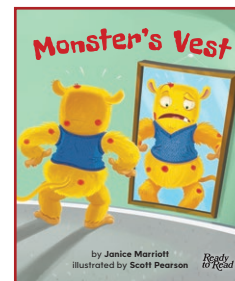


Monster's Vest

by Janice Marriott
illustrated by Scott Pearson

This text is levelled at Red 1.



Overview

Monster is five and getting ready for school, but he discovers his vest is much too small. Luckily, Grandad arrives with a birthday present that solves his problem. This book is best read after you have shared the big book *Monster's Lunch* so the students are already familiar with Monster and the things he needs for school.

Monster's Vest supports students to develop a self-extending reading processing system by helping them to “make meaning of 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 www.readytoread.tki.org.nz

Cross-curriculum links

Health and physical education (level 1, interpersonal skills) – Express their own ideas, needs, wants, and feelings clearly and listen to those of other people.

Related texts

- Texts about Monster: *Monster's Lunch* (shared)
- Texts about clothes or getting ready: “Nanny” (poem card); *The Hole in the King's Sock, T-Shirts* (shared); *The Lost Hat* (Red 2); *Late for the Race, Shoes for the King* (Red 3)
- Texts that feature school or school activities: *Monster's Lunch* (shared); *I Can Read* (Magenta); *My Book* (Red 1); *The Lost Hat* (Red 2)
- Texts that feature grandparents: “Nanny” (poem card); *Grandma's Vase* (Red 1); *Earmuffs* (Red 3)

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.

The familiar setting of home and the familiar context of turning five

Most content explicitly stated but also some implicit content that provides opportunities for students to make simple predictions and inferences (for example, what Grandad's present will be)

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



“Here is Grandad,” said Mum.
“Happy birthday,” said Grandad.
“Here is a present for you.”

Illustrations that support and extend the meaning



“A vest for me!” said Monster.
“Thank you, Grandad.”

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

Dialogue between easily identified speakers

To support word recognition, many high-frequency words, several of which (“Here”, “I”, “is”, “my”, “said”) are repeated often

Interest vocabulary (for example, “Monster”, “new”, “Oh no!”, “school”, “Thank you”, “too small”, “wear”) including noun phrases (“Happy birthday”, “lunch box”, “new vest”, “school bag”) that are likely to be in the reader's oral vocabulary and are strongly supported by the context, sentence structure, and the illustrations

Reading standard: After one year at school

The Literacy Learning Progressions

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 happened about Monster's vest.

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 information in the text and illustrations 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 (print information including punctuation)
- continue building a reading vocabulary of high-frequency words
- read groups of words together in phrases and gain control over using 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 ("I am", "Here is", "I can", "for me") that students are likely to be familiar with from previous reading and writing.

- Note that this story is designed for students to read after they have become familiar with the big book *Monster's Lunch* through shared reading. Have a copy of the big book handy so they can refer to it.
- Tell the students you have a new book about Monster for them. Read the title and have the students use the cover illustration to confirm what a vest is. Expect them to notice that the vest on the cover of the new book is not the same as the one in

Monster's Lunch. How is Monster feeling? What is the problem with this vest?

- Turn to the title page and enjoy the students' discovery that this is the same lunch box as in *Monster's Lunch*. Have them think, pair, and share their ideas about what the title page illustration is telling them about Monster in this new story. Encourage them to share their own experience of turning five and starting school.
- Share the purpose for the reading.
- Browse through the illustrations together discussing who the other characters are and what is happening. Clarify Grandad's name. Help students to make connections to their own experiences (and languages) by having them share the names that they call their grandparents.
- Draw attention to the speech marks and explain that this shows that the characters are talking. As part of the discussion, rephrase the students' responses or use prompts to elicit new language structures and vocabulary. For example:
 - on page 2, to support "five" and the idea of going to school: *What will Monster do now he is five? What is he saying to his mum and dad?*
 - on page 4, to support "wear": *Monster has his lunch box and his school bag. What is he going to wear to school?*
 - on page 7, introduce "Thank you". *What do you say when someone gives you a present?*
- On page 8, expect the students to predict that Monster will wear the new vest to school. They may want to refer to the big book just to make sure!
- Remind the students of the purpose for the reading.

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 read groups of words together 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:

- page 2 – If a student has trouble getting started, say: *Tell me what Monster said.*
- Pages 4 and 5 – You may need to remind the students of the word "vest".
- If a student makes an error without noticing a problem, wait till 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:

Text in book	Student reads	Teacher prompt
“Here is my school bag,” said Monster.	“Here is my back pack ,” said Monster.	Prompt the student to attend to visual information. <i>You said ... Point to “school”. Does that start like “back”? Try that sentence again.</i>
“Here is my vest.”	“ He ... He ... is my vest.”	Prompt the student to check for meaning and structure. <i>Does that sound right? What is Monster saying about his vest?</i>
“Happy birthday,” said Grandad.	“ H-a-p-p- (pause) b__ ” said Grandad.	Encourage the student to think about meaning by making connections to their own experience. <i>What do people say to you on your birthday? Try that again.</i>

- Other prompts you can use to encourage self-monitoring include: *You said ... did that make sense? Did that sound right to you?; Were you right?; This word starts like ...; Look at the beginning of the word.; Would ... fit in there?; 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 and vocabulary to know the answer. In this case, an explanation and further examples would be more effective.
- Reinforce attempts to problem-solve whether a student is successful or not.
- 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.
- As students finish reading, they can quietly reread the story until everyone has finished.

Discussing the text after the first reading

- Remind the students of the reading purpose. *What did you find out about Monster’s vest? Have the students retell the story, using the illustrations to help their thinking. You can support them to describe the events in sequence by asking: What was happening at the beginning of the story? What was Monster’s problem? How was the problem fixed?*
- Prompt the students to think critically: *What makes the new vest special for Monster? (For example, it fits him, Grandad gave it to him, it solved a problem for him, it has “M” on it.)*
- Have the students reread the text, stopping to discuss points of interest. You could use this rereading as an opportunity to draw the students’ attention to certain text features such as:
 - the letter “M” on the lunch box and the new vest;
 - particular high-frequency words;
 - the use of speech marks to indicate who is talking. (Encourage the students to read the dialogue with expression);
 - the two-word noun phrases (“lunch box”, “school bag”, “happy birthday”, “new vest”). *What kind of bag does Monster have? Why is it called a school bag?*

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. Where possible, links should be made to other reading texts, including texts generated from language experience and shared writing, and to the wider literacy programme (oral language, writing, handwriting, alphabet and word games and activities) and other curriculum areas.

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

- After the discussion, ask the students to reread the story to a partner. Listen in, providing feedback to individual students and making notes about aspects that may need further attention. You may also use this time to do a quick running record with a student 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 the students to enjoy rereading this story and the shared book *Monster’s Lunch*, as well as other texts (see Related texts).

- To develop their knowledge of story structure, have the students draw pictures of the beginning, middle, and end of the story. Support them to write a sentence for each picture. Encourage them to use the book to help with new words. You could use the following organiser:

At the start	The problem is	At the end

- Have the students draw pictures of themselves getting ready for school. Provide sentence frameworks from the text for students to write sentences about their pictures.
(Here is my _____.
I can wear my _____ to _____.)
- Have the students find magazine pictures or draw their own pictures of different sorts of bags or boxes and add labels to them (school bag, swimming bag, shopping bag, handbag; lunch box, first-aid box, lost property box).
- Have the students make a birthday card for Monster with a “Happy Birthday” message inside and a drawing of something they think he would like.
- Have students design their own vest with their initial or their name on it.
- Have word games and activities available that reinforce automatic recognition of high-frequency words, for example, matching games and making words with magnetic letters. Provide bilingual word games and activities where appropriate.