

All Dressed Up

GOALS

Comprehension

Discuss the sequence of events and the humorous ending.

Vocabulary

High-frequency Words: all, and, but, eat, he, his, is, it, off, on, put, said, so, take, then, to, went, will, you, your

Content Words: best, clothes, cook, jacket, jeans, jumper, left, lunch, Mum, shiny, shoes, shorts, socks, summer, swim, took, T-shirt, winter

Phonemic Awareness

Recognise and produce words that have the same vowel sound: /oo/

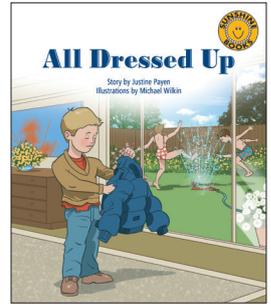
Phonics

Letters and Sounds: oo took

Words to Blend and Segment: took, cook, book, look, hook

Fluency

Choral reading with students pointing to the words as they are read.



Adam puts on all his best clothes but it is summer and a hot day.

Before Reading

- Read the title. Discuss the meaning of *dressed*. Ask students if they dress themselves?
- Read the title and the names of the author and illustrator. Discuss the role of each.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Ask: What is the setting? What are the children doing outside? What does that tell you about the weather? What is the boy doing inside?
- Look at the title page illustration. Which part of the boy's house is it showing? What do you see on the bed? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what Adam, the boy, is doing on each page. (dressing or undressing) On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page. Ask: On page 3, what is the boy (Adam) doing? What is he putting on? Find the word *best* on page 2. Look for the letter b. Point to the word and read it. Find the /sh/ letters for *shorts*. Then find /j/ for *jeans*. Read the words together.
- Follow this pattern for each page up to page 15, discussing the illustration and reading the words together. Point out the repetition on each page and how it helps to read. (He put on his best.... He took off his best.....)
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? What kind of weather is Adam dressed for now? What made him change from dressing up to taking off clothes?

After Reading

Invite students to discuss the story. Prompt if needed.

- Why does Mum say “*you will cook*” on p 10?
- Discuss the sequence of events and the humorous ending. Is this what students predicted?
- Retell the story using the pictures on each page as a guide. What did Adam put on first in the story, next and so on? Then what order did he take them off again?
- Discuss the meaning of adjectives that describe things in the text, e.g. *shiny, best*. What other adjectives could you use to describe your clothes or Adam’s? (orange, warm, woolly, cool)
- Have students role play being hot with too many clothes on, then being cool ready for a swim.
- Reread the story together.

Phonemic Awareness

- Recognise and produce words that have with the same short vowel sound: /oo/ e.g. took, look, cook, book, hook. Students listen for the /oo/ vowel sound as you read the words slowly.
- Talk about the /oo/ sound being the middle sound. Students repeat the words, /t/ /oo/ /k/, took, emphasising the /oo/. They listen to other words that have the same vowel sound, e.g. crook, nook, wool, wood. They repeat them after you.

Phonics

- Discuss the sound of the short vowel /oo/. Write the words took, look, cook, book, hook on the board to practise blending and segmenting the sounds together as a group, e.g. /l/ /oo/ /k/. Illustrate using alphabet letters, touching each one as the sounds are made for the word.

Word Study

- Talk about the words *went, on, off, your, his, take, will, then*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words. They make sentences using some of the words and adding their own.
- Look at the words *took/take*. Explain that *took* is the past tense of *take*. Find sentences in the story using these words. Students make up sentences to say to a partner using *took* or *take*.
- Sort words from the text into the category “Clothes”. List all the words in the story that are clothes on a chart and illustrate.

Fluency

- Choral reading with students pointing to the words as they are read. They reread to a partner.

Writing

- Students make a circular story showing the order of what Adam put on and what he took off and how he felt. They use arrows, labels and small pictures. They can use this to retell the story. Show how he felt with all the clothes on and then later with only his swim shorts on.

Home/School Link

Take the book home and any related activity done in class to share with family.