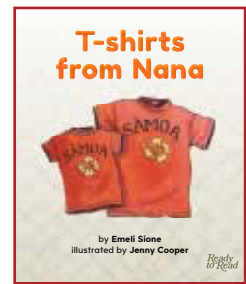


T-shirts from Nana

by Emeli Sione
illustrated by Jenny Cooper

This text is levelled at Red 1.



Overview

Tusi and Mika are delighted with the T-shirts that Nana has brought back from Sāmoa, but when they try them on, the children are in for a big surprise! This is the first of several stories about Tusi and her family.

This text supports the development of a self-extending reading processing system, by helping students “make meaning of the text by applying their increasing ability to attend to the print detail and their growing knowledge of sentence structures, and also by using their expanding vocabulary and the illustrations” (*The Literacy Learning Progressions*, page 10).

There is an audio version of the text as an MP3 file at readytoread.tki.org.nz

Cross-curriculum links

- Health and physical education (level 1, relationships) – Explore and share ideas about relationships with other people.

Related texts

- Stories that include the concepts of big or small or being just the right size: *Goldilocks and the Three Bears* (traditional tale); *T-shirts* (shared); *Monster's Vest* (Red 1)
- Texts that feature family relationships: “Nanny” (poem card); *I Can Read* (Magenta); *Grandma's Vase*, *Monster's Vest*, *My Book* (Red 1); *Earmuffs* (Red 3)
- Stories with “Oh, no!” moments: *Down the Slide*, *Grandma's Vase*, *Monster's Vest* (Red 1)

Text characteristics

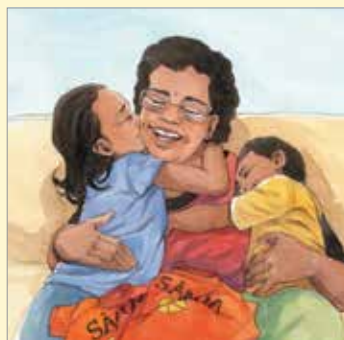
The students are working towards the standard for after one year at school. Many of the characteristics of Green texts are also in texts at earlier levels but in simpler forms. These characteristics, as they relate to this text, are shown in the boxes below.

Most content explicitly stated but also some implicit content that provides opportunities for students to make predictions (for example, to predict from the illustrations on the inside front cover that the T-shirts are for Tusi and Mika) and inferences (for example, that the illustration on the title page is of Nana)

The familiar setting and context (home and family)

Illustrations that support and extend the meaning

Dialogue between easily identified speakers



Tusi and Mika hugged Nana.



“I can put on my T-shirt,” said Tusi.

“Me too,” said Mika.

Some sentences that run over more than one line but do not split phrases, supporting return sweep and phrasing

A range of punctuation, including speech marks, commas, and exclamation marks to support fluency and phrasing

To support word recognition, many high-frequency words, several of which (“a”, “and”, “at”, “can”, “for”, “here”, “I”, “is”, “Look”, “my”, “said”) are repeated often

Interest words (“big”, “hugged”, “little”, “Nana”, “Oh no”, “put on”, “present”, “red”, “T-shirt”) that are likely to be in a reader's oral vocabulary and are strongly supported by the context, the sentence structure, and the illustrations

Suggested reading purpose

(What can the students expect to find out or think about as a result of reading this text?)

We are reading this book to find out what happens when the children get T-shirts from Nana.

Possible learning goals

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?)

The behaviours listed below link to *The Literacy Learning Progressions*. **Select from and adapt** them to set your specific learning goal. Be guided by your students’ particular needs and experiences – their culture, language, and identity. (*Reading and Writing Standards for years 1–8*, Knowledge of the learner, page 6).

This text provides opportunities for students to:

- make connections between their own experiences and the story in order to make predictions and inferences
- make meaning by drawing on more than one source of information, for example, meaning (context and illustrations), structure (sentence structure and word order), and visual information (including grapho-phonetic information and punctuation)
- continue building a reading vocabulary of high-frequency words
- read groups of words together in phrases and gain control over using a return sweep with multiple lines of text
- notice some errors in their reading and take action to self-correct.

Introducing the story

- Use your knowledge of your students to ensure that the introduction to the text activates their prior knowledge and supports them for a successful first reading. This story uses vocabulary and language structures (for example, “big”, “for”, “Here is”, “I can”, “little”, “Look at”, “Me”, “Mum”, “my”, “red”, “said”, “T-shirt”) that students are likely to have met before in previous reading and writing.
- In the week before this guided lesson, read (or reread) the shared book *T-shirts* with the group and have the small book version available in a browsing box. As well as supporting fluent joyful reading, *T-shirts* uses several of the same interest words as *T-shirts from Nana* and includes descriptive noun phrases, such as “Little red T-shirts”, “big purple T-shirt”, and so on.

- Discuss the cover illustration. What do you notice about these T-shirts? Draw out (or feed in) the words “big”, “little”, and “red”. Read the title. (The students may recognise the word “T-shirts”.) *I wonder where Nana got these T-shirts ...* Read the word “SĀMOA”. (If necessary, explain that Sāmoa is a different country.)
- Encourage the students to talk about presents they receive from their nanas or other relations when they come back from a trip. *I wonder who these T-shirts might be for ...*
- Turn to the illustrations of the children on the inside front cover. Read the names and support the students to practise saying them. Expect them to predict that the T-shirts on the front cover are for Tusi and Mika.
- On the title page, clarify that this is Tusi and Mika’s nana (or grandmother). Encourage the students to share the names they use for their grandparents. Prompt them to make predictions about the presents in Nana’s basket.
- Share the purpose for reading.
- On pages 2 and 3, use the illustrations to clarify the setting and context. Expect them to infer that the new character is Mum. *What does the picture tell you about how Tusi and Mika are feeling?* Encourage the students to draw on their own experiences of relations visiting or coming back after a trip.
- Browse through and discuss the illustrations on pages 4–7 together. On pages 4 and 5, the students can check their earlier predictions about the presents. They will also see the rest of the family on page 5.
- As you discuss the unfolding story, draw out or feed in the interest vocabulary. On page 5, to support the noun phrases “big red T-shirt” and “little red T-shirt”, you could remind the students of the cover illustration and ask: *Who will get the big red T-shirt? Which T-shirt will Mika get?*
- Save page 8 so that the children discover the humorous ending when they read the story for themselves.

Monitoring the reading

- Watch and listen as the students read the story quietly to themselves, noting their ability to read the high-frequency words and groups of words in phrases, their control of return sweep, and any instances of self-monitoring and self-correction.
- Provide support to individual students as necessary. For example:
 - if a student has trouble getting started, draw their attention to Nana in the illustration on page 2 and say: *Who is here to see the children?*
 - on page 3, to support “hugged”, you could ask: *What did Nana do?*
 - on page 4, if a student has trouble with moving on to line 2, draw attention to the speech marks to show that Nana is talking. *What is she saying to the children?*
- If a student makes an error without noticing a problem, wait until the end of the sentence or page before intervening, unless they have stopped reading. Waiting gives students the opportunity to notice the error and fix it themselves. Use appropriate prompts to draw their attention to the error. For example:
- Other prompts you can use to encourage self-monitoring include: *Are you sure?; Were you right?; You said ... Did that sound right to you?; This word starts like ...; Look at the beginning of the word.; Read that sentence again.*
- Remember to base these types of prompts on what you know about the students’ prior knowledge, for example asking an English language learner if a word sounds right may not be useful if they are not familiar enough with English phonemes, vocabulary, or syntax to know the answer. In this case, an explanation and further examples would be more effective.
- Reinforce attempts to problem-solve whether the student is successful or not, for example: *You read “Look at” and then you noticed that wasn’t right and you read “Look, Mum”. That’s good work to fix your reading.*
- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1–4*, page 130.
- As students finish reading, they can quietly reread the story until everyone is finished.

Text in book	Student reads	Teacher prompt
Nana hugged Mika and Tusi.	Nana cuddled Mika and Tusi.	<i>Yes, Nana did cuddle them, but the writer has used a different word (point to “hugged”) and it starts with a different letter. Begin reading the sentence, articulating the initial sound of “hugged” then wait for the student to come in with the word.</i>
“Look at my big red T-shirt.”	“Look at my present. ”	<i>Did your reading match the words? Is that what Tusi is saying? Try that again.</i>
“Look at my big red T-shirt.”	“Look at my T-shirt ...,” (student stops reading)	<i>You noticed something was wrong there. Good thinking. Let’s sort out the problem. What T-shirt did Tusi get?... Yes, she got a big red T-shirt. Now, try reading that again.</i>

Discussing the story

- You can reread this story several times, focusing on different aspects and providing opportunities for the students to build comprehension and fluency. Many of the discussion points listed here also lead naturally into “After reading” activities.
- Encourage the students to share their responses to the ending. *Has anything like this ever happened to you?*
- Remind the students of the reading purpose and have them retell the story. Prompt them to think critically:
 - *When do you think they got the T-shirts mixed up? Support them to find clues in the book.*
 - *What do you think Tusi and Mika did next?*
 - *Is there anything you didn’t like in the story and would change?*
- Have the students reread the text, stopping to discuss points of interest. Encourage smooth, phrased reading. You could draw attention to such features as:
 - the feelings of the main characters
 - the use of speech marks to indicate dialogue and the attributions to clarify who the speaker is. (Encourage the students to read the dialogue so that it sounds like talking.)

- the use of commas, full stops, and exclamation marks to support intonation and phrasing
 - the description of the T-shirts on page 5 (Encourage the students to describe something they are wearing to a partner using a similar pattern – one or two adjectives and a noun.)
 - the extra details in the illustrations, for example, *What did you notice about their older brother? Did he get a present?*
 - high-frequency words, including the words (“here/Here”) that appear in both a lower-case and a capitalised format.
- The students could reassemble cut up sentences from the story, using the book as a guide.
 - Have the students retell the story to a buddy. They could use the illustrations as a guide. Alternatively, the students could work in pairs to put photocopies of the illustrations in sequence and then take it in turns to describe what is happening in each illustration. Afterwards they could choose one or two illustrations to write about.
 - Have the students draw their favourite part of the story and write a sentence about it.
 - They could write thank-you cards to Nana.
 - Provide a collection of objects (small toys and classroom items) or pictures out of magazines. Have the students choose an item and describe it, using one or two adjectives and a noun (for example, “a short pencil”, “a little blue dinosaur”, “a yummy chocolate biscuit”). Alternatively, the students could draw a picture of themselves wearing a favourite piece of clothing and write a sentence about it, using the framework from page 5: “Look at my new green gumboots / red and black hat / big yellow T-shirt”.

After reading: practice and reinforcement

After-reading tasks may be linked directly to the text or to the wider literacy programme (for example, further reading, oral language, writing, handwriting, alphabet and word games and activities) and other curriculum areas. Provide many opportunities for students to read (for example, books from browsing boxes, big books, poem cards, books from the library corner, and texts generated from language experience and shared writing).

Select from and adapt these suggestions, according to the needs of your students.

- Encourage phrased, expressive reading by having the students reread the story to a partner. You could listen in, making notes about aspects that may need further attention, or use this time to do a quick running record to provide more information on an aspect you have noticed.
 - The students can build their comprehension and fluency by rereading the story while listening to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
 - Provide many opportunities for students to reread this story and the shared book *T-shirts*, as well as other stories with similar themes (see Related texts).
 - Encourage the students to talk, draw, and write about “Oh no!” moments from their own lives or from other stories.
- The students could design a book cover (title and illustration) with the present of their choice.
 - To extend their thinking, have the students draw and write about the presents they think Nana might have brought for the big brother or for Mum and Dad.
 - Have the students make a present for someone special in their family. (For example, they could draw a picture or choose a favourite piece of their writing.) Provide coloured card for them to make a gift tag to tie or stick to the present.
 - Have word games and activities available that reinforce automatic word recognition of high-frequency words, for example, matching games and making words with magnetic letters. Provide bilingual word games and activities where appropriate.



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