

# T Shirts

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## Book Summary

Here's a family who's wild about their T shirts! A child narrates a singsongy description of the family collection.

## Features of the Book

- The rhyme – “he”, “me”, and “she”.
- The contractions – “I’ve”, “we’ve”, “there’s”, “Dad’s”, and “Mum’s”.
- The ellipsis used to link the text.
- The use of capital letters in the story to reflect the text in the illustrations.
- The visual summary on the final page.
- The use of a limited range of colors for effect.
- The repeated blends – “gr” and “sh”.
- The cover text incorporated into the illustration.
- The high-frequency words – “got”, “his”, “her”, “she”, and “has”.

## Purpose

*T shirts* can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- 📖 using a variety of punctuation to read expressively;
- 📖 reading an increasing variety of high-frequency words in context;
- 📖 using visual cues to monitor that reading is making sense;
- 📖 comparing the story to events in own lives.

## Introducing the text

– *Who is wearing a T shirt today?*

Look at any words or pictures on the children's shirts and talk about the colours.

– *What kinds of T shirts do your friends wear?*

Show the children the cover and ask them to read the title.

– *Where are the T shirts?*

## Reading the text

- 📖 Using a variety of punctuation to read expressively.

- 📖 Reading an increasing variety of high-frequency words in context.
- 📖 Using visual cues to monitor that reading is making sense.

## Title page

- *What do you notice about the size of the T shirts?*
- *Who do you think they belong to?*

## Pages 2 and 3

- *What is written on her T shirt?*
- *What colour is it?*
- *Can you find the word that says yellow?*

## Pages 4 and 5

- *Who do you think this is?*
- *Is it a man or a woman? What word gives you a clue?*

Pages 6 and 7 – Note the way the pages are linked by the illustration.

## Pages 8 and 9

- *Who are these boys?*
- *What is written on their T shirts?*

Note Mum's hand at the left of the illustration.

## Pages 10 and 11

- *What have they done to the T shirts?*
- *Where are they?*
- *Can you read the row of words? What do you notice about the sounds of these words?*

The children now read the book independently.

## Revisiting the text

Look at the contractions in the story – “I’ve”, “we’ve”, “there’s”, “Dad’s”, and “Mum’s”.

Discuss the fact that there are letters missing from these words and that the apostrophe takes the place of these letters.

- *What are the two words that “Dad’s” stands for? What letters are missing?*

## Following Up

- 📖 Comparing the story to events in own lives.
- ✍️ The children could draw their own T shirts and decorate them with bold words about themselves.
- 📖 Complete the blackline master opposite.