

# The Fancy Dress Party

## GOALS

### Comprehension

Discuss the meaning of pronouns – he, she, they, we, me.

### Vocabulary

**High-frequency Words:** I, all, he, she, like, me, they, we, other, the

**Content Words:** dog, girl, children, each

### Phonemic Awareness

Recognise and produce words that end with the same sound: /g/

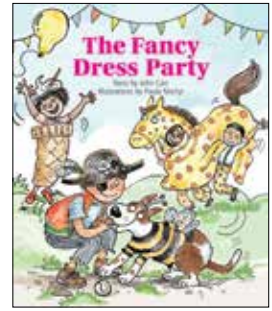
### Phonics

**Letters and Sounds:** g

**Words to Blend and Segment:** dog, fog, log, dig, pig

### Fluency

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



At the fancy dress party, everyone is friendly.

## Before Reading

- Together look at the cover picture. Discuss what is happening in the picture. Read the title to students. Discuss the meaning of *The Fancy Dress Party*. Ask: Has anyone been to a fancy dress party? What did they dress up as? Read the title together and the names of the author and illustrator.
- Help students use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: Is this the same as the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss the narrator, the costumes and who likes who on each page. Notice the dog on each page. Ask: Did you expect a dog to be dressed up? On page 15, students predict the ending.

## Reading the Text

- Read the title and the names of the author and illustrator. Read the title page together.
- On page 2 discuss what students think the dog is dressed as in the picture. Read the words together.
- Follow this pattern for each page up to page 14, discussing the picture and reading the words together. 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.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted?
- Reread the story together.

## **Phonemic Awareness**

- Recognise and produce words that end with the same sound: /g/ Students listen to and repeat words with the final /g/ sound, e.g. *dog, fog, log, fig, pig*. Say the words slowly, emphasising the final /g/.
- Together think of more words with /g/ at the end to say and repeat emphasising the /g/, e.g. rug, bug, tug, tag, bag.

## **Phonics**

- Discuss the name and sound of the letter g. Write cvc words *dog, fog, log, dig, pig* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *dog* /d/ /o/ /g/. Say them separately, then blend together slowly, *dog*.
- Illustrate using alphabet letters *d, o, g*, touching them as the sounds are made for the word *dog*.

## **Word Study**

- Talk about the words *they, we, he, she, all, other*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *they, we, he* and *she* in the text.
- On a piece of paper, students draw a picture from the story. They write the words, e.g. *They like me*. They find the words in the story and read their sentence to a partner.
- Discuss the meaning of pronouns – *they, he, she, we, me*. Relate them to the illustrations and act out in the class. Demonstrate that you use *they* and *we* with two people or more; *he* for a boy; *she* for a girl; *me* for self.

## **Fluency**

- Students choral read the story pointing to the words as they are read. Then they read the story to a partner.

## **Writing**

- Have students write a new story using the same pattern, e.g. *I like \_\_\_\_\_*. *She likes \_\_\_\_\_*. They write the story and illustrate it.

## **Home/School Link**

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