

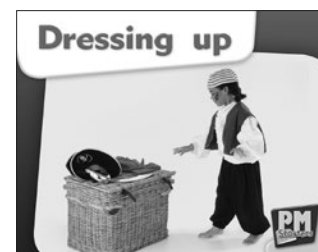
Dressing up

PM Level 1

Magenta

Text Type Repetitive

Running Words 32



Preparing for Guided Reading

Orientation to the Text

- With students, talk about occasions when they have dressed up by wearing a costume, a mask or had their face painted. Some of students may have photographs of these occasions that they could bring to school.

Prior Knowledge

- This book is about dressing up in different costumes.

Key Language Structures

- This book features simple sentences containing a pronoun plus a verb plus an article plus a noun, for example, *I am a rabbit*.

Building the Balanced Reader

Concepts About Print

- Reinforce the meaning of the spoken word *last*. Read the sentences. Stop at the last word in each sentence. Notice the full stop and explain what it is for.

Vocabulary

Key High-frequency Words

a, am, I

Content Words

rabbit, cat, cowboy, clown, pirate, butterfly, robot, dinosaur

Decoding

- Recognise a couple of high-frequency words that are repetitively used e.g. *a* and *am*.
- Use initial sound and picture clues to help decode content words.

Fluency and Phrasing

- Locate familiar repetitive text to help develop smooth reading.
- Point to each word at a steady rate without long pauses.

Focusing on the Book – Guided Reading

- Discuss the cover photograph. Encourage students to name the costume items that appear. Talk about the face paint that helps to complete the dressing up.

- Ask students to look at the photograph on the title page. Discuss the costumes that appear. Ask them to predict other costumes that the children in the book might be wearing.
- Discuss the photographs and read the book together. Help students to monitor their reading by checking the initial letter cues, e.g. *Rabbit begins with r*.

Comprehension

- What was the girl with the wings dressed up as? (*Literal*)
- Why do you think the children had their faces painted? (*Inferential*)

Follow-up Activities

- Have students make paper-plate masks. Provide them with a paper plate each (holes may need to be cut for the eyes). Also provide wool, paper curls, cotton-wool balls, pipe cleaners, felt, cardboard shapes, etc. for the features. Attach a stick or drinking straw to one side of the mask to act as a handle. Write appropriate captions on cards for students to carry, e.g. *I am a cat*.
- Let students experiment with dressing up, face paint or wearing masks. Use these costumes to dramatise familiar stories, e.g. *The Three Billy Goats Gruff* (PM level 16).
- Ask students what they would like to dress up as if they were going to a fancy-dress party. Provide large pieces of paper and have them paint themselves in the costume of their choice. Write captions.

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Learning Intentions

- We are learning to hold a book, turn the pages and point to the words.
- We are learning to use different strategies to help us to read unknown words.

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Success Criteria

- I can point from left to right as I read each word.
- I use the beginning sound and the picture to help me to read some unknown words.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up