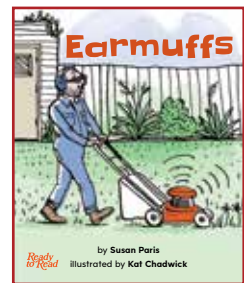


# Earmuffs

by Susan Paris  
illustrated by Kat Chadwick



This text is levelled at Red 3.

## Overview

William is intrigued by Grandad's earmuffs. Grandad explains that they keep out the noise, and he lets William try them on. Later, when they go inside, the baby is crying, and William finds another unexpected use for the earmuffs! This text provides opportunities for students to make connections to times when they have been in noisy situations and wished they could block out the sound.

*Earmuffs* supports the development of a self-extending reading processing system, 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 11).

There is an audio version of the text as an MP3 file at [readytoread.tki.org.nz](http://readytoread.tki.org.nz)

## Cross-curriculum links

Technology (level 1, characteristics of technology)

– Understand that technology is purposeful intervention through design.

Health and physical education (level 1, relationships)

– Explore and share ideas about relationships with other people.

## Related texts:

- Texts about noisy situations: *Dad's Snore* (shared)
- Texts about problem solving: *Lost, A Good Idea* (shared); *Grandma's Vase* (Red 1); *Locked Out* (Red 2); *Shoes for the King* (Red 3)
- Texts about spending time with grandparents: “Nanny” (poem card); *Grandma's Vase* (Red 1); *Talking to Nanny* (Yellow 1); *Walking to School* (Yellow 2)

## 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 boxes with a solid outline. Other boxes show additional characteristics.

Dialogue between easily identified speakers

Some visual language features such as the movement lines in the illustrations on pages 2 to 4 to indicate that the lawnmower is on (and making a loud noise)

A range of punctuation, including speech marks, commas, question marks, and a dash (on page 2) to support phrasing and meaning

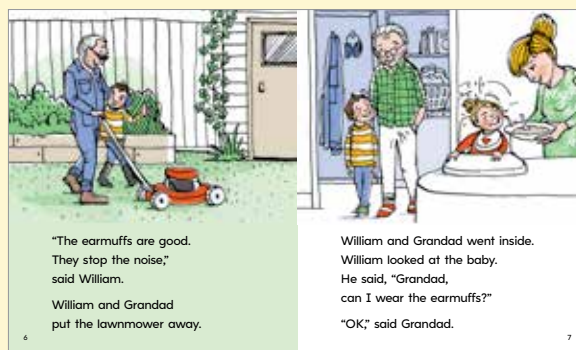
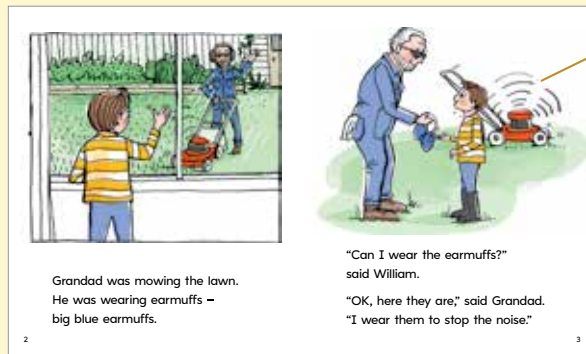
Illustrations that support and extend the meaning

Sentences that run over more than one line but do not split phrases, supporting phrased reading

The familiar setting and context (at home with family and spending time with grandparents)

Most content explicitly stated but also some implicit content that provides opportunities for students to make simple inferences and predictions, for example, about why William wants to wear the earmuffs once they are inside

The sequence of illustrations and captions on pages 4 and 5, showing William experimenting with the earmuffs



To support word recognition, many high-frequency words (“and”, “are”, “can”, “He”, “I”, “on”, “said”, “the”, “was”)

Interest words that are likely to be in the reader's oral vocabulary and are strongly supported by the context, sentence structure, and the illustrations, for example, “baby”, “ earmuffs”, “Grandad”, “lawn”, “lawnmower”, “mowing”, “noise”

## 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 story to find out why William likes Grandad's earmuffs.

## 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' 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 information in the text and the illustrations in order to make inferences and predictions
- 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
- notice some errors in their reading and take action to self-correct.

## Introducing the text

Use your knowledge of your students to ensure that your introduction to the text activates their prior knowledge and supports them for a successful first reading. As part of the discussion, feed in new vocabulary and language structures they will meet in the text.

- Discuss what is happening on the cover. Tell the students the names of the characters. Check that the students know what a lawnmower is and what Grandad is doing. Emphasise the idea that lawnmowers are noisy.

- Read the title. *Why do you think Grandad is wearing earmuffs?* Show the students the title page illustration and, if possible, have a pair of earmuffs for the students to try on. Otherwise, make connections to their experiences with earphones for the listening post and other electronic devices. Explain the difference between these things and earmuffs.
- Browse through the illustrations together (stopping before the last page) and discuss what is happening. Rephrase the students' responses or use prompts to elicit new language structures and vocabulary, for example:
  - on page 2, to clarify the structure “was mowing the lawn” ask: What was Grandad doing?
  - on pages 4 and 5, to provide support for the phrases “put on” and “took off” on pages 4 and 5, remind them about the “noise” and ask them to think about what William is doing and why.
- After discussing the page 7 illustration, encourage the students to predict what will happen, but don't turn the page. Keep the humour of the ending for the students to enjoy as they read the story for themselves.
- Share the reading purpose.
- English language learners may benefit from listening to the audio before reading.

## Monitoring the reading

- Observe closely as the students read the text to themselves, intervening only if a student needs help. (Some possible prompts are provided below.)
- Note their attempts at working out words, and to read words together in phrases, as well as their self-monitoring, cross-checking, and self-correction.
- Provide support for individual students as necessary. If a student makes an error without noticing, wait until the end of the sentence or the page before intervening – unless they stop reading. Waiting gives them the opportunity to notice the error and fix it.
- Remember to base your 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. In this case, an explanation and further examples would be more effective.
- Reinforce students' attempts to problem-solve, whether they are successful or not, for example: *You noticed something was wrong and you went back to try again. That was good. Or: You are checking on your reading and fixing it ... great.*

- Examples of prompts include:

Text	Student reads	Teacher prompt
“OK, here they are,” said Grandad.	“OK, here _____ (and stops reading).	<i>What do you think Grandad is saying as he gives the earmuffs to William? Mime the action. Reread the page, pausing at “th ...” or prompt them to attend to visual information: This word begins like “the”. What word could sound right here? Try the sentence again.</i>
William took off the earmuffs.	The student hesitates at “took”, directs their eyes to the illustration, and then rereads correctly.	At the end of the page, positively reinforce the behaviour: <i>I like the way you looked at the picture to work out what William did.</i>
“The earmuffs are good. They stop the noise,” said William.	“The earmuffs are good. They <b>will</b> stop the noise,” said William.	<i>When you read this sentence, you said “They will stop ...” That makes sense and sounds right. Check it. Does it look right? Try it again.</i>

- Other prompts you can use to encourage self-monitoring include: *Did that look/sound right to you?; Are you sure?; Were you right?; Try that again.; Think about what would make sense.; Look at the beginning of the word.; Read the 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.
- As students finish reading, they can quietly reread the story until everyone has finished.

## Discussing the text

- Encourage the students to share their responses to the ending.
- Remind the students of the reading purpose. *Why do you think William likes the earmuffs?* Ask them to reread the story, looking for clues and sharing their ideas. Enjoy rereading pages 4 and 5 together, modelling expressive reading.
- Prompt the students to think critically: *What other times could we use earmuffs? I wonder if there are any times we should not use earmuffs.*

## After reading: practice and reinforcement

After-reading tasks should provide practice and reinforcement. **Select from and adapt** these suggestions according to what you have observed about the needs of your students. Where possible, make links to other 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.

- Have the students reread the text aloud to a partner. Listen in, providing feedback and noting the students’ ability to self-monitor and to use the punctuation to support phrasing and expression. 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 text 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 reread this text and to read other stories and poems with similar themes (see Related texts). This also helps to extend their comprehension.
- Encourage expressive fluent reading by having the students reread the story to another student. Ask them to make it sound really interesting.
- If possible, have earmuffs available in the classroom. Have a sign by the earmuffs, for example: *Put on the earmuffs. What can you hear? Take them off. What can you hear?* Encourage the students to talk about what they notice with a buddy.

- As a group, identify noisy situations. (You could use *Earmuffs* and *Dad's Snore* as starting points.) Ask the students to choose a noisy situation and draw a picture of themselves wearing earmuffs. Then have them write a description, using a pattern such as:  
 "Dad was watching cars on TV.  
 Noise!"  
 "I put on earmuffs – big blue earmuffs.  
 There was no noise."

Use sentence frames to support English language learners to write their sentences.

For example,

Mum/Dad was \_\_\_\_\_.

Noise!

I \_\_\_\_\_ earmuffs.

There was no \_\_\_\_\_.

You could put their work together to make a group book or wall story.

- Have word games and activities available that reinforce automatic recognition of high-frequency words, for example, matching games and making words with magnetic letters. Where appropriate, provide bilingual games and activities.