

# Paint my Room

*Written by Roger Carr*

*Illustrated by Peter Paul Bajer*

**Level 14**

## Getting ready for reading

Ask: *What would you choose if you were able to paint your room how you liked?* Talk about children's ideas, and then ask: *How would you feel if your bedroom walls were painted to look like a jungle? Would you be able to sleep? Why? Why not?*

## Talking through the book

You could introduce the book by saying: *This book is about a boy who painted his bedroom to look like a jungle.* Turn through the book, discussing what children see in the pictures.

## Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

## Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

### ***Being a meaning maker***

Encourage the children to support their answers with evidence from the book as they discuss these questions.

*What did the boy want painted on his walls?*

*Why did the boy get scared?*

*Why did he paint smiles on the faces of the animals and birds?*

*Did the boy really have something to be scared of?*

### ***Being a code breaker***

Children may like to explore the following language features:

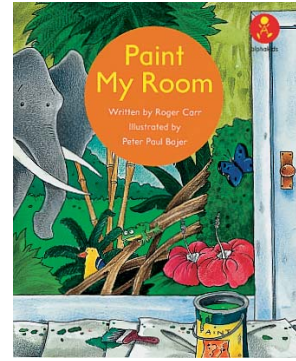
- the letter pattern 'ee' in *sleep, trees, weekend, sheet.*

### ***Being a text user***

Discuss:

*Is this a true story?*

*Would you recommend it to someone else? Why? Why not?*



## TEXT FEATURES

- **This narrative tells the story of a boy and his parents as they paint a jungle mural in his bedroom. It explores the boy's feelings about this mural and shows how he finds solutions to his own problems.**
- **A variety of direct speech forms are used.**
- **There are up to nine lines of text to a page.**
- **Illustrations carry some of the story.**

## ***Being a text critic***

Discuss:

*Would all parents paint a mural on their child's bedroom walls?*

*The mother and father left the boy to solve his own problem. Was this fair?*

## **Literacy learning centres – follow-up activities**

### **WRITING CENTRE**

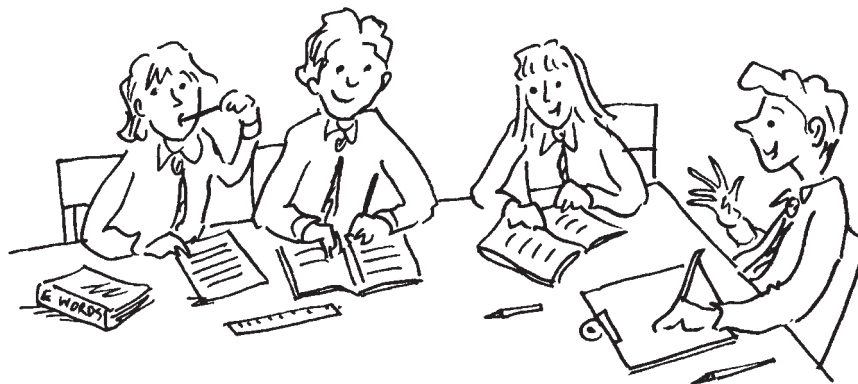
Children could work in pairs to write alternative endings to the book. How else might the boy have solved his problems of being scared of the animals?

### **INTERACTIVE LITERACY CENTRE**

Have children brainstorm some different kinds of murals to paint on their bedroom walls, for example: space, the sky, the beach, under water, the forest. They could then plan a mural for their bedroom. This could form the basis for innovating on the text to write their own book.

### **WORD CENTRE**

Children can read familiar texts to find and record a list of words with the 'ee' letter pattern. They can then form generalisations about the sound this letter pattern usually makes.



### **BOOK BROWSING CENTRE**

Children can read books about bedrooms that seem to change at night. Some examples are: *There's a Sea in My Bedroom* by Margaret Wild; *Counting on Frank* by Rod Clement and *Where The Wild Things Are* by Maurice Sendak. *Bear Hunt* by Anthony Browne is the story of bear who wanders through a jungle mural, using his pencil to draw his way out of trouble.

## **Keeping track**

Children's responses to focused teacher questions provide insight into their level of comprehension.