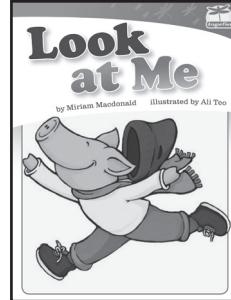


Look at Me

by Miriam Macdonald
illustrated by Ali Teo



Overview

A pig dresses himself and then discovers that his colourful outfit has turned him into a rainbow! Visual sub-plots provide extra opportunities to stimulate the students' oral language.

Suggested purposes

This book supports the comprehension strategies of using illustrations to understand text, making connections with real-life experiences, forming hypotheses, and inferring. The high proportion of single-syllable words supports the development of one-to-one word matching. It also provides opportunities for students to practise cross-checking and recognition of high-frequency words.

Text features (Focus on only one or two per session.)

- the high-frequency words – *a, am, at, I, look, me, my, on*
- the variety of initial consonants
- the one-line captions on pages 2 to 7
- the two text changes per page
- the change in the text on page 8 which repeats the title of the book
- the colour names
- the visual sub-plots
- the joyful ending
- the exclamation mark for emphasis on page 8

Setting the scene

Have a discussion about getting ready in the morning, planning your prompts and questions so they scaffold the vocabulary and sentence structures in the text. *Think about what happens in the morning when you first wake up. What clothes do you like to put on?* Talk about the names for various garments and introduce the idea of putting them on in a particular sequence to help the students predict the order in which the pig will get dressed. Be aware that for students from some cultures, particular styles or items of clothing may have special significance.

The first reading

Discuss the cover illustration. *Who do you think this story is about? How is the pig feeling?* Ask the students to read the title, offering support if necessary. *Why do you think the pig wants us to look at him?*

Back cover – Read aloud the preview question. Help the students to make connections between the preview question and their own experiences.

Compare the title page illustration with the cover. *Why is the pig in his underwear?* Draw out the idea that the cover shows the end of the story and the title page shows the beginning.

Remind the students of the strategies you'd like them to focus on. For the first reading, focus on the main character. Save any discussion about the antics of the pigs and mice in the visual sub-plots for subsequent readings.

Page 2 – You may need to spend some time on this page, supporting the students’ use of the focus strategy and establishing the pattern of the text. What is the pig telling us? Listen carefully as the students read the text, observing their use of the visual (print) information and encouraging them to cross-check if necessary. For example, if some students say “I put my green pants on”, direct them to read the sentence again, pointing to each word and looking carefully. *Is that word “my”? Why not? What does it start with?* Start again from the beginning of the sentence. Similarly, if they read “trousers” or “jeans” for “pants”: *Look at the word again. Could it be “jeans”? How do you know? What letter will help you to work out what it says? What sound does it make? Reread the sentence.*

Pages 3 to 7 – Listen to the students read the text themselves, supporting them as necessary. Observe their one-to-one word matching, word-level strategies, and any instances of cross-checking. At the end of pages 3 and 5, encourage the students to predict what the pig will put on next.

Page 8 – Savour the triumphant ending. What is he saying? Refer the students to the cover if necessary to support them in recognising “Look at me.” Draw the students’ attention to the exclamation mark. *How does the author want us to say that? Is the pig really a rainbow? Why do you think he says that?*

Ideas for revisiting the text (Choose only one or two per session.)

- Listen to the students reread the text, observing their attempts to maintain accurate one-to-one word matching, their use of the visual information, and how they manage the change in the text pattern and the return sweep on the last page.
- Locate some of the high-frequency words. *Find “on” on page 2. Can you find “on” on the next page? Tell me the letters in the word. Now find “my”? How do you know that says “my”?*
- Ask the students to use their word and letter knowledge to locate some of the content words. *Can you find “socks”? How did you know that word was “pants”? Talk about the initial letters, the word length, or similarities to other known words.*
- Focus on the colour words. *How will you find “green”? What will you look for?* Note that the students could choose between different sources of information, for example, using the initial consonant or consonant blend or rereading and using the pattern of the text. Discuss the students’ use of strategies and explore the features of the colour words.
- Using the words and punctuation cards for this book, reassemble the sentences with the students.
- Follow one of the visual sub-plots together. Encourage the students to describe what they can see. Note that the pigs are following a predictable morning routine. The mice, on the other hand, are mischievous and comical and will take careful spotting on some pages!
- Explore and discuss the quirky characteristics of the pigs’ house. Use your discretion as to how much to point out and how much you let the students discover. Leave some details for the students to find during subsequent readings.

Suggestions for further activities

- Cut out magazine pictures of clothing and write descriptive labels for them. This could also be an opportunity to reinforce the use of pronouns – “He is wearing black shoes.” “She has a black hat.”
- Compare the colours in the “real” rainbow with the colours in the book. (Six of the seven rainbow colours are mentioned. Indigo has been omitted, and violet has been renamed purple.) Draw and label a diagram of a rainbow.
- Read or reread the Dragonflies emergent title *Lunch Boxes*, which also includes colour words.
- As a group, compile a set of instructions for getting ready in the morning.
- Make an individual or class book, innovating on the text pattern: “Look at me. I can ...” or “I am ...”
- Look out for examples of metaphors in other books or poems.
- BLM word activity: practise writing high-frequency words
The students can match the high-frequency words by drawing a line from the base of the balloon to the balloon with the same word on it.
- BLM comprehension activity: matching words with pictures
The students can cut out the words and paste them on the appropriate pictures.