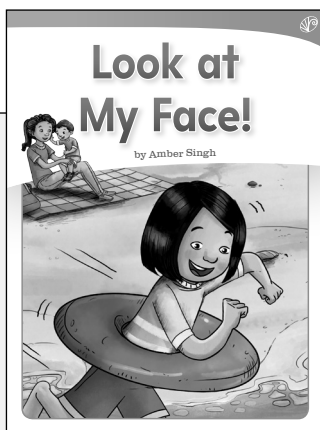


Look at My Face!



Running words: 56

Book Summary

This story looks at the different kinds of feelings that people have and how they express them. A young girl visits the beach with her mother and little brother. Throughout the outing, she experiences a range of emotions that are reflected in her facial expressions and body language.

Themes

Communication, Family

Features of the Book

- The information contained in the illustrations
- Content words for discussion: *face, look*
- Phonics and phonemic awareness: long vowel sounds - *excited/like/tired*

Strategies

Look at My Face! introduces and reinforces the following strategies:

- making connections;
- asking and answering questions;
- using texts as models.

Materials

- copies of the Sentence Strips reproducible for this book, cut and ready for use
- copies of the BM, pencils

by Amber Singh

Introducing the Text

Begin by smiling at the class and asking the students to tell you what they think you are feeling. Repeat this process with other facial expressions and body language that show sadness, anger, tiredness, excitement, etc. Write the emotions the students suggest in a list.

– *How did you know I was happy?*

Now have the students work in pairs, with one child showing an expression on his or her face, and the other child guessing the emotion that is suggested by the expression.

Reading the Text

Hand one book to each student. Ensure that the content words (*face, look*) are integrated naturally into the discussion. An understanding of these terms will help students appreciate the author's purpose and the events in the story. Encourage the students to use the information in the illustrations and text to make predictions, then to revise or confirm these as you work through the book.

Cover

Together, read the title and the name of the author on the cover and the title page. Look at the illustrations.

- *Where are the people you see on the cover?* (at the beach)
- *What do you think this story is about?* (going to the beach)

Page 2

- *How do you think the girl is feeling?* (happy)
- *How can you tell?* (by her expression)
- *Why do you think she is happy?* (She is eating an ice cream.)

Read the text together. Confirm that the girl is happy. Point out the features that show this, including her eyes, eyebrows, and mouth.

Page 3

- *How do you think the girl is feeling?* (sad)
- *How can you tell?* (by her expression)
- *Why might she be sad?* (She has dropped her ice cream.)

Read the text together. Confirm that the girl is sad. Point out the features that show this, including her eyes, eyebrows, and mouth.

Page 4

- *How do you think the girl is feeling?* (excited)
- *How can you tell?* (by her expression and body language)
- *Why might she be excited?* (She is going in the water.)

Read the text together. Confirm that the girl is excited. Point out the features that show this, including her eyes, eyebrows, and mouth, as well as her body language, such as the forward movement of her arms.

Page 5

- *How do you think the girl is feeling?* (scared)
- *How can you tell?* (by her expression and body language)
- *Why might she be scared?* (There is a large wave behind her.)

Read the text together. Confirm that the girl is scared. Point out the features that show this, including her eyes, eyebrows, and mouth, as well as her body language, such as her stiff arms.

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Page 6

- *How do you think the girl is feeling?* (grumpy)
- *How can you tell?* (by her expression and body language)
- *Why might she be grumpy?* (She had to come out of the water and dry off.)

Read the text together. Confirm that the girl is grumpy. Point out the features that show this, including her eyes, eyebrows, and mouth, as well as her body language, such as her hunched shoulders.

- *How do you think the girl's mother and brother are feeling?* (happy, amused)
- *How can you tell?* (by their expressions and body language)

Page 7

- *How do you think the girl is feeling?* (tired)
- *How can you tell?* (by her expression and body language)
- *Why might she be tired?* (She has had a long day at the beach.)

Read the text together. Confirm that the girl is tired. Point out the features that show this, including her eyes, eyebrows, and mouth, as well as her body language, such as her limp arms.

Page 8

- *What is the girl doing now?* (She is asleep.)
- *How can you tell?* (by her expression and body language)

Read the text together. Confirm that the girl is asleep. Point out the features that show this, including her eyes, eyebrows, and mouth, as well as her body language, such as her drooping head.

Revisiting the Text

- With the students, revisit pages 2 to 5, and have them look at the characters in the background. Ask the students to determine the facial expressions and body language of these characters. How do they think those characters are feeling? How can you tell?
- Write the words *excited/like/tired* on the board, and, with the students, create a list of other words that contain the long “i” sound.

Following Up

- Ask for volunteers to display an emotion to the class, using only their facial expressions and body language.
- Have the students write and illustrate their own series of statements, modelled on the text structure in the story.
- Give the students copies of the BM for this story. They can cut out the words at the bottom of the page and paste them in the boxes on the left. They can then draw pictures in the boxes on the right to show each emotion.