

# Making Faces

## Before reading

- Look at the picture and read the title.
- Talk about the face Kipper is making. Ask the children: *Why is he holding a piece of paper?*
- Look at page 55-①. Read “Dad was fierce”, and point out that “fierce” is also written on the paper Dad is holding.

## During reading

- Ask the children to read the story. Praise, encourage, and prompt as necessary.
- As you listen to the children, ask them to guess what the faces are meant to show. Point out the words in the story and on the pieces of paper.
- Ask: *What is Kipper doing on each page?*

**Observing** Check that the children:

- begin reading on the left side of the page
- point to each word as they read it
- can match the words in the pictures with the same word in the line of text, and realise that they say the same thing.

## Group and independent reading activities

### Text level work

**Objective** To use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence.

**You will need** sentence strips for each sentence.

- Ask the children to rearrange the sentence strips to re-tell the story then to say what Kipper is doing.

**Observing** Can the children recall the sequence of the story? Do they need to refer to the book?

## Sentence level work

**Objective** That words are ordered left to right and need to be read that way to make sense.

**You will need** one of the sentence strip from the Text level activity, cut into individual words.

- Ask the child to arrange the words so that they make sense, then to look in the book and find the same sentence.
- Ask the child to read the sentence to you.

### Observing

Are the children aware that the sentence they arrange is the same as the sentence in the text?

Do they arrange the words beginning on the left?

## Word level work

**Objectives** To discriminate “onsets” from “rimes” in speech and spelling; to use knowledge of rhyme to identify families of rhyming CVC words.

- Ask the children to show the emotions from the story, by making faces.
- Write “sad” on the board. Ask: *What other words that rhyme with sad tell us about a feeling?* (bad, mad, glad)
- Children write as many words as they can, putting a letter before “-ad”. Ask the children to read their words, and say which ones make sense, and which do not.

### Observing

Do the children try a variety of initial sounds to make words?

Are they aware when a word does not make sense?

## Speaking and listening activities

**Objectives** Focus on the main point ; make relevant comments ; use language and actions to explore and convey emotions; respond to performances.

- Talk about feelings that can be shown by making a face.
- Ask the children how they feel in certain situations, e.g. when it is their birthday or when they get into trouble.

- In pairs, children make a face for their partners to guess their feeling.
- Discuss how our own expressions can affect how other people feel, e.g. what happens when you smile at someone.

## Writing

**Objectives** To distinguish between writing and drawing in books and in own words ; to write sentences to match pictures or sequences of pictures.

- Prepare a set of cards with different feelings written on them. Discuss which feelings the children enjoy having and which are unpleasant.
- Go through the list with the children and discuss what they do when they experience these feelings.
- Discuss how drawing a face to represent the feeling, and writing the word that describes the feeling, shows readers the same thing.
- Draw a sad face on the board, and ask: *How am I feeling?*
- Model how to write "I am feeling sad" under the picture.
- Children draw a face to show a feeling and write what that feeling is. Some can pick a card and draw a face; others can write a sentence.