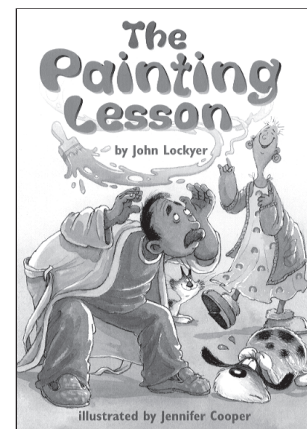


# The Painting Lesson

by John Lockyer

illustrated by Jennifer Cooper



## Book Summary

When Mr Toggins discovers the secret behind Mrs Zest's ever-changing, colourful house, he can't wait to try her special paintbrush himself. However, things don't work out the way Mr Toggins expects!

## Features of the Book

- Fantasy in a neighbourhood setting
- Repetition in a refrain
- Interesting vocabulary – *crept, peered, slipped, grabbed*
- Contractions – *what's, didn't, couldn't, wouldn't, you'll, there's, we've, they're*
- Blends – *fl, br, str, sp*
- Expressive illustrations
- Alliteration – *bristly brush; flicking and flowing; streaks, stripes, and spots*
- Poetic rhyme

## Purpose

*The Painting Lesson* can be used to introduce and reinforce the following skills:

- S** exploring the use of poetic language;
- S** examining the consequences of a character's actions;
- S** exploring initial blends;
- S** using illustrations to gain and deepen meaning.

## The Guided Reading Lesson

**S** Exploring the use of poetic language

### Materials needed

- A copy of the text for each child and one for the teacher
- A whiteboard or chart paper and markers
- Optional: a copy of the blackline master and a pencil for each child

### Introducing the text

Show the group the cover illustration.

- *Do you think this will be a fiction or non-fiction story?*
- *How can you tell?*

Briefly discuss some features of fiction and nonfiction to confirm the children's prediction.

Read the title, the name of the author, and the blurb on the back cover together.

- *What do you think the brush is doing?*
- *What do you think this book might be about?*



## Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

### Day One

Read the first chapter with the children.

- *How do you think Mrs Zest changes the colour of her house?*
- *Why doesn't she tell Mr Toggins how she does it?*

Tell the children to read chapter 2 silently. When they have finished, ask the children to look at the words the author has used to describe the colours Mrs Zest's brush created.

- *Why do you think he used these objects to describe the colours?*
- *Are these good words to use? Do they help give you a strong picture of the colours?*

Ask the children to suggest other examples of colours and to describe them. List their suggestions.

Tell the children to read to the end of chapter 3. Write the words "bristly brush" on the board.

- *What do you notice about these words?*
- *Why do you think the author used these words?*

Encourage the children to notice the initial consonants. Explain that this is called alliteration and that it is a way authors make their writing more interesting. Ask the children to note any more examples of alliteration as they read the book.

Tell the children that they can now read independently to the end of chapter 4.

### Day Two

Review the use of descriptive language and alliteration in this book.

- *Have you noticed something else the author uses to make his writing interesting? Look at page 6.*
- *What does Mrs Zest say to her paintbrush?*
- *What is special about this?*
- *Can you find another example of rhyme or repetition in the book?*

Tell the children to read the rest of the book silently. When everyone has finished, ask:

- *Was it a happy ending?*
- *What happened to make it happy?*

## Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

### **S** Examining the consequences of a character's actions

Discuss the consequences of Mr Toggins's actions:

- *Should Mr Toggins have taken the brush?*
- *Should he have told Mrs Zest when he realised he couldn't control the brush?*
- *How would telling Mrs Zest straightaway have helped the situation?*
- *How do you think Mr Toggins felt when the brush showed Mrs Zest who was responsible for the painting?*

Ask the children to find evidence to support their thoughts.

- *Do you think Mr Toggins learnt anything?*
- *Do you think the book's title is a good one? Why?*

This could be the starting point for a study of books with similar themes, such as the Strega Nona stories and *The Sorcerer's Apprentice*.

### **S** Exploring initial blends

Review the earlier discussions about the use of alliteration.

- *Which words start with two or more consonants? We call these groups of letters "blends".*

Start a blends chart for "fl", "br", and "str".

- *Can you find examples of words that start with these blends in the book?*

Write the words that the children find on the chart. Encourage them to add to the chart from their independent reading.

### **S** Using illustrations to gain and deepen meaning

Ask the children to go through the book page by page, looking at the pictures of Mr Toggins. Discuss the ways in which the illustrations show how he is feeling.

- *Choose three pictures. Turn to the person next to you and share your ideas about how Mr Toggins is feeling in the pictures.*

### **B** The children can complete the blackline master on page 78.