

Make a Hat and a Mask

Word Count: 139 **Text Type:** Procedure

High-Frequency Word Focus: down, if

Content Words: card, cut, fancy dress, glitter, glue, hat, make, mask, party, scissors, shape, size

Language Features: (punctuation, vocabulary, sound and letter knowledge) describing words; words containing *sh*

LITERACY

Interacting with others: listen to and respond orally to text and others; use interaction skills

Interpreting, analysing, evaluating: identify some differences between informative and imaginative texts; read predictable text; use comprehension strategies to understand and discuss text

Creating texts: create short text to record ideas

LANGUAGE

Text structure and organisation: understand texts can take on different forms and informative texts have a special purpose – feature of lists of material and ordered steps

Expressing and developing ideas: know spoken sounds and words can be written down using letters of the alphabet; how to write some high-frequency and known words; recognise texts are made up of groups of words that make meaning; understand the use of vocabulary

Sound and letter knowledge: recognise sounds in spoken words; letters of the alphabet

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

GETTING STARTED LISTENING, SPEAKING, VIEWING

Activating prior knowledge: Ask students what they enjoy making. Discuss how making something requires tools and materials and the following of steps in a particular order. Brainstorm what you might need to make a hat or a mask.

Encouraging prediction: Read the book's title to students and have them discuss what the boy on the cover is wearing. Turn to and read the title page. Ask students to look at the photographs throughout the book, noting what the boy is doing in each, then use the photographs to predict what the book might be about. Read the headings on the contents page to confirm their predictions.

Outlining focuses: Explain to students that as well as reading about making a hat and mask, they will be talking about special describing words, and words that contain *sh*.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

■ Literacy

Modelling: Read the text to students. Use expression, pause to clarify unfamiliar words where necessary, and point to the photograph that matches each step as you read.

Guiding: Invite students to read, keeping in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns. Allow appropriate "wait time" and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and whole texts (the main aim of guided reading).

Interacting, interpreting, analysing, and evaluating: At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text. Ask students what is needed to make the hat and mask. Have them look at pages 7 and 9 and tell you why it is important to press down on the card after applying the glue. Now, ask students to look at page 14 and tell you what characters the hats and masks represent. Have them look at the index and tell you on what pages they can find information about glitter and scissors. Remind students of the difference between imaginary and informative texts, and ask which they think this book is and why.

■ Language

Text structure and organisation: Discuss the fact that the book shows you how to make something, and therefore has a different format from a story. Talk about the list of materials and the steps to be followed.

Expressing and developing ideas/sound and letter knowledge: Remind students that words and groups of words in a sentence give meaning. Explain that some words are used to add extra meaning by telling us more about another word. Give the example of the word *fancy* on page 2. Have students tell you words that could be used to describe a hat. Ask students to find a word in the book that begins with *sh* (*shape*). Discuss how the *sh* sound can be found at the beginning or end of words (for example, *ship, push*). Brainstorm a list of words for both cases (for example, *shark, shell, shin, shop* and *dish, fish, rush, wash*).

PUTTING THE LEARNING INTO PRACTICE

READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

Small group/independent activities: Have students reread the text independently, then proceed to the following activities. Prior to any writing or drawing activities, encourage students to sit comfortably and hold their pencils correctly.

- Ask students to complete the *Make a Hat and a Mask* worksheets. Encourage them to work independently, but assist as required.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Follow the steps in the book to make the hat and mask described in the procedure, the masks on page 14–15, or masks of your own design, such as animal or monster masks.
- Have students write about which hat and mask on pages 14 and 15 they like best, and why.
- Have students write and complete the sentence *You need to follow the steps in order, so...*

Assessment: When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.

Name _____

8e – Make a Hat and a Mask

1. Circle the (sh) words.

shape fish match sharp

ship rush chop shark

dish mask hat wish

cutting glue glitter shut

sheep rash shock skill

cash shoe seed shrub

2. Think of words that go well with these describing words.

The _____ is very funny.

This is a very tasty _____.

I think _____ are scary.

My _____ is clever.



Name _____

8e – Make a Hat and a Mask

These steps are out of order.

Write a number beside each step
to show what happens from first to last.

_____ Glue glitter down the sides.

_____ Make the hat base.

_____ Cut and make the hat.

_____ Make and glue the mask.

_____ Cut and glue on shapes.

_____ Make other masks.



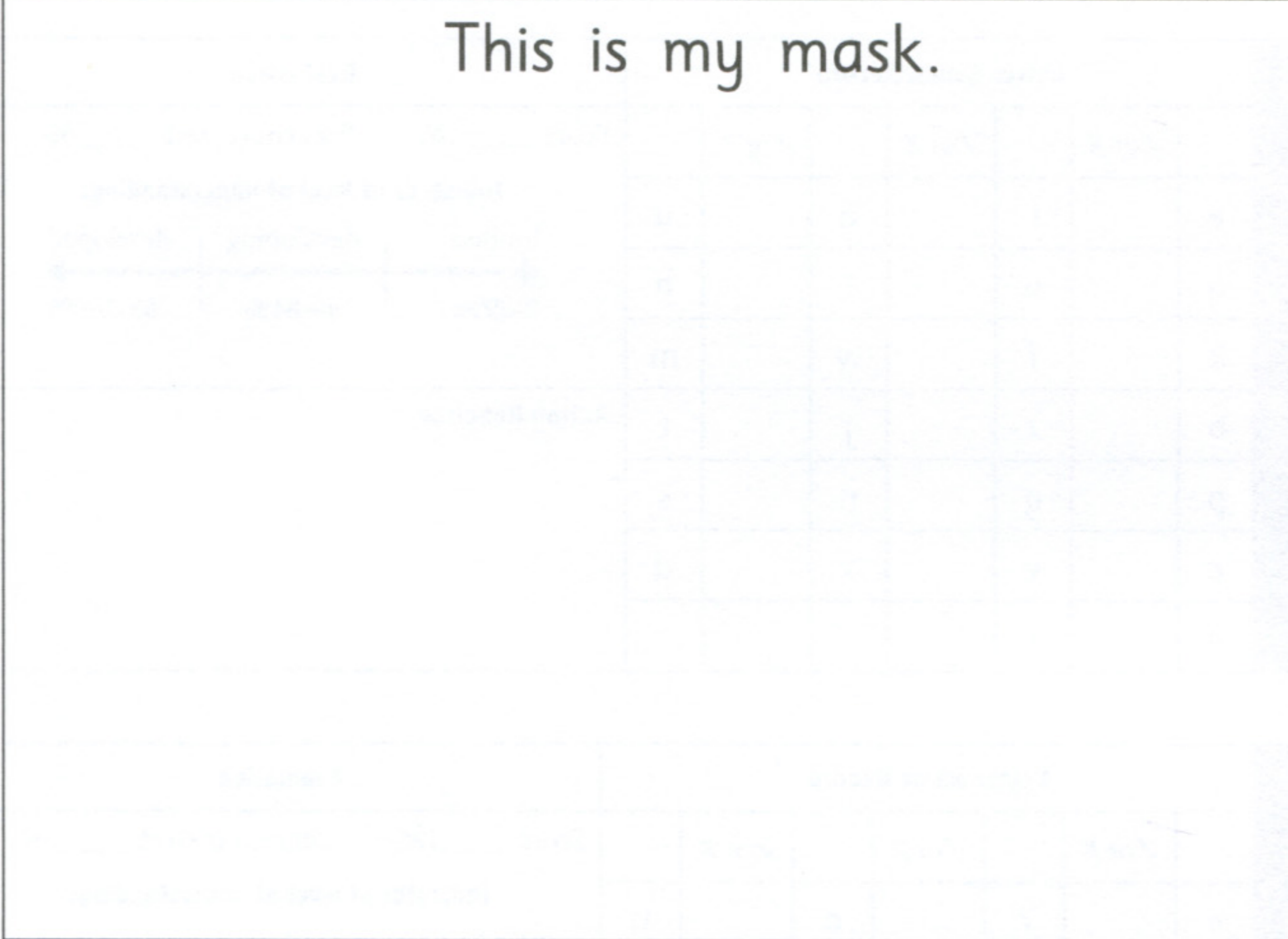
Name _____

8e – Make a Hat and a Mask

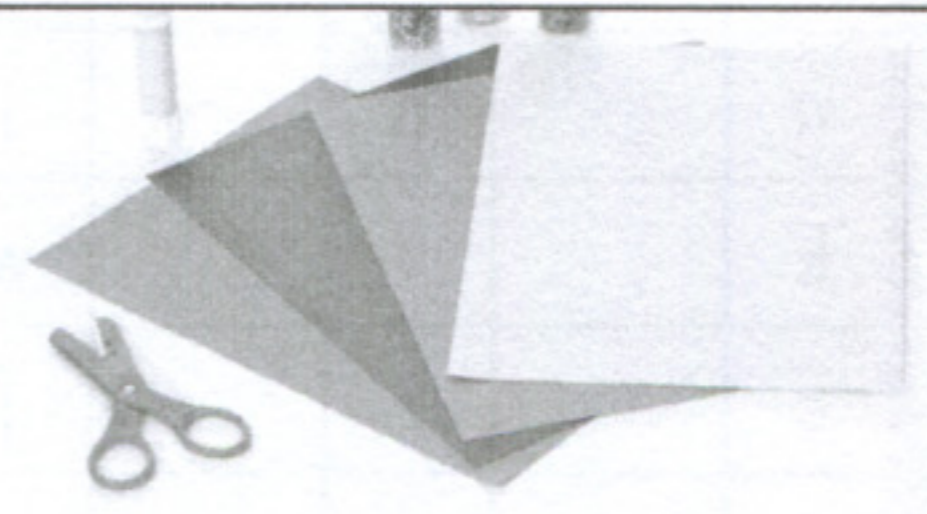
Draw a picture of a mask you would like to make.

List all the things needed to make the mask.

This is my mask.



This is what I need
to make my mask.



_____	_____
_____	_____
_____	_____
_____	_____
_____	_____