

Dress Up

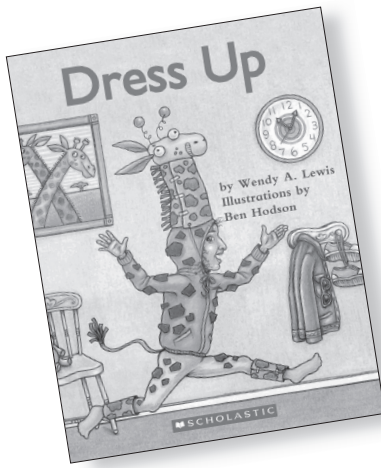
Written by Wendy A. Lewis

Illustrations by Ben Hodson

Text Type: Fiction: Description — Personal Account

Guided Reading Level: B

Summary: A little girl dresses up in a variety of animal costumes. At the conclusion, she is revealed as “herself” in everyday clothes.



Word Count: 41

High-frequency Words:

a, as, dog, I, me, up

Text Supports

- ▶ repeated language pattern (“I dress up as a _____.”)
- ▶ picture cues that help identify the girl’s animal costume
- ▶ one line of print on each page
- ▶ consistent placement of text on each page (beneath the picture)

Possible Text Challenges

- ▶ the verb *dress*
- ▶ animal names: *dog, frog, tiger, spider, giraffe, and cow*

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ analyzing

Working with Words

- ▶ using picture details to support word recognition

Assessment Opportunities

Note each student’s ability to:

- ▶ track print and demonstrate understanding of print concepts (e.g., locate the first page, read left pages before right pages, find the first word on each page)
- ▶ use picture cues and initial letters and sounds to read unfamiliar words
- ▶ use context to predict words
- ▶ make text-to-self connections with content
- ▶ use picture cues to support comprehension



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Hold up a copy of the book. Look at the front and back covers. Read the title, author, illustrator, and back cover blurb. Ask, *What do you think the girl is dressing up as? Have you ever played dress-up? What did you dress up as?*

Make a connection between the students' descriptions of their dress-up costumes and the little girl in the book. Say, *You like to dress up and so does this girl in our new book. She likes to dress up as different animals.*

ESL Note: Make a list of the animals' names in the story with a picture of the animal beside each name. Have students practise saying the name of each animal.

Overcoming Text Challenges

Acknowledge the support offered by the repeated language pattern in the text. Introduce this pattern by showing the front cover and saying, *When this girl dresses up, she says, "I dress up as ..."* and tells you the name of the animal. So when she pretends to be a giraffe, she says, *"I dress up as a giraffe."*

Give each student a copy of the book and ask them to turn to the first page. Support by modelling where necessary.

Analyzing

Tell students that the pictures can help a reader work out some of the tricky words. Look at the picture on the first page and ask students to predict the dress-up animal. Ask students what the little girl says when she dresses up to reinforce the repeated language pattern: *Yes, she says, "I dress up as a" and on this page it will be "I dress up as a dog."*

Letter knowledge

Prompt to encourage students to focus on print cues. *What is the first sound in the word dog? Get your mouth ready to say the word. Let's find the word dog on the page. What is the first letter?*

Setting a Purpose

Analyzing

Tell students that you want them to read the book to find out how the little girl dresses up as different animals.



DURING READING

Ask students to point to the first word on the page and to read the words on the page. Model if necessary. Encourage students to continue reading independently.

Listen to each student read and observe print tracking and word recognition behaviours. Offer prompts to help students problem solve as they read. Use the Reading Behaviours and Strategies Record Sheets in the Reading Guide.

If any students finish reading before the others, ask them to reread the text independently or to reread it chorally with a partner.

Teaching Tip : At the very early stages of reading it is important to observe all students in the group and to hear them read a portion of the text. It is far better to ensure that, for example, print tracking concepts are learned accurately than to have to correct them later.



AFTER READING

Analyzing

Discuss with students how the girl changed herself into each animal. *What did she wear? How did she stand or move?*

Word solving and building

Work on any unresolved challenges that you observed as students were reading. For example, *I noticed some of you found the animal on page 5 tricky. You read (point to words) "I dress up as a fly." I think you were looking at the fly the girl was catching. Is she dressed up as a fly? How can you tell? What letter does spider start with? Let's check that out (point to the word).*

Note the successful use of strategies, e.g., *When Muna was reading she got stuck on this word (point to the word). I saw her look up at the picture for clues and then she read the word _____. Pictures often have clues in them that can help us.*

High-frequency words

Use plastic letters to make some of the high-frequency words from the book with students.



Home Links

Have students take home a reproducible version of this text. See www.lpey.ca.

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

Draw a Dress-up Costume

Ask students to draw a picture of a favourite dress-up costume. They can write about their costume to explain why it is their favourite and share their writing and drawing with the group.

Make a Dress-up Class Book

Provide copies of the BLM and ask each student to draw a picture of him or herself in a favourite costume and to complete the sentence beneath the picture using the language pattern from the book: "I dress up as a _____." Combine the pages into a big book for rereading chorally with the group. The book could have a theme (e.g., birds, community helpers, sea creatures).

Alternatively, students could make individual books (4–5 pages). They can share their books with the group and reread them independently.

Evaluating/making connections: text to self

Making connections: text to self

Building Words

High-frequency words

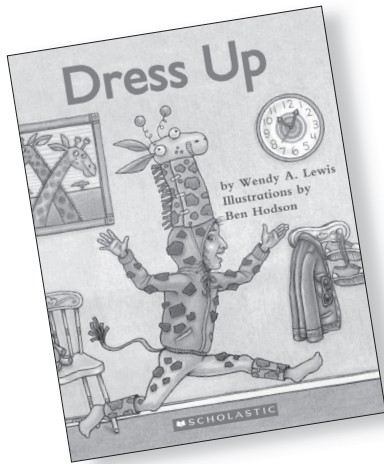
Students can practise making high-frequency words in a Literacy Centre, using magnetic, plastic, or card letters.

I Dress Up

Name: _____

I dress up as a _____ .

Dress Up



Written by Wendy A. Lewis

Illustrations by Ben Hodson

Text Type: Fiction: Description — Personal Account

Summary: A little girl dresses up in a variety of animal costumes. At the conclusion, she is revealed as “herself” in everyday clothes. Picture cues will help students identify the girl’s animal costumes.

For more information on Small-Group Shared Reading, see the Reading Guide for grade one.

Text Features

Print Concepts

- ▶ repetitive language pattern
- ▶ consistent placement of text

First Reading

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ analyzing

Working with Words

- ▶ tracking print and using print concepts (e.g., turning to the first page, starting at the first word on the page, turning the page)

Assessment Opportunities

Note each student’s ability to:

- ▶ participate by joining in with the reading
- ▶ make connections with the dress-up theme
- ▶ find picture cues that support identification of the dress-up costumes



BEFORE READING

Making connections:
 text to self

Text features

Activating and Building Prior Knowledge

Hold up your copy of the book so that everyone in the group can see it. Point with your finger as required. Look at the pictures on the front and back covers. Read the blurb. Ask, *Have you ever dressed up? What have you dressed up as? Have you dressed up as an animal like this girl?*

Read the title and the names of the author and illustrator. Use prompts to point out these features. *The author is the person who wrote this book, and the illustrator drew all of the pictures.*

Analyzing/predicting

Looking at the picture on the front cover, ask, *What clues tell us she's dressing up as a giraffe?* Turn again to the back cover and ask for predictions. *What do you think she is dressing up as now? Why do you think that?*

Making connections: text to self

Setting a Purpose

Let's read this book together and see what else the girl dresses up as. As we read, I want you to think about which costume is your favourite.



DURING READING

Print concepts/ tracking print

Model print concepts as you prepare to read. *Let's start on the first page. We'll find the first word on the page.* Track the print on each page as you read the book to the group.

Building confidence

Invite students to join in when the pattern has been repeated a couple of times.

Analyzing

Pause and discuss the pictures with students, looking in particular at details that relate to the girl's costume—features of the costume (e.g., a tail, spots) and other examples of the animal in each illustration (e.g., the dog looking through the window when the girl is dressed up as a dog).



AFTER READING

Making connections: text to self Analyzing

Ask, *What was your favourite costume?* Discuss students' answers.

Look at the pages where students' favourite costumes are illustrated and explore the picture cues that help to identify the costume, for example, on page 2, students might point out features of the girl's costume (e.g., the tail, the ears) as well as the other dogs in the picture (the dog in the window, the dog carpet).

Making connections: text to self

Ask pairs to discuss a dress-up costume they might make.

Second and Further Readings

For rereadings of the text, give each student a copy of the book but continue to choral read the text. Support the development of print concepts and tracking behaviours by modelling using your own copy of the book and by assisting individual students when necessary.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Print Concepts, Book Handling, and Text Features

Print concepts/ tracking print

Give students opportunities to develop print concepts and to practise tracking print. Note students' ability to do one or more of the following:

- ▶ locate particular words on a page (first word, last word)
- ▶ match one-to-one on each page
- ▶ track print from left to right
- ▶ move from left pages to right pages
- ▶ turn pages correctly
- ▶ frame and count the words on a page (to reinforce the concept of a word)

Prompt students as required before, during, or after the reading.

Text features

Review the title and names of the author and illustrator. Ask students to look for this information on the title page.

Print concepts

Look at the question mark on the back cover and discuss its function.

Focusing on Comprehension

Analyzing

Look at the pictures to find out how the girl moved her body to look like a particular animal.

Making connections: text to self

- ▶ Ask each student to move like one or more of the animals in the book, or like another animal of his or her choice.
- ▶ Discuss with students how they think the girl made the costumes. Ask students to describe how they would make an animal costume themselves.

Making connections: comparing

Compare one animal costume with another, e.g., *What did she do the same? What did she do differently?*

ESL Note:

Use a visual organizer, such as a Venn diagram (see the Appendix in the Reading Guide) (or plastic hoops on the floor), and pictures to ensure understanding of same/different concept. Show students pictures of different animals, and ask, *What's the same?* (e.g., both have fur, both have tails), and *What's different?* (e.g., one has spots, one has stripes).

Working with Words

Letter knowledge

Locate a word that starts with a particular alphabet letter, e.g., "d" (*dog*), "c" (*cow*).

Phonological and phonemic awareness

- ▶ Orally stretch words from the text, e.g., *Let's say the word tiger very slowly. Stretch it out: t-i-g-er.*
- ▶ Make up rhymes based on words from the text, e.g., *dog, frog, log, fog, jog, hog.*



Home Links

Have students take home a reproducible version of this text to read chorally with family members. See www.lpey.ca.

Making connections: text to self

Analyzing

Evaluating

Rereadings

Provide opportunities for each student to reread the book with a partner.

Focused Follow-Up

The following activities are optional. Choose those that best meet your students' needs.

Draw a Dress-up Costume

Ask students to draw a picture of an animal dress-up costume that they would like to create, or to make a plasticene model of themselves in the costume. Encourage students to write about their costume.

Make a Group Book

Ask students to think of an animal that isn't featured in *Dress Up* and tell a buddy some of the features of this animal. Then invite students to draw or paint a picture of themselves dressed up as this animal. Paste each picture on a separate large sheet of paper. Have students write the text for their picture on a sentence strip, and then glue the sentence strips below their pictures. Put the pages together to form a book that students can read together in further Small-Group Shared Reading lessons.

Discussion

Invite students to discuss which costume was their favourite and to explain why they liked it best.