

# Painting the Fence

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This text is levelled at Yellow 1.



## Overview

When William and Grandad offer to paint the fence, they soon discover a problem. Grandma wants a white fence, but there is no white paint left in the shed. Their solution (and Grandma's reaction) will delight students. Students will have met Grandad and William before in the guided book *Earmuffs*.

*Painting the Fence* supports students to develop a self-extending reading processing system, requiring them to "search for and use interrelated sources of information" and use a "range of word-solving strategies and comprehension strategies to make or confirm meaning" (*The Literacy Learning Progressions*, page 10).

There is an audio version of the text as an MP3 file at [readytoread.tki.org.nz](http://readytoread.tki.org.nz)

## Cross-curriculum links

Technology (level 1, technological practice) – describe the outcome they are developing and identify the attributes it should have, taking account of the need or opportunity and the resources available.

## Related texts

- Texts that involve activities with grandparents: "Nanny" (poem card); *Earmuffs* (Red 3); *Talking to Nanny* (Yellow 1); *Walking to School* (Yellow 2)
- Texts that involve characters solving their own problems: *A Good Idea*; *Dragons! Dragons! Dragons!*; *Lost* (shared); *Earmuffs* (Red 3); *A Bird in the Classroom* (Yellow 2)
- Humorous stories that involve characters helping out: *The Hole in the King's Sock* (shared); *Greedy Cat is Hungry* (Red 2); *Walking to School* (Yellow 2)
- Texts about the same characters: *Earmuffs* (Red 3)

## Text characteristics

The students are working towards the standard for after one year at school. Many of the characteristics of Green texts are also in texts at earlier levels but in simpler forms. These characteristics, as they relate to this text, are shown in the boxes with a solid outline. Other boxes show additional characteristics.

Most content explicitly stated but also some implicit content that provides opportunities for students to make predictions and inferences (for example, to predict from the title and cover illustration that the fence will be painted red and blue and to infer what the characters are thinking when they look at each other on page 7).

The familiar home setting and the familiar context of helping family members

Illustrations that support and extend the meaning, for example, the characters' expressions and the "surprise" lines on pages 4 and 8

Sentences that run over more than one line but do not split phrases, supporting phrased reading



"Here is the white paint,"  
said Grandad.  
He looked in the tin.  
"There is no paint in here,"  
he said.

4



William and Grandad  
looked and looked.  
But it was no good.  
There was no white paint  
in the shed.

5

Dialogue between easily identified speakers

A range of punctuation, including speech marks, commas, and exclamation marks, to support phrasing, intonation, and meaning

To support word recognition, many high-frequency words, several of which ("but", "he", "here", "like", "no", "some", "there", "was", "will", "you") are repeated

Noun phrases (for example, "blue paint", "no white paint", "some red paint", "white fence") that require students to attend closely to structure and meaning

Words with initial blends ("blue", "Grandma", "Grandad") and digraphs ("shed", "Thank", "There", "white") that require students to draw on their developing grapho-phonetic knowledge

Interest words ("blue", "fence", "need", "paint", "painting", "red", "shed", "tin", "white") that are likely to be in the reader's oral vocabulary and are strongly supported by the context, the sentence structure, and/or the illustrations

Reading standard: After one year at school

The Literacy Learning Progressions

## Suggested reading purpose

(What can the students expect to find out or think about as a result of reading this text?)

We are reading this story to find out what happens when William and Grandad paint the fence.

## Possible learning goals

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?)

The behaviours listed below link to *The Literacy Learning Progressions*. **Select from and adapt** them to set your specific learning goal. Be guided by your students’ particular needs and experiences – their culture, language, and identity. (*Reading and Writing Standards for years 1–8*, Knowledge of the learner, page 6).

This text provides opportunities for students to:

- make connections between their own experiences and the information in the story to make predictions and inferences
- make meaning by drawing on more than one source of information, for example, using sentence structure and context to supplement information gained from partial decoding attempts
- identify (summarise) the main events
- notice some errors in their reading and take action to self-correct.

## Introducing the story

Use your knowledge of your students to ensure that the introduction to the text activates their prior knowledge and provides appropriate support for a successful first reading. This story uses vocabulary and language structures (for example, “And here”, “blue”, “but”, “good”, “help you”, “I like”, “I will”, “need”, “Oh no!”, “some”, “Thank you”, “There”, “We can”, “Yes”) that the students are likely to be familiar with from previous reading and writing.

- English language learners may need extra support for the word “paint”, which is used sometimes as a noun and sometimes as a verb. Before reading this text with the whole group, use the cover pictures to generate conversations, using these words in ways that clarify their meaning. (Follow this up later by exploring other examples of words that can be both a verb and a noun, for example, cook, brush, mail).

- Show the students the cover. If necessary, remind them of the characters’ names. Expect the students to notice that the fence is looking grey and scruffy and to predict (from the illustration and the title) that William and Grandad are going to paint it. Use this as an opportunity to introduce the word “need” into the discussion: *Why do they need to paint the fence?*
- Share the reading purpose. Prompt the students to use the cover illustration to make predictions about the story. For example, they may predict from the red and blue paint cans that these will be the colours for the new fence, and based on William’s cheeky expression and their knowledge of him from *Earmuffs*, that he may do something a bit surprising.
- Turn to the title page illustration (which supports the idea of a red and blue fence), then discuss the illustrations on pages 2 and 3. Confirm that the new character is Grandma. Expect the students to make a further prediction that the paint is in the shed. (If students are not familiar with the concept of a shed, use the illustrations on page 3 or 5 to explain what people might keep in a shed, for example, gardening tools, paint).
- On page 3, to support the idea of the plot complication, you could say: *I wonder what colour Grandma wants for the fence.* (Until they read page 3, the students won’t know that Grandma wants a white fence, but your question will alert them to the fact that there may be a bit more to this story than suggested by the cover and title page.)
- Remind the students of the reading purpose. Tell them they can test their predictions as they read the story for themselves.

## Monitoring the reading

- Observe closely as the students read the story quietly to themselves. Note their ability to use print information (in particular, the initial letters, blends and digraphs) and how they manage the noun phrases. Look for any instances of self-monitoring, cross-checking, and self-correction. Provide support for individual students as necessary. For example:
  - on page 3, if a student gets stuck on “Thank”, prompt them by saying: *What do you say to someone who says they will help you?*
  - On page 4, to support “There is”, you could say: *Is there paint in the tin? No, it doesn’t look like there is.*

- If a student makes an error without noticing a problem, wait till the end of the sentence or page before intervening, unless they have stopped reading. Waiting gives them the opportunity to notice and fix it themselves. Some teacher prompts that can be used if students are not self-monitoring include: *Are you sure?*; *Think about what would make sense.*; *Read that sentence again.*; *Look at the beginning of the word.*; *Think about what would sound right and look right.*; *Try that again.* Other examples are shown in the table:

Text	Student reads	Teacher prompt
“I will help you,” said William.	“I will <b>have/hap/he</b> ... (stops)	Prompt the student to use meaning. <i>What is Grandad going to do? What do you think William will say to him?</i> (The student mentions the word “help”.) <i>Read that again and see if “help” makes sense and looks right.</i> (OR, if the student doesn’t mention “help”) <i>Do you think William will want to help? Try that again.</i>
“Thank you,” said Grandma.	“ <b>This/That fence</b> ,” said Grandma. (reads the rest of the page correctly)	Prompt the student to check the visual information and the meaning. <i>This word (“Thank”) starts like “That”. Check the end of the word. William has just said that he will help. What is Grandma saying to him?</i>
“There is no paint in here,” he said.	“ <b>They</b> is no paint in here,” he said.	Prompt the student to use meaning and structure. <i>You said ... Does that sound right?</i> To provide more support, you could say: <i>Is there paint in the shed?</i>

- Remember to base your prompts on what you know about the students’ prior knowledge. For example, asking English language learners if a word sounds right may not be useful if they are not familiar enough with English phonemes and vocabulary. In this case, an explanation and further examples would be more effective.
- Reinforce attempts to problem-solve whether a student is successful or not, for example: *You knew that didn’t sound right and you went back to try again. Well done.*
- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1 to 4*, page 130.

- As students read the last three pages, enjoy their response to William’s and Grandad’s solution, and to Grandma’s reaction.
- As students finish reading, they can quietly reread the story until everyone is finished.

## Discussing the text after the first reading

- Remind the students of the reading purpose and ask them to review their predictions: *Is this what you thought might happen? When did you realise there was going to be a problem?*
- Support them to summarise the main ideas: *What did Grandma want them to do? What was the problem? How did they solve it? How did the characters feel at the end of the story?*
- Have the students reread the story, stopping for discussion to support comprehension. Use prompts and questions, for example: *What helped you notice there was going to be a problem? What are William and Grandad thinking on page 7? How do you know?* You could draw attention to text features, such as:
  - the use of noun phrases (“blue paint”, “no paint”, “some paint”, “red paint”, “white fence”) to provide detail;
  - the “surprise” lines on pages 4 and 8;
  - the use of the word “But” on page 5 to indicate a problem;
  - the information in the illustration and the text on page 8 indicating what Grandma and William think of the fence.
- Prompt the students to think critically. *Did William and Grandad do the right thing?* Encourage the students to debate the question. You could list their reasons under “Yes” and “No” and take a vote when everyone has shared their ideas.

## After reading: practice and reinforcement

After-reading tasks should arise from monitoring the students’ needs during the lesson and should provide purposeful practice and reinforcement. Where possible, links should be made to other reading texts, including texts generated from language experience and shared writing, and to the wider literacy programme (oral language, writing, handwriting, alphabet and word games and activities) and other curriculum areas.

**Select from and adapt** these suggestions, according to the needs of your students.

- Ask the students to reread the story to a partner. Listen in, providing feedback and making notes about aspects that may need further attention. You may also use this time to do a quick running record with a student to provide more information on an aspect you have noticed.

- The students can build their comprehension and fluency by rereading the story while listening to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Provide many opportunities for the students to enjoy reading this story and other stories and poems with similar topics, including *Earmuffs* (see Related texts).
- Provide opportunities for the students to practise making inferences by asking them to create speech bubbles or thought bubbles for the characters on page 8.
- Have the students practise retelling the story to a buddy, then have them choose three key events from the story to draw and write about.
- Draw attention to the noun phrases on pages 3–6. *What words does the author use to tell you more about the paint?* Provide an enlarged photocopy of the illustration on page 8 and have fun creating noun phrases together that describe aspects of the illustration. The students can use the language in the story as well as other ideas (red and blue fence, striped fence, blue overalls, dripping brush). Write the noun phrases on cards and use them to create sentences about the story. Follow up by modelling the use of noun phrases during shared writing and encouraging the students to incorporate them into their own writing.
- Focus on any of the initial consonant blends or digraphs that the students may have been unsure of. Ask them to locate the words in the story. For example, on page 2: *What other word on this page starts like “Grandma”?* Read the sentence you found it in. *What is the word?* Together, generate and list more examples.
- Build the students’ knowledge of word structure. Start with the familiar verb “looked”. Write the root word and have students add other inflected endings they know (“s”, “ing”). Repeat this with the verb “paint”, creating sentences to clarify the meaning of the new verb forms they are making (William said, “I will paint the fence” / William is painting the fence / Grandad and William painted the fence). You could repeat the activity using “help”. Provide word-family cards for students to use as a word-sorting activity for these and other regular verbs (jump, play, shout).
- Have word games available that encourage the students to sort words by common characteristics, such as initial consonant blends or inflected endings (“ed”, “ing”), or belonging to the same word family (“paint”, “painted”, “paints”, “painting”), as in the previous activity.