



Running words: 33

## Book Summary

A girl paints a picture of herself in her own community.

## Building Basic Skills

High-frequency words – My, Look, my, me

Content words – Painting, sky, plane, bridge, street, bus, car, dog

Repeated phrase – Look at my

Phonics and phonemic awareness – L (Look), m (me, my), s (sky, street), P (Painting), p (plane)

Punctuation – full stops, capital letters, exclamation mark

## Skills and Strategies

*My Painting* can be used to introduce and reinforce:

- creating artwork or a piece of writing related to the text
- using knowledge of letters and sounds to recognise simple consonant-vowel-consonant words
- predicting the storyline using illustrations from the book

**B** writing using the conventions of capital letters and full stops.

## Materials

- copies of words and punctuation for this book from page 88, cut and ready for use
- copies of BLM, pencil, felt-tip pens
- children's artwork
- water-based paint, painting shirts/aprons, wipeable tabletop
- paint, paint brushes, large paper

# My Painting

by Sharon Hill

photographs by Kate Handley

## Introducing the Text

Stimulate children's interest by using a selection of their artwork to encourage discussion about painting and what they like to paint.

## Discussion Model

Using only the teacher's copy, discuss each page of the book with the group. Ensure that content words are integrated naturally into the discussion.

**Cover** – *In this story, we find out about what this girl likes to paint.*

**Page 3** – *How has she started her painting? What could she paint in the sky?* Encourage children's predictions.

**Page 5** – *Did you guess right?* Identify the word "Look" with children. Discuss the different letters and their sounds. *What do you think she will paint next? What would you paint?*

**Page 7** – *What has she painted? How do you know it's a bridge? What could she paint under the bridge?*

**Pages 9–13** – *What could she paint on the bridge and on the street? What would you paint?* Clarify what has been added to the painting and identify the "L" in "Look" on each page.

**Page 15** – *What is she painting now? What do you think is missing from the painting?*

**Page 16** – *Were you right? How do you think she is feeling?*

## Reading the Text

Hand one book to each child. Together, read the title and the names of the author and photographer on the cover and title page.

**Page 2** – Clarify where to start reading and encourage children to point to each word as you quietly read aloud together.

**Page 4** – Point to the first word and encourage children to read quietly to themselves. Observe accuracy of one-to-one matching.

**Pages 6–16** – Encourage children to read the remaining pages quietly to themselves. Note the exclamation mark on the last page and encourage expressive rereading of this page. If children encounter difficulties, ask questions that encourage using reading strategies, such as attempting the initial sound in a word, rerunning, and checking the picture.

## Revisiting the Text

- Paint a dab of blue, red, green, yellow, and grey across the top of a piece of paper. *Can you remember what was painted with each of these colours?* Invite children to paint something from the story under the appropriate colour.
- Say the word "Look" to children. *What sounds can you hear?* Write the letters on the board as children slowly say the sounds. Say the word together. *Can you find this word in your book?* Repeat this process with the words "car", "dog", and "bus".
- Using the words and punctuation for this book from page 88, reassemble the sentences with children.

## Following Up

**B** Children complete the sentences on the BLM activity opposite and draw a picture of themselves.

- Pour water-based paint onto a wipeable tabletop. Children write the high-frequency words "Look", "at", and "my" in the paint with their finger. Have the words written on the board to avoid children handling their books.
- Children do their own painting and write a caption using the same sentence structure as the story, for example, "Look at my painting" or "Look at my bus."