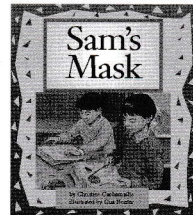


Sam's Mask

by Christine Cachemaille
illustrated by Gus Hunter



Book Summary

In this story, Sam makes a mask at school and then wears it home to give his mother a surprise.

Features of the Book

- The range of punctuation – question mark, exclamation mark, and quotation marks.
- The high-frequency words – “He”, “the”, “said”, “this”, and “a”.
- The adjectives – “big” and “long”.
- Sequence of events in a narrative.
- The different uses of apostrophes – “who’s” and “Sam’s”.

Purpose

Sam's Mask can be used in a guided reading setting to introduce the following skills and strategies:

- responding to simple questions about the story's content;
- encouraging reading using expression to increase understanding;
- retelling the sequence of the story using own words;
- writing a simple set of instructions.

Introducing the text

Use the front cover illustration to discuss what the children are doing.

- *What do you think they are making?*
- *What do you think they may do with them?*

Establish that the children are at school.

Discuss various things the children have made themselves at school.

Read the title and the names of the author and illustrator to the group.

Reading the text

- Responding to simple questions about the story's content.
- Encouraging reading using expression to increase understanding.

- Retelling the sequence of the story using own words.

Title page – Look at the mask and name the parts – eyes, mouth, nose, teeth.

Pages 2 and 3

- *What part of the face is Sam making?*
- *What is he using to make the eyes?*
- *What does a mask need on it to make it look real?*

Pages 4 to 6 – Look at each new picture.

- *What has changed?*
- *What has Sam used to make that part?*
- *How else could you make the hair?*

Page 7

- *Where is Sam taking the mask?*
- *Who do you think may be at home?*
- *Do you think he will take the mask off before he gets home?*

Page 8

- *What do you think Mum is saying?*

Point out the question mark.

- *What kind of voice will she be using?*

Refer to the exclamation mark.

The children now read the book independently.

Revisiting the text

- *What parts of the mask are given names?*

Find the words in the text and list them.


- *What other parts did Sam make?*
(teeth, eyebrows, lips)
- *What kind of mouth/hair/face did Sam make?*

Discuss words that tell us what things look like.

- *What words could you use to talk about the nose or eyes?*

Following Up

- Writing a simple set of instructions.

 The children could write out the simple steps for making a mask.

- Look at the apostrophe in “Sam’s pants”. Practise using this in such phrases as “Sam’s jacket” and “Joe’s hat”.

- Complete the blackline master opposite.