

We dress up

PM Level 1

Magenta

Text Type Repetitive

Running words 56



Preparing for Guided Reading

Orientation to the Text

- Introduce the words *Mum* and *Dad* by reading *Mums and Dads* (PM level 2). Discuss the range of clothing that is worn for the various occupations.

Prior Knowledge

- This book features a boy and a girl dressing up in some of their parents' clothes.

Key Language Structures

- This book has two sentences repeated on each double-page spread with the words *Mum* and *Dad* alternating on succeeding pages.

Building the Balanced Reader

Concepts about print

- Link the visual pattern and sound of upper- and lower-case letters: *Mm*, *Dd*.
- Discuss the positioning of full stops.
- Ensure that students focus on changes in text patterns.
- Reinforce the high-frequency words which have been introduced in previous books.
- Focus on the visual patterns and sounds of the new words *Here* and *my*, and the alternating words *Mum* and *Dad*.
- Use initial letter and picture clues to decode the articles of clothing.

Vocabulary

Key High-frequency Words

I, am, Dad, Mum, Here, is, my

Content words

coat, hat, scarf, shoes

Decoding

- Recognise a couple of high-frequency words that are repetitively used, e.g. *I* 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

- **Cover** Read the title with students. Discuss the photograph. Encourage students to talk about their experiences of dressing up in adults' clothing. Compare these experiences with those of the children in the photograph. Read the title page and discuss the picture.
- **Pages 2–3** Read the two sentences with students, ensuring that the skills of one-to-one word matching and directionality are being maintained. Introduce the new word *Dad*. Link it with the boy and the coat in the photograph. Focus on the second sentence. Talk about the visual patterns and sounds of the words *Here* and *my*. Decode the interest word *coat*.
- **Pages 4–5** Introduce the new word *Mum* in context. Link it with the girl in the photograph. Reinforce the word *coat*.
- **Pages 6–13** Continue to focus on the words *Mum* and *Dad*, reinforcing their visual patterns and sounds. Decode the words *hat* and *scarf*.
- **Pages 14–16** Observe the use of the word *are* as the plural form of *is*. Relate this change to the fact that *shoes* is plural.

Comprehension

- Which clothes did the children wear that are for keeping warm? (*Literal*)
- How do we know the children were wearing adult clothes? (*Inferential*)
- Did the children enjoy dressing up? (*Inferential*)

Follow-up Activities

- Working with a group of students, help them to draw outlines of themselves on large pieces of paper. Show them how to use collage materials to make clothes for their pictures. Add captions about the clothing, using the same sentence structure as featured in the book.

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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