

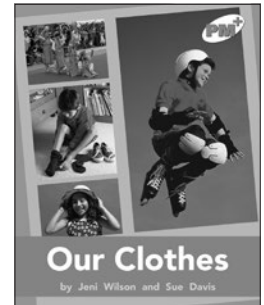
# Our Clothes

PM Levels 16/17

Orange

**Text Type** Information Report / Procedure

**Running Words** 346



## Preparing for Guided Reading

### Orientation to the text

- Talk about choosing appropriate clothes to wear at school, at play, at home and for special occasions. Write some of the students' ideas on the whiteboard. *Sensitivity to all cultures is essential.*

### Prior knowledge

- There are all kinds of clothes and many reasons for wearing them. This text also includes a procedural text, *How to make a party hat* and a pictorial time line.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*many, other, people, themselves*

#### Content Words

*belong, change, clothes, each, everyone, gloves, helmet, kinds, knows, something, sports, teams, warm, wedding*

### Decoding

- Apply knowledge of syllables to break words into readable units.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; attending to print details.

### Focusing on the story – guided reading

- Read the title. Discuss the kinds of clothing worn by the children in the cover and title page photographs.
- Read the contents page and the corresponding page numbers. Encourage students to make predictions about the information in the book.
- Ask students to read pp. 4–5 to themselves. Discuss the sentence, *Clothes can help us to look good and feel good.* Ensure that they understand that self-esteem can be affected by appearance.
- Reinforce students' awareness of personal safety. It is an important aspect of taking care of oneself and one that students need to take increasing responsibility for.
- Discuss hygiene as well as safety issues.
- Name sports where protective clothing is essential or recommended.

- Read the subheadings to students. Discuss other special times when people dress up.
- Discuss the various fashions including footwear, headwear, jewellery, etc. Compare these with today's clothing. Ask, *Why do you think clothes of today are made of less material?* Read the *Did you know?* text. Explain that animal skins are still used today, especially for shoes and leather jackets.
- Revisit pp. 4–5. Confirm that the information on these pages summarises what is in the text.
- Select key words or phrases from the index and have students use the page references to find the words in their books.
- Look at the vocabulary relating to fabric, e.g. *wool, silk, cotton, leather.* What other fabrics do students know? Point out that the root word of *clothes* is *cloth*. Explain its meaning.

### Comprehension

- How can clothes help us? (*Literal*)
- Why do we choose to wear different clothes? (*Inferential*)
- How have clothes changed over time? (*Inferential*)

### Follow-up activities

- Challenge students to think critically about the information in non-fiction texts. Write questions that encourage discussions on cards, e.g. *How do shoes and boots stop our feet from getting hurt?*
  - *Why should we put hats and shirts on before going out into the sun?*
  - *How do earmuffs protect our ears?*
  - *What are safety shoes?*Explain that the answers to these questions are not in the text. In pairs or small groups, have students read and discuss a question. Provide sufficient time for them to respond thoughtfully. Have students come together for a reporting session. Encourage those students listening to add information to the discussion.
- Have students draw a series of pictures (like a time line) that illustrate different forms of clothing worn by children from birth to the age of six or seven.
- Following the instructions in the text, have students make their own party hats.

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## Learning Intentions

- We are learning that different text types have different structures and purposes.
- We are learning to combine our knowledge of high-frequency words, prefixes and suffixes, re-reading and reading on to gain a deeper understanding of the text.

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## Success Criteria

- I can use my knowledge of the structure and purpose of different text types to make predictions about the text.
- I can use my knowledge of high-frequency words, prefixes and suffixes, re-reading and reading on to gain a deeper understanding of the text.

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## Guided Reading Notes

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