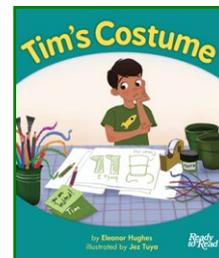


Tim's Costume

by Eleanor Hughes
illustrated by Jez Tuya

This text is levelled at Green 2.



Overview

In this narrative, Tim needs to make a green costume to wear to a party. He and his family think of and reject a series of ideas until at last Tim comes up with an idea for the perfect costume. Students will be able to make connections to their experiences of making costumes for special events and will enjoy searching for clues to the costume ideas in the illustrations.

Tim's Costume supports the development of a self-improving reading process. It requires students to monitor their reading and "use a range of sources of information in text, along with their prior knowledge, to make sense of the texts they read" (from the *Reading and Writing Standards for Years 1–8*, page 10).

There is an audio version of the text on the *Readalong 2012: Ready to Read and Junior Journal 44 and 45 CD* as well as on an MP3 file at www.readytoread.tki.org.nz

Text characteristics

The students are working at the standard for after one year at school. Characteristics of Green texts are shown in the boxes with a solid outline. Other boxes indicate additional characteristics.

The familiar setting (at home) and the familiar context of costumes to support making connections

Speech marks and attributions in longer sections of dialogue (pages 2, 3, 4, 5) that require students to monitor their reading and search for information in the text



Most content explicitly stated but also some implicit content (in the text and illustrations) that provides opportunities for students to make simple inferences (for example, what Tim is thinking about in the cover illustration, why he rejects some of the costumes, and what the final costume could be)

Illustrations and visual language features that support and extend the meaning but may not exactly match the words (for example, the cover illustration of Tim thinking, the title page illustration of the party invitation, and the space-themed illustrations that provide clues about the final costume)



A range of punctuation, including speech marks, commas, question marks, apostrophes, and exclamation marks to support phrasing, intonation, and meaning

The theme of problem solving

The possessive apostrophe in "Dad's" and "Tim's"

The contractions "I'll", "I'm", "It's"

To support word recognition:

- many high-frequency words, for example, "about", "as", "could", "him", "his", "know", "make", "or", "put", "school", "them", "This", "use", "was", "What", "when".

To support word-solving strategies:

- interest words that are likely to be in a reader's oral vocabulary and that are strongly supported by the context or illustrations, for example, "branches", "caterpillar", "Christmas tree", "costume", "dragon", "idea", "invited", "Ouch"
- the compound words "birthday", "cardboard", "grasshopper"
- a wide range of regular verbs (for example, "asked", "helped", "hopped", "invited", "looked", "move", "puffed", "painted", "tied", "tried") and some irregular verb forms ("made", "thought", "told") that require students to attend to inflections and draw on their knowledge of sentence structure
- the adjectives "green", "hard", "old", "prickly", "ready", and the adverb "suddenly".

Reading standard: After one year at school

The Literacy Learning Progressions

A suggested reading purpose

To find out what costume Tim chooses and why he chooses it

Setting a learning goal

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

Select from and adapt the opportunities below to set your specific learning goal or goals. In addition to using the information you have gathered about your students from a range of reading assessments, 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).

The characteristics of this text provide opportunities for students to:

- make connections to their own experiences, and use clues in the text and illustrations to form and test hypotheses
- draw on multiple sources of information, for example, grapho-phonetic information, known words, sentence structure, punctuation, context, and/or illustrations to make meaning
- monitor their own reading and self-correct where necessary, using strategies such as rereading text or checking further sources of information
- summarise the information in the story and make inferences.

Introducing the text

- View the cover illustration. *This boy looks like he has a problem. I wonder what it is ...*
- Have the students read the title. Prompt the students to notice the invitation in the illustration and expect them to infer that the boy is Tim and he is thinking about his costume. Ask the students to share their experiences of wearing costumes to a party or special occasion or of seeing other people wearing costumes.
- Read the invitation on the title page together. Prompt the students to confirm and refine their inferences (the invitation is for a birthday party, and the costume needs to be green). Have the students think, pair, and share their ideas about what costume Tim might choose. Prompt them to also think about the things they need to keep in mind when they’re thinking of an idea for a costume, for example, comfort, safety, ease of movement, and the ability to eat, play party games, and go to the toilet. Write these criteria on a chart for the students to refer back to as they read.

- For students who need a lot of support with the language, record and display key words, possibly using pictures as clues to the meaning. For students who have a first language other than English, provide opportunities to discuss costumes in their first language. If possible, add words from students’ first languages to your criteria chart. (It would be good to have bilingual dictionaries available so you can check their suggestions.)
- Share the reading purpose.

Reading the text

Below are the sorts of behaviours you want students to demonstrate as they read and discuss this text, on the first or subsequent readings. These are shown in bold. The behaviours are followed by instructional strategies you can use to support students to demonstrate those behaviours. **Select from and adapt** the suggestions according to your students’ needs and experiences.

The students make connections to their own experiences of dressing up and use clues in the text and illustrations to form and test hypotheses about what costume Tim will choose.

The students draw on multiple sources of information to make meaning.

The students summarise the events in the story and make inferences about why Tim made his final costume choice.

- **Pages 2 and 3** – Listen to the students read quietly to themselves. Observe their attention to punctuation (for example, smoothly reading the complex sentence on page 2 and not stopping after “Tim”) and how they work out the interest vocabulary. Are they using grapho-phonetic information and the overall meaning of the sentence? Are they searching the illustrations for support or confirmation?
- Together, briefly summarise the information on these pages. To support students with summarising, you could use a graphic organiser like the example below and add to it after each suggested costume.

Costume	Is this costume a good idea?		Why / Why not?
	Yes	No	
grasshopper		no	he can’t keep jumping like one
Christmas tree			

- Prompt the students to infer why Tim rejected Sophie’s idea. Then ask, *I wonder if a Christmas tree will be a good costume.*

- **Page 4** – If students read “dinosaur” for “dragon”, use an appropriate prompt, for example, *You said, “dinosaur”. Look at the word. Is this what you would expect to see for “dinosaur”? Or Read that again and look at the first letters. What would fit here? Are you right?*
- After reading this page, have the students review their predictions about the tree as a costume. Revisit the criteria chart made at the start of the session. *Why wasn’t it a good idea?*
- **Page 5** – Have the students read this page and then, together, summarise the ideas that Tim has tried and why he rejected them. Some students may be unfamiliar with sleeping bags, and you may need to prompt them to attend to grapho-phonetic information. *Peel off the “ing” and look at the first part of the word. Sound it out (sl-ee-p). Now read the whole word.*
- Model your thinking: *Tim has quite a problem. I wonder if he will be able to think of a good idea for a costume.* Have the students think, pair, and share any ideas they have for another green costume that Tim would like and that would fit the criteria on the chart.
- **Pages 6 and 7** – Discuss the illustrations before reading, to confirm that time has passed (Tim is now in his bedroom, and the page 7 illustration implies that he has come up with an idea for a costume). *While you’re reading these pages, look for the clues about what his idea might be.*
- Expect the students to infer from the page 6 illustration (and/or from his T-shirt) that Tim is interested in space. Summarise the clues the students may have found: green, maybe something to do with space, has ears, wears a hat. *Does your idea fit with the clues?*
- **Page 8** – Listen to the students read. If necessary, confirm that Tim has dressed up as an alien (or space creature).
- Review the reading purpose. *Why did Tim choose this costume? Is it a good choice? Why (or why not)?* Prompt the students to make connections to the criteria chart.

Monitoring during the reading

The students monitor their own reading and self-correct where necessary.

- You may have noticed students doing some self-monitoring during the first reading, but you can monitor more closely as the students reread the text quietly to themselves or to a partner. Note their ability to use the punctuation to support phrasing and expression.
- When students make an error, wait till the end of the sentence or page before intervening, unless they stop reading. Waiting gives them the opportunity to notice the error and fix it themselves.
- Give feedback (without disrupting the flow of the reading) when the student does self-monitor. For example, *You said, “Mum and Sophie tried branches to Tim’s arms and legs”, and then you changed it. How did you know the word was “tied”?*
- If students are making errors without noticing a problem, use appropriate prompts to draw their attention to the error. For example:

Text in book	Student reads	Teacher prompt
Tim hopped around on the floor.	Tim hopped along on the floor.	If the word was “along”, what letters would you expect to see?

Other prompts you could use include:

Are you sure? Think about what would make sense.

Does that look / sound right to you? Try that again.

Remember that these types of prompts are always based 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 don’t have enough knowledge of English phonemes and vocabulary to know the answer. In this case, an explanation and further examples would be more effective.

- Create charts to remind the students about the strategies they could use when they read. Give feedback when you notice students adopting these new strategies.
- 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 to 4*, page 130.

After reading: practice and reinforcement

After-reading tasks should arise from monitoring the students' needs during the lesson and should provide purposeful practice and reinforcement.

Select from and adapt the suggested tasks, according to the needs of your students.

- The students can build their comprehension and fluency by rereading the text while listening to the audio version on the CD or MP3 files. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Ask the students to draw one of the rejected costume ideas from the text and write a sentence to say why it wasn't a good idea. Encourage them to add their own ideas and/or ideas from the criteria chart to those in the text. For students who need support with constructing sentences, draw a costume yourself and model your sentence orally first, then write it down. Ask the students to discuss their ideas in pairs and then create their own drawings and sentences. Some students may benefit from a writing frame (see the example below), and some from a writing frame and a word bank to use to fill in the blanks.

This is a _____ costume. It's not a good idea because it is / is not _____.

- Have the students draw a picture of Tim's alien costume and add labels to show what Tim and his family used to make the costume.
- Have the students (working individually or in pairs) design and draw a green costume, or a costume with a different theme, that fits with the list of criteria for a good costume.
- Have the students talk with a partner about how the illustrations, including the thought bubbles, helped them to work out words or to predict what Tim's costume would be.
- Write the compound words in the text on cards and cut them into their component words. Discuss the strategy of looking for the biggest known chunk when trying to work out an unfamiliar word. Make the cards available as an independent activity for students to work in pairs to recreate the compound words. Add in some word cards the students can use to create new words (for example, "bed/time", "class/room", "white/board").

Related texts

- Texts about children solving problems: *Finding Mum, I Want to be the Fox, Mum's New Job* (Green); *Finding Tibs, Stuck!* (Orange).