

# How Would You Like Me to Dress?

## GOALS

### Comprehension

**Making predictions:** Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning and understanding of humour at the end.

### Vocabulary

**High-frequency Words:** is, I, you, a, to, with, are, like, me, some, your, that, is, what, how, would

**Content Words:** dress, today, hat, cat, skirt, shirt, pants, ants, coat, goat, gown, clown, boots, fruit, scarf, giraffe, school, uniform, OK, say, that's

### Phonemic Awareness

Identify and make rhyming words.

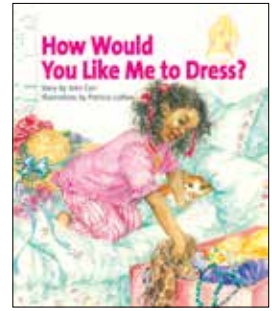
### Phonics

**Letters and Sounds:** dr

**Words to Blend and Segment:** dress, drip, drop, drum, drag

### Fluency

Model reading of the text with expression, noting the punctuation, rhyme and change of characters.



The little girl has fun dressing up but has to wear her school uniform instead.

## Before Reading

- Help students to use the title and cover illustration to make predictions about the story.
- Read the title. Discuss the meaning of *dress* as a verb. Ask: Does anyone help you get dressed each day?
- Reread the title and the names of the author and illustrator.
- 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 girl wearing? What is she looking at? Look at the title page illustration. What is the girl doing now? What is different in this illustration? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss the illustrations and questions on each page. Ask: Who do you think the girl is talking to? On page 15 have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, discuss the picture and read the words together. Ask: Where is the cat?
- Follow this pattern for each page up to pages 14–15, 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. Read the text together. Ask: Is this what you expected? Is it what the girl expected? What is a *uniform*? Why do you think she has to wear a *uniform*?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Check on predictions made before reading and elicit understanding of humour at the end.
- Discuss the ending. Is this what students predicted? What was different?
- Reread the story together. Notice the rhyming words on each page, e.g. *hat/cat, today/OK, skirt/shirt*.
- Ask students to retell the story using the pictures on each page as a guide.

## **Phonemic Awareness**

- Students listen to and hear the rhyming words in the story, e.g. *hat/cat, today/OK, skirt/shirt*. They repeat the rhyming words and think of more that sound the same at the end of the word, e.g. *hat/bat/sat/pat, today/play/may/pay*.

## **Phonics**

- Discuss the name and sound of the blend /dr/. Write the words *dress, drip, drop, drum, drag* on the board to practise blending and segmenting the sounds together as a group. Emphasise the /dr/ sound as you say the words.
- Illustrate using alphabet letters for /dr/ /e/ /ss/, touching them as the sounds are made for the word. (d r combine to make the blend /dr/.) Together think of other /dr/ words to blend, e.g. *drink, drive, drown, dream*.

## **Word Study**

- Talk about the words *are, your, you, what, that, with*. Print the flash cards from the inside front cover. Read them together. Ask students to locate these words in the text.
- Students draw a picture from the story. They find the words in the story and write them. They read their sentence to a partner.
- Discuss the contraction *that's* on page 16. (short for *that is*) Ask: What letter has been replaced by the apostrophe? (i)

## **Fluency**

- Model fluent reading of the text with expression, noting the punctuation, rhyme and change of characters. Students repeat after you.
- The change of character happens on the last page with the girl's mother answering the question. Ask: What punctuation do you need to be aware of? (question mark) How do we change our voice for a question. What is the question word in this story? (*How*) Also there is an exclamation mark on the last page. How do we read one of these? (with emphasis).

## **Writing**

- Students retell the story from the cat's point of view. They draw the pictures with labels on a time line and use this to retell what the cat saw in order of the story.
- Have students write their own story about getting dressed in their favourite clothes.

## **Home/School Link**

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