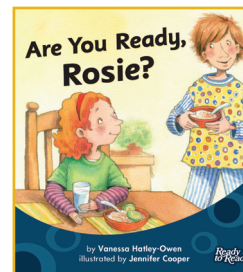


# Are You Ready, Rosie?

by Vanessa Hatley-Owen  
illustrated by Jennifer Cooper

This text is levelled at Yellow 1.



## Overview

In this humorous narrative, Mum is trying to make sure that Rosie is getting ready for school while Rosie is quietly organising herself. As they are about to leave, they discover that Mum is not so well prepared. Students will enjoy making connections to their own experiences of getting ready for school.

This text supports the development of a self-improving reading process. The text requires students to “search for and use interrelated sources of information (semantic, syntactic, and visual and grapho-phonetic)” and to monitor their reading and use a “range of word-solving strategies and comprehension strategies to make or confirm meaning” (both from *The Literacy Learning Progressions*, page 10).

There is an audio version of the text on the Ready to Read CD *Readalong 2011*.

## Related texts

- Texts about getting ready: *Let's Go* (Magenta); *Time for Bed*, *Late for the Race* (Red)
- Red-level texts that feature the words “Here” and “Where”: *Where is Sam?*, *Late for the Race*.

## Cross-curriculum links

Health and physical education (level 1, personal growth and development) – Describe feelings and ask questions about their health, growth, development, and personal needs and wants.

## Text characteristics

The students are working towards the standard for after one year at school. Many characteristics of Green texts are also in texts at earlier levels but in simpler forms. These characteristics are shown in the boxes with a solid outline. Other boxes show additional characteristics.

The familiar context of getting ready for school to support making connections

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

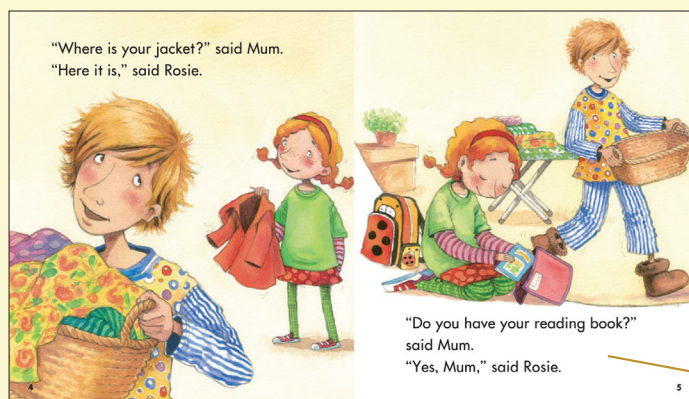
Variations in sentence structure that require students to attend closely to print

Specific challenges that require students to monitor their reading, for example, the need to attend closely to print on page 6 in order to clarify the two actions Rosie has carried out

The verbs ending in “ed” (“brushed”, “washed”) that require students to attend to common inflections

To support word recognition:

- many high-frequency words, for example, “Are”, “But”, “Do”, “getting”, “go”, “have”, “Here”, “in”, “is”, “It”, “it”, “Mum”, “my”, “My”, “said”, “to”, “was”, “Where”, “Yes”, “You”, “you”, “your”
- interest words that are likely to be in a reader’s oral vocabulary and are strongly supported by the context or illustrations, for example, “brushed”, “face”, “jacket”, “lunch box”, “reading book”, “ready”, “school”, “school bag”, “teeth”, “time”, “washed”.



The question and answer format as Mum checks that Rosie is getting ready

Opportunities for students to make inferences: for example, about how well organised Rosie is and why Mum forgets she is still in her pyjamas



The humorous ending

The inclusion of dialogue, which features contractions (“I’m”, “Let’s”), bold type, and an ellipsis to support intonation and meaning

## A suggested reading purpose

To find out what Rosie does to get ready for school

### 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?)

To meet the reading purpose, students need to draw on a range of processing and comprehension strategies, often simultaneously. The strategies, knowledge, and skills below link to *The Literacy Learning Progressions*.

**Select and adapt** from 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).

The purpose of the goals listed below is to guide you in your lesson planning and your monitoring and support of students. Simplify the wording of the goal or goals when sharing them with students.

This text provides opportunities for students to:

- make connections to their experiences of how they get themselves ready for school each day
- make meaning by drawing on more than one source of information, for example, semantic information (the context and/or the illustrations); structural information (sentence structure and word order); and visual information (including grapho-phonetic information and punctuation)
- make inferences about Rosie and her mum
- notice some errors in their reading and attempt, possibly with some teacher prompting, to correct them.

### Introducing the text

- Discuss the cover illustration: *Who are these people?* Encourage inference, for example, about the time of day, the setting, and what they are doing.
- *I can see a question mark in the title. What does that tell us?* Read the title, encouraging the students to attempt any words they recognise. *Who is asking this question and why?* Encourage the students to form hypotheses about what Rosie is getting ready for. They are likely to suggest school. *We can find out for sure when we read the story.*
- For students who need extra language support, you could explore the word “ready” and the ideas of getting and being ready. On the whiteboard, create a cline starting with “not ready”, then putting “getting ready” in the middle and “ready” at the end. Use three or four pictures as prompts and ask

the students to place them on the cline. Discuss their choices and confirm the meanings of getting ready and being ready. For more information about clines, see [ESOL Online](#).

- Ask the students to share their experiences of getting ready for school in the mornings. Be aware that students may have very different morning routines. Keep the focus on what the students do themselves rather than on what their parents or caregivers do. You could list the children’s responses. As you talk together, feed in interest words from the text. You could use pictures of common morning activities as prompts. Write the action from each picture and ask the students to order them (making it clear that various orders are possible). As you order them, also put them on the cline so that the sequence ends at “ready”.
- With students who need a lot of support with language for morning routines, give them word or phrase cards with the actions written (for example, “wash my face”) and with each action accompanied by its picture.
- View the title page and compare the illustration with the students’ list of activities. Have the students reread the title. Read them the names of the author and the illustrator.
- Share the reading purpose. You could omit the reference to school so that the students have the opportunity (on page 2) to check their hypotheses.

### 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 behaviours are closely linked and will support each other. Each example is accompanied by instructional strategies you can use to scaffold students’ learning. **Select and adapt** from the suggestions, according to your students’ needs and experiences.

**The students respond to the text by making connections to their own experiences of getting ready for school and by forming hypotheses about what Rosie will do. They comment on the similarities and differences between Rosie’s actions and their own. They understand the humour at the end.**

**The students make meaning by drawing on more than one source of information.**

- **Pages 2 and 3** – Before they begin reading, direct the students to look for further clues in the illustrations about what Rosie is getting ready for. *How is Rosie getting ready? What is she doing?* Help them read the time on the clock.

- Provide support as necessary as the students read pages 2 and 3. For example: if students are disconcerted by the word “It” starting with a capital letter, you could write the lower-case version on the whiteboard to clarify that it is the same word; or for “time”, you could direct them to look at the initial letter. For both examples, prompt the students to rerun the sentence (use structural information) to confirm, or you could model it yourself: “*It was time ...*” Yes, *that sounds right to me*. English language learners who are new to English language settings may not be able to determine what sounds right. In this case, provide a model and a brief explanation.
- The first sentence confirms that Rosie is getting ready for school. The students should be able to draw on their memory of the title to help them read Mum’s question.
- Review Rosie’s actions so far, including those shown on the cover and title page, and compare them with the students’ experiences. To reinforce the purpose for reading and to consolidate the vocabulary in different contexts and forms, you could have a list of actions (based on your before-reading activities) and have the students tick the ones that have occurred in the text. Continue to do this as you read.
- *I see that there are lots of question marks. Who is asking the questions? How do you know?* Some students may be starting to notice that Rosie appears to be well organised. Refer to the students’ list of tasks. *What else might Mum ask Rosie?*
- **Pages 4 and 5** – Use the page 4 illustration to find clues to Mum’s next question. If the students say “coat” rather than “jacket”, wait for them to read and notice the mismatch for themselves. If necessary, prompt the students to attend to the initial letter to help them work out “Where” (and “jacket”) and then have them rerun the sentence to check if it sounds right.
- **Page 6** – Encourage discussion of the illustration before the students read the page. Then listen in as they read the page quietly to themselves, noting how they manage the phrases “brushed your teeth” and “washed your face”. Briefly discuss what the students did, for example, *What helped you? How did you know you were right?* or *Why did you change that?*
- Review (summarise) Rosie’s actions once more. *Do you think she’s ready now?*
- **Page 7** – You could scaffold the students’ working out of “Let’s” by drawing attention to the “et” rime as in “get”.
- Draw attention to the ellipsis. *How would Rosie say this?* Clarify that the ellipsis indicates that Rosie has more to say. Discuss how “But” signals a problem and encourage the students to predict what it might be.

- **Page 8** – Enjoy the joke together as Mum’s and Rosie’s roles are reversed. Draw attention to the speech marks. *Who is talking here? How would Rosie say this?*

### The students make inferences about Rosie and her mum.

- *Did Rosie do a good job getting ready? Did Mum do a good job? I wonder why Mum hasn’t got herself ready.*
- Have the students look back through the illustrations and think, pair, and share their ideas about why Mum isn’t ready.
- *What have you learnt about Rosie? Why do you think that?*

### The students notice some errors in their reading and attempt, possibly with some teacher prompting, to correct them, for example, by rereading from the beginning of the sentence.

- 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. Listen in, providing feedback to individual students and making notes about aspects that may need further attention.
- When students make an error, wait till the end of the sentence or page before intervening, unless they have stopped reading. Waiting gives them the opportunity to notice the error and fix it themselves. Sometimes another student will comment or two students will have different interpretations, providing an opportunity to question and check.
- If students are making errors without noticing a problem, use appropriate prompts to draw their attention to the error. For example, if the student reads “is” for “was” on page 2, you could say: *Can you find “is”? Read that sentence again.*
- 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 of the students’ needs during the lesson and should provide purposeful practice and reinforcement. The suggestions below relate to this text and, where possible, links should be made to other aspects of the literacy programme (for example, to other reading texts, the students’ own writing, oral language, handwriting, alphabet and word games and activities) and other curriculum areas.

**Select and adapt** from these suggestions, 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 *Readalong 2011*. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Where possible, listen in while the students read the text aloud to a partner, noting their ability to self-monitor and to use the punctuation (especially the speech marks, commas, question marks, and italics) to support phrasing and expression.
- Encourage the students to think critically and compare Rosie with Awanui in *Time for Bed*, both in regard to the tasks they do and their personalities. For example, they both show a high level of independence.
- Explore the idea of getting ready for another event. For example, students could draw pictures of themselves getting ready for bed. You could explore this orally first. Provide a speaking frame to support students who need it. Model a sentence, for example, “I put on my pyjamas.” Then write your sentence on a whiteboard or in the shared reading book. Write the sentence again and erase the optional parts. For example, I \_\_\_\_\_ my pyjamas. I brush my \_\_\_\_\_. I \_\_\_\_\_ my face. Have the students create their own sentences orally and then share them with a partner.
- For students who need language support, have the students describe what their partner or someone in the pictures does, using the pronoun “he” or “she.”
- Write “brushed” and “washed” on the whiteboard. Identify the root words and experiment with adding “ing” endings (“brush”, “brushed”, “brushing”). Use the words orally in sentences.
- Write “get” and “Let’s” on the whiteboard. Identify the “et” rime. Have the students use magnetic letters to create other “et” words (“bet”, “set”, “wet”).
- Have word games available that reinforce automatic recognition of high-frequency words.