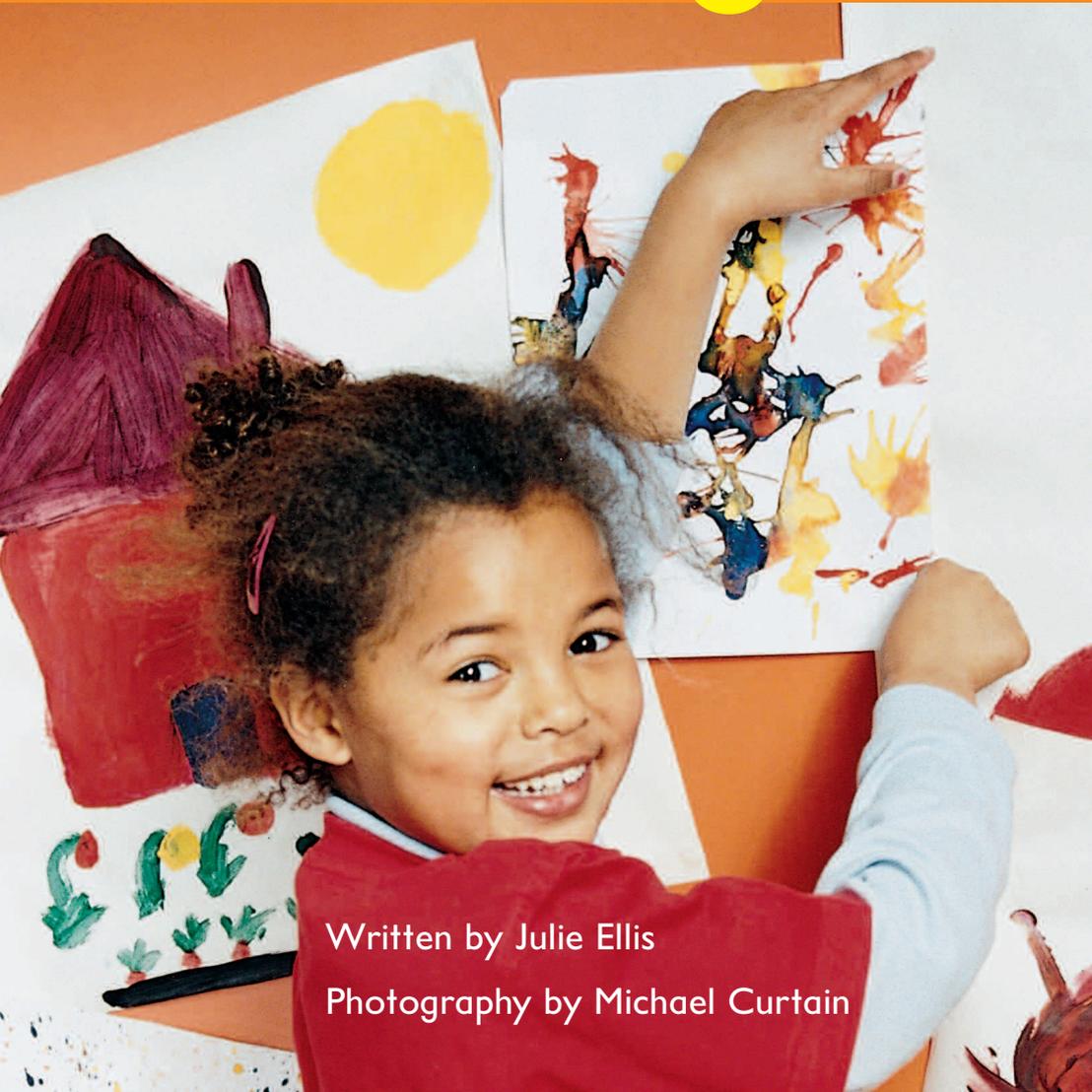


Teacher Edition

Painting



Written by Julie Ellis

Photography by Michael Curtain

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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 12 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

- There are three lines of text on each page.
- There are two sentences on each page.
- The form: 'Look at me. I can paint with a ...'
- The final sentence is varied.

Vocabulary

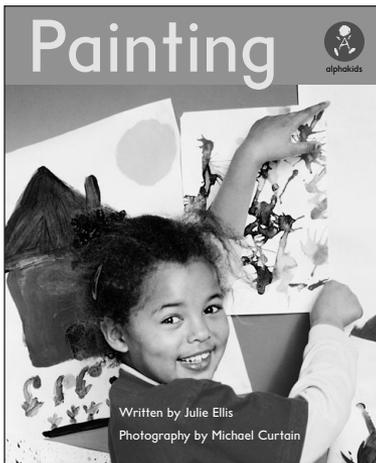
brush, hand, paint, painting, roller, straw, toothbrush

Setting the context

Show the children a selection of paintings.
What do you like to paint? What are your favourite colours? What are some of the things you can paint with?

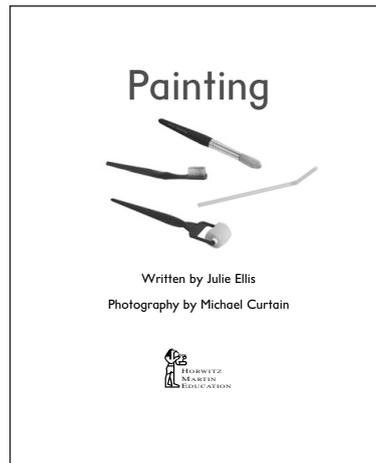
Introducing the book

This book is written as if the girl is talking to us. She is telling us about the different things she can paint with. We can also see the different kinds of painting she can make. Turn through the book, ensuring that the children can name the different implements the girl uses for painting.



Front cover

Show the children the front cover.
*Do you think this girl likes painting? What tells you this?
What did she use to paint these paintings?*



Title page

Read the title together. Point out that the word 'Painting' begins with a capital letter.

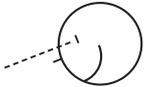


Talkthrough

What is the girl using to paint her picture?

What is she painting?

Ask the children to find the punctuation in the text.



Observe and support

Can the children identify capital letters and full stops and say what they are used for?

Can you point to the capital letters? Why do we use capital letters?

Can you point to the full stops? When do we use full stops?

Look at me.
I can paint
with a paint brush.



2



3

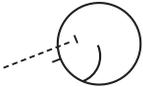


Talkthrough

Now the girl is painting with a straw. Tell me about the patterns she has made with her straw.

Point to the very first word on this page.

What is this word? How did you work it out?



Observe and support

Do the children recognise the high-frequency words:

Look, me, can?

Can you show me the word 'Look'? Can you find the words 'me' and 'can'?

Look at me.
I can paint
with a straw.



4



5

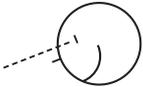


Talkthrough

Now the girl is using something unusual to paint with. What is it? Have you ever used a toothbrush to paint with?

Point to the word 'toothbrush'.

'Toothbrush' is a long word. What helped you to find it?

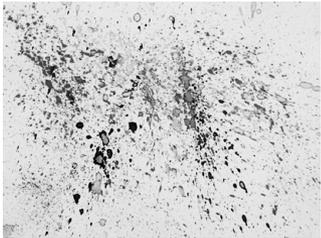


Observe and support

Do the children notice when they have made an error?

I like the way you stopped and had another go. What made you stop and fix the word?

Look at me.
I can paint
with a toothbrush.



6

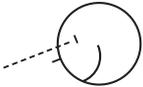




Talkthrough

Tell me about the painting on page 8.

Do you think the roller was a good thing to use? Why or why not?



Observe and support

Can the children understand the literal meaning of the text?

What did the girl use to paint with on this page?

Look at me.
I can paint
with a roller.



8



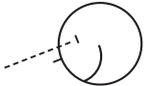
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Talkthrough

This time she uses her hand. What do you think it would feel like to paint with your hand?

What words do you know that rhyme with 'hand'?



Observe and support

Can the children use the visual information to support their reading?

How did you work out the word 'hand'?

Look at me.
I can paint
with my hand.



10





Talkthrough

Now here she is with all of her paintings.

Which is your favourite painting?

Why do you like it the best?



Look at my paintings.

12



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 things does the girl use to paint with?

What kind of painting can be done with a toothbrush?

Is a roller good for painting a face?

What would be best to use when painting a large area in one colour?

Being a code breaker

Explore the high-frequency words in the book: a, at, can, I, look, me, with.

Being a text user

Refer to the text when discussing these questions:

What does this book teach you about painting?

What did you learn from the writing?

What did you learn from the pictures?

Being a text critic

Are all children allowed to paint with their hands?

Should they be allowed to do this?

What kind of painting do you do at school?

What kinds don't you do? Why not?

Responding to text



Have the children work in cooperative groups. Provide each group with a large sheet of paper, some paints, some tools to paint with and pens or pencils. Ask the children to make charts showing different kinds of marks that can be made with the different painting tools.



Write out the sentences from each page of the book on strips of paper. Cut between each word. Have the children work in pairs or small groups to reassemble the sentences. Ask them to check their sentences in the book.



Write the word 'me' on the board. Ask the children to think of any other words they know that rhyme with 'me'. The children could use magnetic letters to make these words by themselves.

Writing links

Ask the children what other everyday implements can be used for painting, then have them write sentences about these implements using the book as a model. For example: Look at me. I can paint with a matchstick. Bind the pages together to make a class book.

Assessment

Can the children:

- say if what they read makes sense?
- identify capital letters and full stops and say what they are used for?



whole text activity



sentence activity



word activity



Teacher Edition

Topic: Art

Curriculum link: The Arts

Text type: Recount

Reading level: 2

Word count: 50

High-frequency words: a, at, can, I, look, me, with

Vocabulary: brush, hand, paint, painting, roller, straw, toothbrush

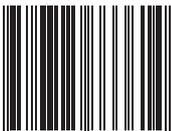
Possible literacy focus

- Using visual cues when reading.
- Understanding simple punctuation.

Summary

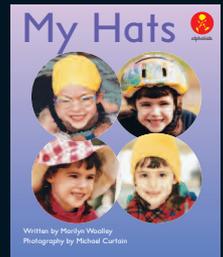
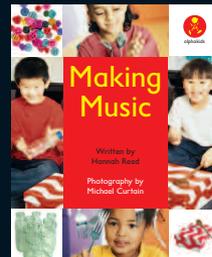
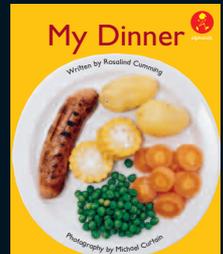
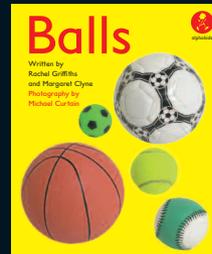
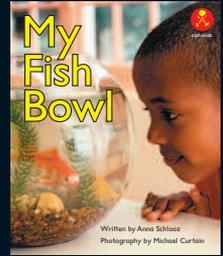
This book is a simple recount showing a range of ways painting can be done using everyday implements.

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Other books at this level



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