The Dress-up Parade

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Level 17

Getting ready for reading

A good preparatory activity to this guided reading session would be to let children play in the dress-up corner. Talk about times when children have dressed up for special events at school, for parties or as part of their playing. What did they dress up as? What did other people think of their costumes?

Talking through the book

Give each child a copy of the book. Ask children to look at the front cover but not to open the book. Discuss their predictions about what type of book they think it will be – fiction, factual, poetry, recipe, etc. Ask children to read pages 2 and 3. Ask: *Were your predictions right? Did you need to change your mind about the type of book it will be? What tells you that this book is a fictional story?*

You may like to have the children predict what they think will happen next, then read a few pages and discuss what has happened in the light of their predictions. This can be repeated throughout the book.

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions.
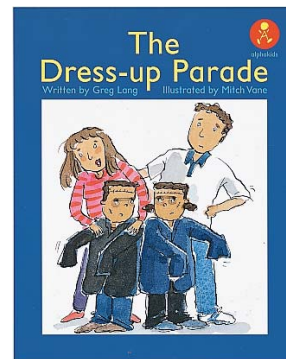*Why did the children need to get dressed up?*
Why did the twins end up with the same monster costume?
Would the twins have won the prize if they had not combined their costumes?

Being a code breaker

Children may like to explore the punctuation associated with written conversation.

Being a text user

Discuss:
What type of text is this? How can you tell?
Would this book help you to know how to make costumes for dress-up parades?
What could this book help you to learn about?

Being a text critic

Discuss:
Would you be allowed to make a costume without telling your mum or dad what it was going to be?
Do all twins have the same ideas as each other?

Literacy learning centres – follow-up activities

✍ WRITING CENTRE

Children could write about a dress-up parade at their school. What would happen? Which costume would win?

∿ INTERACTIVE LITERACY CENTRE

In cooperative groups children could draw designs for costumes for a dress-up parade. The group could them judge the costumes under categories such as: The spookiest costume, The most amazing costume, The best dressed, The most interesting. Children should be encouraged to determine their own categories

☺ WORD CENTRE

Children could work in cooperative pairs to practise the conventions of direct speech in writing. They could write an imaginary conversation between the twins while they were turning their separate costumes into the two-headed monster.

📖 BOOK BROWSING CENTRE

Children could read other books about dressing up such as *Monsters* (Alphakids level 3), *Scare and Dare* (Alphakids level 9) and *Billy the Punk* by Jessica Carroll.

Keeping track

Considering children's predictions about text type provides information about their understandings of how texts are structured.