

The Mask Parade

by Adrienne Frater

illustrated by Philip Webb

Overview

This lively narrative, about a class preparing masks to enter into a competition as part of a spring parade, has carefully placed clues that encourage readers to predict what the class have in mind! There is an audio version on the Ready to Read CD *Readalong 2008*.

Suggested purposes

This book supports the comprehension strategies of making connections, forming and testing hypotheses, and analysing and synthesising. The rich language provides opportunities to build vocabulary. Many of the text features can be used as a model to enrich writing.

Text features

(This information is intended as a guide for teachers rather than as a list of teaching points.)

- the idea of the masks being a secret and the clues about what the masks could be
- the “gold, bold, and bouncy” parade theme
- the procedure for making the masks
- the indicators of time – “After lots of talk”, “Three weeks before”, “Two weeks before”, “One week before”, “In the week of”, “On the day”, “Then”
- the familiar classroom setting
- the friendly relationship between the children and the teacher
- the humour, for example, the teacher putting his sunnies on, the class keeping the masks secret, the images of the dancing fruit, the humorous details in the illustrations
- the sense of pace, action, and excitement:
 - the range of verbs, such as “bend”, “boogie”, “clap”, “hip-hop”, “jiggle”, “leap”, “slap”, “slop”, “stamp”, “stick”, “stomp”
 - the multiple illustrations on some pages, which convey the idea of a lot of things happening at once
- the adjectives – “bold”, “bouncy”, “bright”, “funniest”, “gold”, “tropical”
- the speech bubbles
- the synonyms “hint” and “clue”.

Introducing the text

The children in this book make the frame for their masks with chicken wire, so you may wish to have some on hand.

Discuss the children’s experiences of parades. Show the children the cover and have them read the title. *What types of masks have you seen in a parade?*

Encourage them to examine the illustration. *What masks can you see here? I wonder if these children on the cover are the ones we're going to be reading about ...*

During the reading

Read the names of the author and the illustrator.

Title page – Listen to the children reread the title. Allow plenty of time for the children to peruse and discuss the illustration. *What extra information has the illustrator given us here?* Draw out the idea that the parade involves a mask contest and that the children want to keep their ideas “top secret”. Encourage the children to speculate about whether these are the same children as on the cover.

Tell the children you expect them to be looking for clues about the top-secret masks as they read. Have them read the text silently, providing support and feedback as necessary.

Pages 2 and 3 – Support the children with the characters' names as necessary. *I'm thinking about what a “gold, bold, and bouncy” mask might look like ... What do you think of the children's ideas?*

Pages 4 and 5 – *I wonder if the children will be able to keep their secret?*

Page 6 – Talk through the process in each illustration, making connections to the children's experiences of papier mâché. Draw attention to the three-dimensional shapes of the masks. This confirms that these masks are not the ones featured on the front cover. Have the children share their predictions with a partner as to what the masks could be.

Page 7 – Draw attention to the indicator of time to clarify that a week has passed. *I'm starting to notice lots of verbs on these two pages. That's telling me that a lot is happening!* Discuss the choice of “slop” and “slap” (on the previous page).

Page 8 – *What does this page tell you about Mr Glue?* Have the children review the clues about the masks they have noticed so far (“gold, bold, and bouncy”, made of chicken wire and papier mâché, painted, decorated with glitter and stars). *Do you want to change your predictions about what the masks could be?*

Page 9 – *Why are the children practising their dancing?*

Pages 10 and 11 – *Why do you think the illustrator has only shown the legs of the children?* Draw out the idea that this helps to create anticipation for the reader. You may need to support ESOL children by explaining the meaning of “sets off”.

Pages 12 and 13 – Allow the children time to enjoy the illustration. *Which masks did Mr Glue's class make? How do you know? Is this what you predicted?* Discuss the meaning of “The crowd goes wild” and the comments of the spectators. *What do **you** think of the masks?*

Page 14 – If necessary, explain what a mayor is. You could write “**bouncy**” on the whiteboard to support the children with decoding “an-nounce”.

Page 15 – You may need to explain the meaning of “pride of lions”. Check the children’s understanding about who won what. Draw attention to the clues on the shields if necessary. *Do you agree with the mayor that they were the funniest?*

Page 16 – *How are the children feeling? What clues in the illustrations and text support your thinking?*

After the reading

(Choose only one or two per session.)

Reread the text out loud together, with expression, to enjoy the sound of the language. Have the children pay particular attention to the sound of the verbs “slap”, “slop”, “stamp”, and “stomp”.

Review the clues in the text. *How did you work out which masks on page 12 belonged to the children in Mr Glue’s class?* Support the children to explain their thinking about the strategies they used, for example, by making connections to what they already knew, by using the clues in the illustrations, by thinking about what would make sense with the range of clues. Have them explain their thinking to a partner.

Discuss how the author helped the reader to keep track of the events in the text. Have the children work with a partner to identify the indicators of time. Construct a timeline to show the order of events.

Draw attention to the verbs relating to dance. *Why do you think the author chose these ones? What effect do they have for the reader?* Draw out the idea of these verbs expressing the movement and fun of dance – and being fun to read out loud.

Suggestions for further tasks

Have the children listen to the audio version on the CD *Readalong 2008*.

Use the description in the book to write a four-step procedure for making masks.

Together, construct a paragraph or poem about an event, focusing on the use of lively verbs.