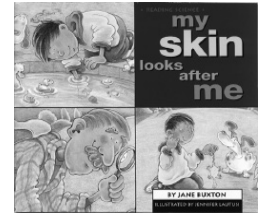


# My Skin Looks after Me

by Jane Buxton

illustrated by Jennifer Lautusi



## Book Summary

While Grandad and his grandson are out exploring, they find a lizard skin, and so the story of skin and its characteristics begins.

## Features of the Book

- The use of speech bubbles.
- The exclamation marks and question marks used in the speech bubbles.
- The way the speech bubbles and text convey independent storylines.
- The informative nature of the text.
- The high-frequency words – “My”, “all”, “me” and “for”.
- The double vowels – “oo” and “ee”.
- The blends – “ex”, “pl”, “sk”, “sw”, “bl”, and “cl”.
- The “scr” letter cluster – “scrape”.

## Purpose

*My Skin Looks after Me* can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- 📖 using a variety of punctuation to read expressively;
- 📖 summarising the main parts of the story;
- 📖 reading an increasing range of high-frequency words in context;
- 📖 developing an awareness of new vocabulary and what it means.

## Introducing the text

Ask the children to look at the picture of the boy on the cover, underneath the title.

- *What has he found?*
- *Can anyone find the word “skin” in the title of the book?*

Read the title of the book to the group.

- *How does your skin look after you?*
- *What would happen if you didn't have skin?*

## Reading the text

- 📖 Using a variety of punctuation to read expressively.

- 📖 Summarising the main parts of the story.
- 📖 Reading an increasing range of high-frequency words in context.

Page 2

- *What do Grandad and the boy like doing?*

Read to find out. You may have to introduce the “ex” blend to the children.

Page 3

- *What have they found? Can you see who it belongs to?*

Page 4 – Confirm predictions from the previous page. Look for the lizard.

- *What are the boy and the dog both doing?*
- *What might be happening to their skin?*

Page 5

- *Why is the boy sweating?*
- *Is the dog hot, too? How can you tell?*

Pages 6 and 7 – Look at the exclamation marks in the speech bubbles. Try to work out what the boy has said.

Pages 8 and 9 – The picture clues are strong.

- *Can you work out what it is that skin is good at keeping out?*

Pages 10 to 12

- *How does the boy look after his skin?*

The children now read the book independently.

## Revisiting the text

Discuss the use of the exclamation marks in the speech bubble text. Practise reading these parts expressively. Ask the children to find other forms of punctuation in the story.

## Following Up

- 📖 Developing an awareness of new vocabulary and what it means.
- 🔍 Bring in an assortment of fruits and vegetables with varying types of “skin” (carrot, orange, celery stalk, walnut, etc.). Display and discuss them with the children as they investigate the skin. Encourage them to write descriptive words for each, for example, “hard”, “bumpy”, or “hairy”.
- 📖 Complete the blackline master opposite.