

MANY MASKS

Text Synopsis

The nonfiction text *Many Masks* introduces the children to different types of masks from various cultures around the world. There are masks from ancient cultures, party masks, animal masks, Aboriginal masks, parade masks, and masks for plays. As the children read the text, they will have the opportunity to identify the materials from which masks can be made and to explore the different purposes for masks (part of a costume, for ceremonies, and so on). Children will be inspired to use found materials to make masks of their own.

Overall Learning Opportunities



Students will:

- express ideas and feelings through a variety of media
- experiment with techniques and materials
- identify and describe some basic elements of art forms
- demonstrate awareness of some simple art forms from various cultures
- demonstrate basic knowledge and skills gained through exposure to the arts and activities in the arts



Students will:

- use a variety of materials to communicate information
- use a variety of media
- ask questions, express feelings, and share ideas

ACTIVITY MENU

Shared Reading, page 93

Exploration: Investigating Masks, page 94

Guided Reading, pages 95–96

As a Group, pages 97–98



- *People Masks*: making parade masks from paper bags
- *Eye Masks*: making eye masks



- *A Mask Party*: planning a class mask party and creating invitations
- *You Should Be in Pictures*: taking photographs of children wearing masks

Independent Work, pages 99–101



- *BLM 36*: provides a template for making eye masks



- *BLM 37*: creating invitations for a mask party
- *BLM 38*: taking photographs of children wearing their masks

LITERACY ELEMENTS

exclamation mark
periods at end of sentences

CONNECTIONS

DRAMA/DANCE
perform in a group
MUSIC
move in response to music

WORDS TO DISCOVER

many
masks
today
made
plaster
wood
plays
parades
can't
our
used
looked

ESL CONSIDERATIONS

Discuss the fact that many present-tense verbs are changed to the past tense by adding *-ed* to the verb (*look/looked*).



LEARNING OPPORTUNITIES

Students will:

- listen to stories for enjoyment and information
- demonstrate awareness of some conventions of written materials
- demonstrate understanding of a variety of written materials that are read to them

OBSERVING FOR ASSESSMENT

During shared reading, observe and make note of specific reading behaviours. Does the student:

- use the book title and cover illustration to activate prior knowledge and personal experience?
- connect text and photographs?
- construct meaning using visual prompts?

TEACHING tip

During the second reading, sweep your hand beneath the words and then point to the words that the students are to read aloud to complete the sentences.

Getting Ready to Read

Have the children look at the book cover. Ask:

- Why can't we see the children's faces?
- Why do you think they're holding masks over their faces?
- Have you ever worn a mask? When? Why? Tell us what the mask looked like.

Introduce the book by telling the children the title and invite them to guess what *Many Masks* will be about.

First Reading

Read *Many Masks* aloud, pointing to the words and pictures as you read. After reading page 2, ask the children:

- Where are the children? How do you know?

After reading page 6, ask:

- What is plaster? How does it feel? Do you know anything made of plaster?

After reading page 8, ask:

- In what kind of play would you wear a mask like this one?

After reading page 9, ask:

- How are these parade masks different from the kind of masks that you wear?

After reading page 10, ask:

- What are the children using to make their own masks?

After reading page 14, invite the children to look over the array of materials.

After reading page 16, ask:

- Why do you think the children thought that Mask Day was fun?

Returning to the Text

Encourage the children to discuss *Many Masks* by asking open-ended questions, such as:

- Which of these masks do you like? Why?
- Which of these masks don't you like? Why?

Ask children questions to help them recall specific details, such as:

- What were some of the materials the children used to make their masks?

Second Reading

To prepare for the second reading, invite a volunteer to point to and read the title of the book. Invite another child to show the page where *Many Masks* begins. Ask:

- Who remembers when Mask Day was at the children's school? Yes, that's right. Today was Mask Day (point to the words as you read).

Reread *Many Masks* aloud, inviting the children to chime in where they feel comfortable.

Extending the Reading Experience

As the children follow along in their books, reread *Many Masks* aloud as a modified oral cloze (sentence completion) exercise. Invite the children to complete each sentence.

Today was —.

We looked at many —.

We looked at —. (*twice*)

We looked at masks made of —. (*twice*)

We looked at masks for —. (*twice*)

Then we made —.

We put them on. Now you can't —.

Here —!

You can make —.

Here are some things —.

We used our masks —. Mask Day was —!



Investigating Masks

LEARNING OPPORTUNITIES

Students will:

- use familiar materials in new ways
- identify elements of visual images
- demonstrate awareness of some simple art forms from various cultures

YOU WILL NEED

- a collection of masks and pictures of masks
- construction paper and paper plates
- materials to decorate masks: buttons, beads, sequins, feathers, wool, yarn, pipecleaners, etc.
- scissors, glue, and tape

OBSERVING FOR ASSESSMENT

Can the student:

- make relationships to artwork created by artists?
- use the materials in a creative and effective way?
- describe the shape and colours present in his or her mask?

TEACHING
tip

Send a letter home

requesting that students bring masks from home to show their classmates.

Reading the Text

Revisit pages 4–9 of *Many Masks* (for some information on the masks, see the foot of this page) and display any masks pictures that you have collected. Focus children's attention on the shape and colours of the masks. Ask questions like:

- How are the masks the same? What does each mask have? (eyeholes, a mouth, and so on)
- How are the masks different?
- What is the shape of (choose a mask) this mask? Do you see another mask with the same shape?
- What colours seem to be used often?
- Which mask do you like best? Why?

Starting the Exploration

Encourage children to look through the book *Many Masks* to find animal masks. Each time they identify one, have them explain how they can tell that the mask is an animal. (For example, the masks on the floor on page 2 have beaks.) Then ask:

- What kind of animal mask would you like to make? What materials would you like to use to make your animal mask?

Working on the Mask

Set up a centre where children can freely access the materials to create their masks. You may need to help cut mask outlines that are appropriate sizes. Some children

may need help in creating hair and fur, so demonstrate how to curl paper by wrapping strips around a pencil, and how to make a fringe by cutting into wide paper strips.

Sharing

Encourage children to share their masks: they can name their masks, show what they look like when on, and explain any challenges they had making it.

To promote discussion, you can ask:

- Do all of the (cat) masks look the same? How are they the same? How are they different?
- Do any masks look scary? happy?
- Can you find a mask that has the same shape as yours? the same colours?
- When you made your mask, did you have to learn something new? What?
- If you could make another mask, what kind would you like to make?

Extension

Have children wear their masks and move like the animal they have become.

This Exploration works well with Stand-Alone Activity 4: "Animal Movements" on page 118, with Stand-Alone Activity 8: "Role-Playing" on page 122, and with Stand-Alone Activity 24: "Shape Pictures" on page 138.

The Masks in *Many Masks*

page 3, top row: wooden animal masks from Africa
 page 3, bottom row centre: cedar eagle mask from Aboriginal Peoples of Canada's West Coast
 page 4, left to right: Ancient Greek theatrical mask and funerary mask, Ancient Egyptian mummy mask
 page 5: costume masks for masquerades
 page 6: animal masks made of plaster
 page 7: cedar masks from Aboriginal Peoples of Canada's West Coast
 page 8: theatrical mask from the musical *The Lion King*

LEARNING OPPORTUNITIES

Students will:

- demonstrate understanding that written words convey meaning
- identify some features of books (e.g., title, illustrations) and use these features to help them understand the printed text
- identify most of the letters of the alphabet

YOU WILL NEED

- a variety of pictures of masks
- chart paper and marker

Setting the Scene

Show the children a variety of mask samples. Have them talk about the masks in terms of size, colour, shape, and the materials they're made of. Invite the children to share their experiences with masks (for example, when they've worn a mask, their favourite mask, and so on).

Say the title of the book as you hand out copies to the children. As they look at the cover, ask them to point to the words in the title as you say them: *Many Masks*. Ask the children:

- How many words are in the title? What are the two words? That's right, the first word is *Many* and the second word is *Masks*.
- What do you notice about the first letter in each of the two words in the title? That's right. Both words begin with the letter M: *m-m-m-many* *m-m-m-masks* (exaggerate the *m*).
- Is the letter M upper case or lower case? Yes, that's right, upper case.

Ask the children to look at the cover, talk about what they see, and tell what the picture suggests the book *Many Masks* might be about. Encourage a variety of responses and follow each response by asking, "Why do you think that?"

As you say the title once again while pointing to the words, have the children open *Many Masks* to page 2.

Reading the Text

Picture Walk

Ask the children:

- Where are the children? How do you know? What are they doing?

Say:

- Yes, that's right. They're showing the masks they've made because today was Mask Day.

Say:

- Look at the photograph on page 3. The children looked at many masks. How many masks do you see in this photograph? Yes, there are six masks.
- Put your finger on the mask you like best.

Acknowledge each child's choice and then say:

- Turn to page 4. On Mask Day, the children looked at old masks. How many old masks did they look at? Yes, that's right. They looked at three old masks.

Say:

- Look at the photograph on page 5. The children looked at new masks. How many new masks did they look at? That's right, they looked at three new masks.

Point to the photographs on pages 4–5 and say:

- They looked at three old masks and they looked at three new masks. Of all the old and new masks, which is your favourite? Put your finger on the one you like best.

As you do an eye survey of the responses, say:

- Turn to page 6. What do you think these masks are made of?

Encourage a variety of responses, and then tell the children that the masks are made of plaster. Ask if anyone knows how plaster feels. Say:

- Look at the three masks on page 7. Can you guess what these masks are made of?

Say:

- Masks can be made of many different materials. And masks can be used at many different times.



Guided Reading

OBSERVING FOR ASSESSMENT

During independent reading, observe and make note of the student's specific reading behaviours. Does the student:

- show an interest in reading the book independently?
- appear to read at a pace that "works" for her or him?
- subvocalize during silent reading?

TEACHING tip

During *Revisit the Text*, help the students develop the habit of checking their thinking with the text rather than trying to rely on memory.

Have the children turn to pages 8–9. Say:

- Some masks are used for plays.
- Some masks are used for parades.

Have the children turn to page 10. Ask:

- After the children looked at many different masks, what do you think they did? That's right. They made their own.

Look at page 11. Ask:

- After they finished making their masks, what did they do? Yes, that's right. The children put their masks on so that you can't see their faces.

Invite the children to guess what the people behind the masks look like. Say:

- Turn to page 12 and find out if you guessed right.
- On page 13, there are many masks that the children have made. How many masks are there? Yes, that's right. There are 18 masks.

Say:

- Point to one mask that you could make. What would you need to make it?

Turn to pages 14–15. Say:

- Here are some things you can use to make a mask.

Invite the children to identify each of the materials on pages 14–15. Then say:

- Turn to page 16. The children used their masks to play. They had fun.

Independent Reading

Have the children read the book on their own with as little assistance as possible.

After Reading

Invite the children to turn to their favourite page. Ask:

- Why is that page your favourite? What do you like most about that page?
- Of all the masks, which one would you most like to try on? Why?

Revisit the Text

Discuss *Many Masks* using open-ended prompts to engage children in talk. Ask:

- What did you like best about this book?
- What mask did you think was the funniest/scariest?
- Which mask do you think would be the heaviest/lightest?

Engage the children in recalling specific information from the text. Ask:

- On what page would we find masks made of plaster? of wood?
- On what page would we find masks that are new? old?
- Where would you look to find masks that are used in parades?
- Where are the materials that can be used to make masks?

Reinforce the Text

On chart paper, print the first and last letters of the words that were used to describe the masks:

o_d masks
w_d masks
p_r masks
n_w masks
p_e masks

Encourage the children to identify the words by saying:

- Find the word on page 4 that begins with o and ends with d and means *from a long time ago*. That's right, *old*: o-l-d.

Continue the pattern by having the children search the identified page for the word that *starts with — and ends with — and means —*.

As the children look at their books to spell the word, fill in the missing letters on the chart. Then spell the word aloud as you point to the individual letters.



As a Group

LEARNING OPPORTUNITIES

Students will:

- show skill in cutting, pasting, and painting
- use a variety of materials in creating artwork

YOU WILL NEED

- large paper bags
- paint and crayons
- materials for decorating

OBSERVING FOR ASSESSMENT

Can the student:

- describe the shapes and colours in the masks?
- cut and paste materials to represent an idea?

LEARNING OPPORTUNITIES

Students will:

- demonstrate skill in cutting, pasting, and painting
- share materials
- identify elements of visual images

YOU WILL NEED

- eye mask (see BLM 36)
- crayons and markers
- decorating materials: wool, yarn, fabric, etc.
- craft (Popsicle) sticks

OBSERVING FOR ASSESSMENT

Does the student:

- share materials?
- help others when asked?

Activity: People Masks

Have the children refer to the photograph on page 9 of *Many Masks*. Ask:

- Who do you think these people are trying to be?
- What do you think of these masks?
- Suppose you were going to be in a parade, would you like to wear this kind of mask? Why?

Show children the large paper bags. Explain that they will have the chance to transform the bags into masks that actually fit over their heads, like the masks on page 9. Together, decide on an appropriate place for eyeholes.

At a centre, set up materials for transforming the bags into masks.

You might choose to have children create masks of characters from storybooks. Or, you might ask children to create a mask

that shows who they would like to be (now, or when they grow up).

Provide opportunities for children to show their masks and introduce who they are when they are wearing them.

Extension

- Children who have created masks for characters from a story could work with a partner to have conversations in role.
- Use the masks to stage a parade of characters. Children might be interested in adding props and costumes. Consider playing simple marches (see *Kindergarten Audio CD Track 12*) as children parade around the classroom.

This Extension works well with Stand-Alone Activity 2: "Move to the Music" on page 116.

Activity: Eye Masks

Have children refer to the photograph on page 5 of *Many Masks*. Ask:

- How are these masks the same? How are they different?
- Have you ever worn a mask that just covered the part of your face around your eyes?

BLM 36 provides a template for making eye masks. Children can glue the template to stiff paper and then, with your assistance, cut out the eyeholes.

Children can then decorate their masks. Note that children can wear these masks by attaching them to a band like the girl on page 12 of *Many Masks*, or by attaching them to a craft stick like those displayed on page 13.



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You might choose a theme for the masks: fantasy creatures, animals, characters from a known film or story, or masks that show an emotion like happiness.

Invite children to present their masks and identify visual elements such as colours, shapes, and materials used. They can wear their masks and introduce themselves and the mood they hope their mask conveys.

Extension

- Place additional eye-mask templates at a centre so that interested children can continue to create masks as they think of other ideas they would like to represent.
- Have children work in pairs. Wearing their eye masks, they can introduce themselves to one another and then continue to ask each other questions.

LEARNING OPPORTUNITIES

Students will:

- write simple messages using a variety of tools and media
- print most of the letters of the alphabet

YOU WILL NEED

- samples of printed invitation cards
- chart paper and marker
- construction paper
- colouring materials
- scissors and glue

OBSERVING FOR ASSESSMENT

Does the student:

- handle writing tools well?

Activity: A Mask Party

With the children, plan a Mask Party and invite another class in the school to attend. At the party, the children can show the masks they have made to the other children.

In advance, prepare a few of the children to talk about how they made their masks.

With the children, decide on the information to put on the invitation (for example, the date, time, and so on).

Print a mock invitation on chart paper for the children to copy. You could post the chart so that the children can complete their invitation, working in small groups.

Have the children complete the invitation on **BLM 37** to send to the invited class.



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Extension

Show samples of printed invitations for the children to explore and examine.

Have the children cut out the information from another copy of BLM 37, and glue it onto a small piece of construction paper. The children could then decorate this, so as to make a rather more formal-looking invitation.

This Extension works well with Stand-Alone Activity 26: "Mystery Prints" on page 140.

LEARNING OPPORTUNITIES

Students will:

- use a variety of media (e.g., camera)
- use a variety of materials to communicate information
- write simple messages

YOU WILL NEED

- a camera and film
- name tags
- ribbon or thin paper tape

OBSERVING FOR ASSESSMENT

Can the student:

- identify the elements of a good photograph?
- follow the steps in the correct sequence to take the photograph?

Activity: You Should Be in Pictures

Invite the children to work in pairs to photograph each other wearing their masks.

Teach the children what they need to know to take a photograph (for example, where to look through the camera, what to look for, what button to push to take the picture, and so on). To be sure that you get a photograph of every child, after the child takes a photo of his or her partner, you could take one as well.

Discuss with the children what happens to the film after they finish taking their pictures. Explain (or have a child explain) that the film goes to a photo store where it is developed into photographs.

Once the film has been processed, show the photographs to the children and have them choose the best ones.

Extension

Give the children copies of **BLM 38** on which they can complete an information sheet to be placed with their photographs.

With the children, make a *Picture Perfect* bulletin board display with the photographs (pasted on their information sheets), name tags, and ribbon (or paper tape). Post each photograph some way apart from its name tag, and join with a ribbon. Children will enjoy following the ribbon path from photograph to name tag.

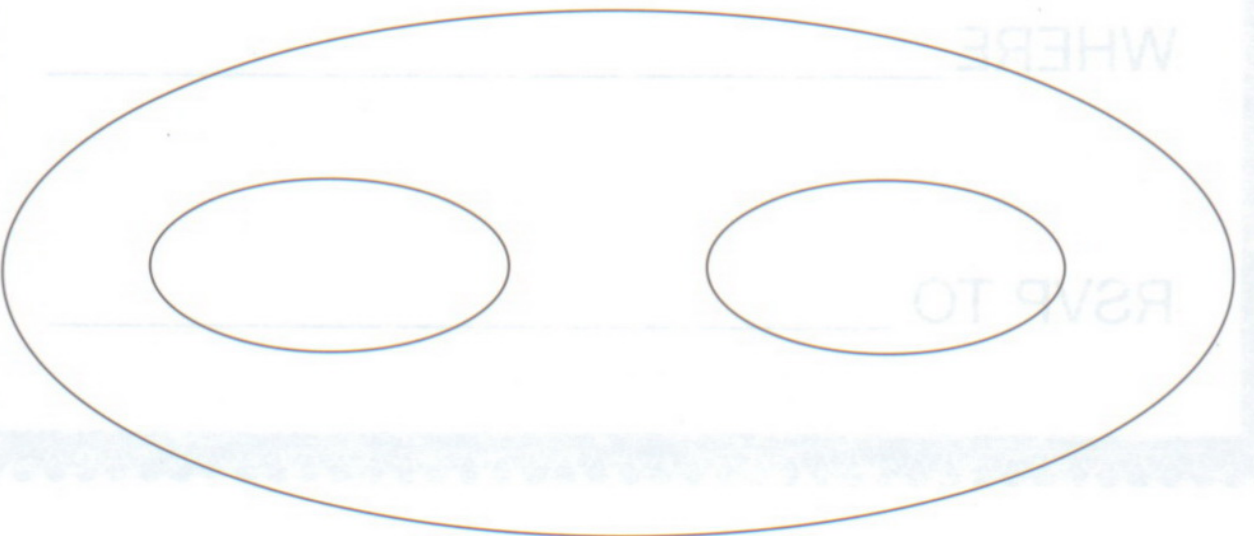
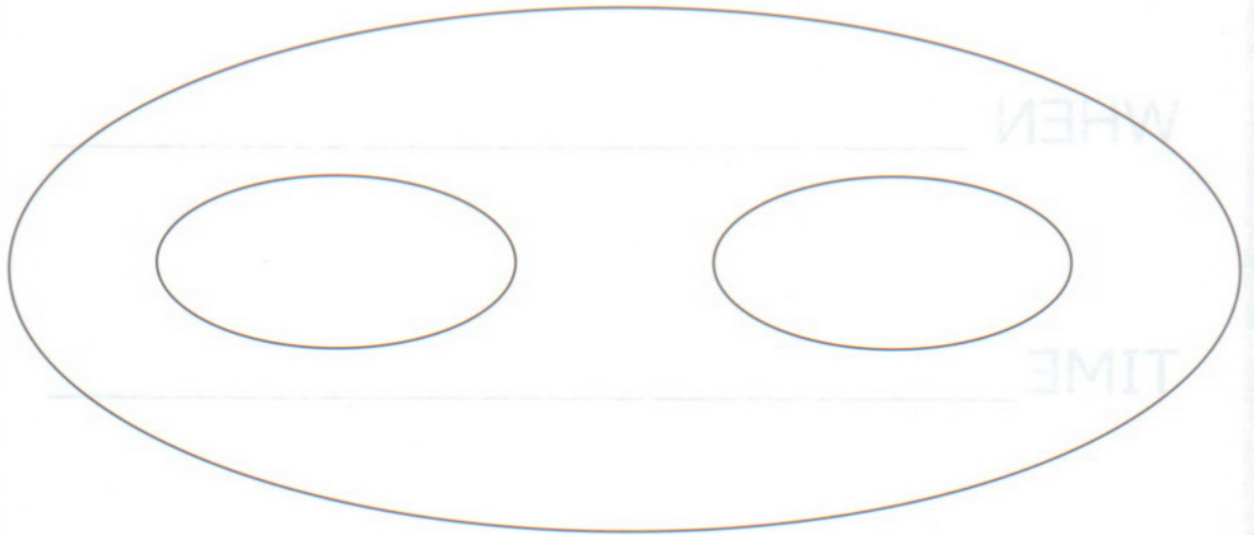
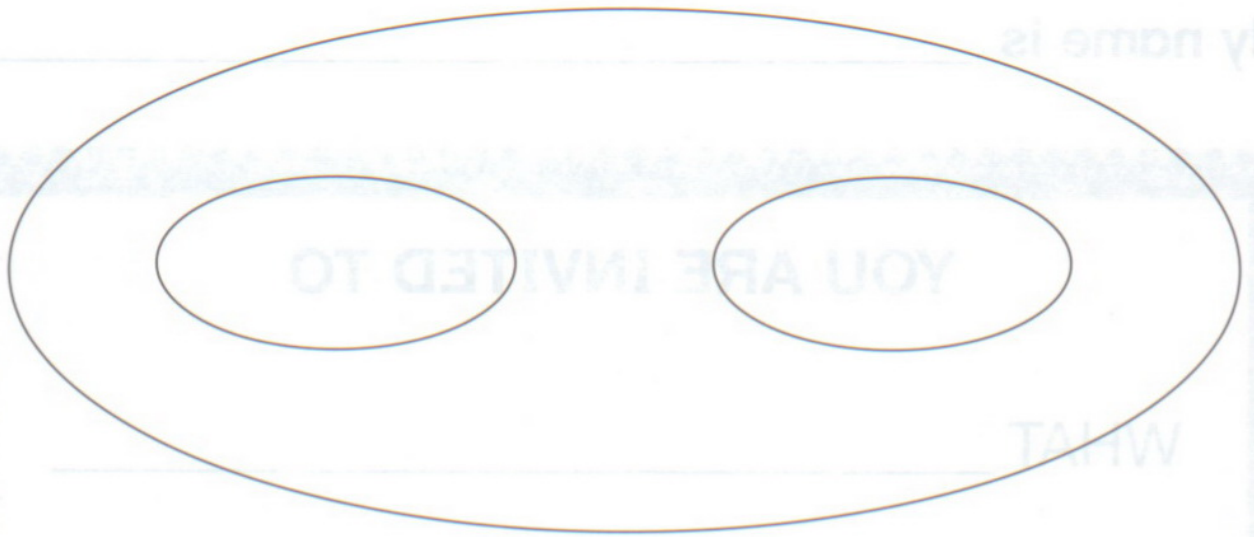


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This Activity works well with Stand-Alone Activity 5: "My Machine" on page 119.

Many Masks

BLM 36



My name is _____ .

YOU ARE INVITED TO

WHAT _____

WHEN _____

TIME _____

WHERE _____

RSVP TO _____

Many Masks

My name is _____

PASTE PHOTO HERE

ACTIVITY MENU

- Shared Reading page 107
- Exploration 1 Puppet Show page 107
- Guided Reading pages 107-108
- A Story Page 107-108
- Student Puppet Show page 107-108

This is a mask of a _____

The mask is made of _____

This picture was taken by _____