

Teacher Edition



alphakids

# Dress-ups

Written by  
Sara Oldfield

Photography by  
Michael Curtain



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Developed by  
Eleanor Curtain Publishing  
Text: Kerrie Shanahan  
Consultant: Susan Hill  
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Alexander Stitt  
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## How to use this book

### Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

### During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

### After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

## Text highlights

- The text features short, simple sentences with full photographic support.
- The sentence forms: 'We took some ... from the dress-up box. We put on the ...'
- Use of speech bubbles.

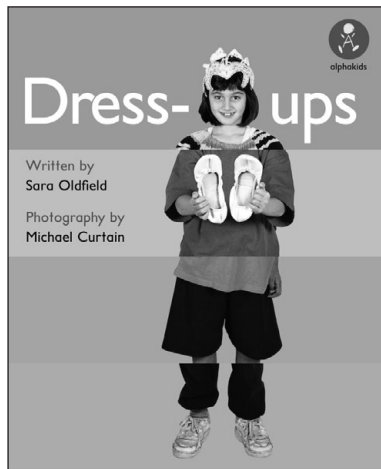
## Vocabulary

clothes, clown, dancer, dress-ups, face paint, firefighter, hats, pirate, shoes

## Setting the context

Encourage the children to play dress-ups. Talk with them about who they are pretending to be.

*What are you dressed up as? Why did you choose this character? What other things do you like to dress up as? Do you like dressing up? What makes it fun?*

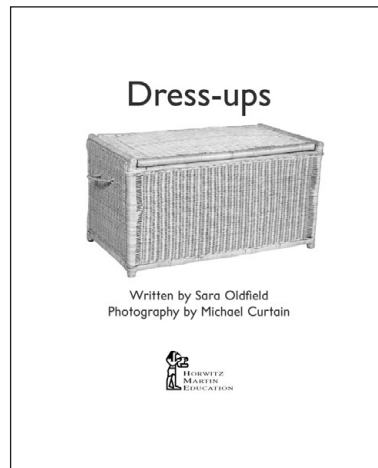


## Front cover

*This is an interesting photograph. Look at it carefully. What clues does it give us about what might happen in the book?*

## Introducing the book

*This book tells us about four children who play dress-ups together.*



## Title page

*This page is called the title page. The title of the book is written on this page. What else is written on the title page?*

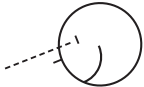
*Point out the name of the author and the photographer.*

*What do you think is in the big box?*



## **Talkthrough**

*Look at the pictures. What dress-ups can you see? What sorts of characters will the children be able to dress up as?*



## **Observe and support**

Draw the children's attention to the word 'playing'.

*Can you see a smaller word in this word? Do you know of other words with the 'ing' sound?*

Make a list of 'ing' words with the children.

We are playing with the dress-ups.  
The dress-ups are in a big box.



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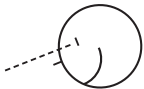


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## **Talkthrough**

*The children have some hats. What kinds of hats do the children have? What do you think they will dress up as?*



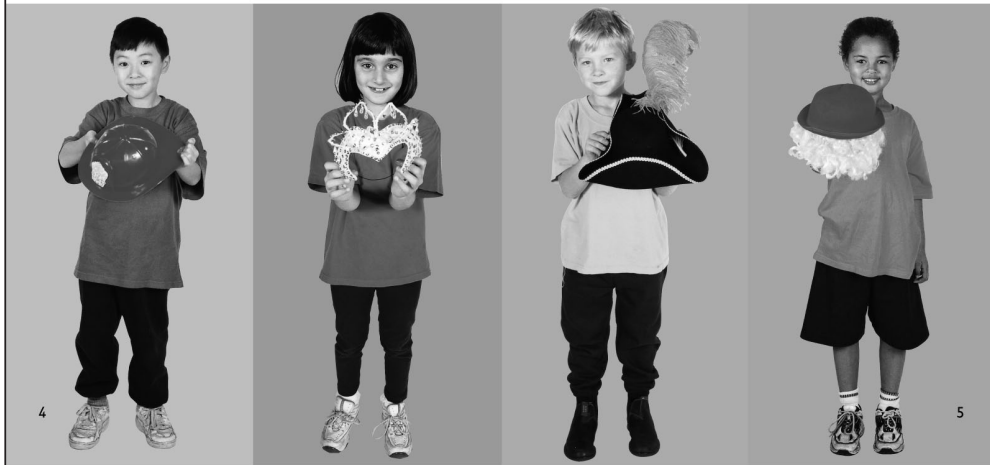
## **Observe and support**

Are the children able to self-correct to gain meaning?  
*I like the way you re-read that sentence. It makes sense now. Well done.*

Encourage the children to do this.

*Does that make sense? Does that sound right?*

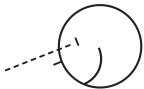
We took some hats  
from the dress-up box.





### **Talkthrough**

*Do you think the children have the right shoes? Why or why not? Who do you think should swap their shoes?*



### **Observe and support**

Check that the children are reading for meaning.

*What did the children put on? What are they holding? Where did they get the shoes?*

If the children are unsure, ask them to re-read the text.



We put on the hats.

We took some shoes  
from the dress-up box.





### **Talkthrough**

*What outfit would you most like to dress up in?*

*Do you like playing dress-ups by yourself or would you rather play with friends? Why?*



### **Observe and support**

*Are the children able to follow what is happening in the photographs and the text? Are they able to infer meaning?*

*Are the children enjoying playing dress-ups? Do you think they will be happy with their costumes when they have finished dressing up? Why or why not? What do you think each child wants to dress up as?*

We put on the shoes.

We took some clothes  
from the dress-up box.

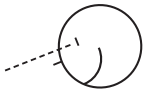




### **Talkthrough**

Ask the children to look at the different coloured backgrounds behind each child, then show them the front cover again.

*Why do you think the front cover has been designed in this way? How does this give us a clue to what happens in the book?*



### **Observe and support**

Do the children understand the concept of a word? Can they identify individual words within a sentence?

*Can you point to all the words in this sentence?*

The child may read the words as they point.

We put on the clothes.

We took some more clothes  
from the dress-up box.





## **Talkthrough**

*What are the children doing in these pictures?*

*What does the face paint tell us about the characters the children want to be?*

*Do the children's costumes match their face painting?*



## **Observe and support**

*Can the children identify words that begin with a given sound?*

*What words on this page begin with the letter 'p'? What sound does the letter 'p' make in these words? What other words do you know that start with the /p/ sound?*

We put on some more clothes.

We put on some face paint.



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## **Talkthrough**

Point out the speech bubbles.

*What are these called? Why has the author used them?*

*How do you think the children are feeling? What makes you think this? What could they do about their problem?*



## **Observe and support**

Can the children interpret the text?

*Why did the boy say, 'But I want to be a pirate!'?*

Point out the exclamation mark at the end of each sentence.

*Do you know what this is? Why do you think the author has used it here?*

Can the children read fluently and with expression?

*Think about how the children are feeling, then read out the sentences in the speech bubbles.*

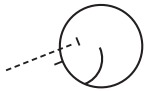






## Talkthrough

*Have the children fixed their problem? What did they do? Are they happy with the result? How do you know this?*



## After reading

### Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions:

*What did the children put on first?*

*What did the children put on last?*

*Were the children happy with their costumes? Why or why not?*

## Being a code breaker

Explore the following language features:

- Compound words: dress-up, face paint, firefighter.
- Punctuation: capital letters, full stops, exclamation marks.

## Being a text user

Refer to the text when discussing these questions:

*Did any of the characters speak in the book?*

*How do we know this?*

*If I read the book to you without showing you the pictures, would it change your idea of what happened? How?*

*What information did the pictures add to the story?*

*What can you learn from this book?*


## Being a text critic


*In the book the girl is dressed up as a dancer and the boy is dressed up as a pirate. Are all dancers girls? Are all pirates boys?*


*Would it have changed the book if the dancer was a boy and the pirate was a girl?*

*Would you rather dress up as a pirate or a dancer? Why?*

## Responding to text

 Have the children fold a piece of paper into four sections, cross-ways, to make four 'strips'. Ask the children to draw a character from the book. They then cut along the fold-lines and share their pieces of paper in groups to make some unusual characters.

 Provide dress-up materials, and have the children dress up and be photographed using a digital camera. Have the children write a sentence about their dress-up before collating the words and pictures into a class book.

 Have the children choose one of the characters from the book to draw. Ask them to label the different parts of the costume (hat, clothes, shoes, face paint) and write a caption underneath (pirate, dancer, clown, firefighter). Encourage them to use the book to check their spelling.

## Writing

On the board, list the children's ideas of the different characters they could dress up as. Ask the children to choose one character from the list to write a story about.

## Assessment

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Can the children:

- read the text in a phrased and fluent manner?
- interpret the text to explain why the children said, 'But I want to be a ...'?



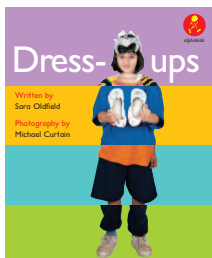
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Dressing up

**Curriculum link:** The Arts

**Text type:** Recount

**Reading level:** 6

**Word count:** 105

**High-frequency words:** a, are, be, big, but, from, in, look, on, put, some, the, then, to, took, we

**Vocabulary:** clothes, clown, dancer, dress-ups, face paint, firefighter, hats, pirate, shoes

### Possible literacy focus

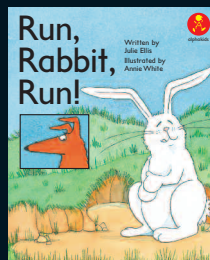
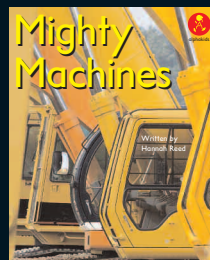
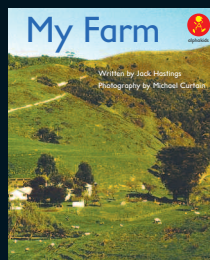
Reading in a phrased way to support fluent and expressive reading.

Interpreting the text.

### Summary

This book tells about four children playing dress-ups.

## Other books at this level



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