

***Yellow Dress Day* by Michelle Worthington and Sophie Norsa — Teacher Notes**

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Recommended for 4 - 6 years

Pre-school to lower primary

About Yellow Dress Day

Ava wears a different coloured dress for each type of day - red dress for hot days, a purple dress for rainy days and a blue dress for cold days. One whistling, whirly, windy morning, Ava and her puppy want to go out and play. But Ava's favourite coloured dress was missing. Will Ava's mother find something for her to wear on her yellow dress day?

Themes

Colours, weather, emotions, self-expression and self-determination

About the author Michelle Worthington

Michelle Worthington is an international award-winning author and screen play writer. Two-time winner of the International Book Award and finalist in the USA Best Book Awards, Michelle also received a Gellett Burgess Award and a Silver Moonbeam Award for her contribution to celebrating diversity in literature. Michelle addresses mental health through literacy with her picture books.

Find out more about Michelle Worthington from her website: michelleworthington.com.

Reading *Yellow Dress Day*

Introduce the book

Show the cover, tell children the title and discuss, for example:

What sort of a day is yellow dress day?

What do you think might happen on yellow dress day?

Do you think there might be other days with different coloured dresses or different clothes?

Show the back cover, read the blurb and discuss.

Let's find out what happened to Ava's yellow dress and what she wears on yellow dress day instead.

Discussion and prediction prompts during reading

First spread

What colour dresses can you see?

Are any colours of the rainbow missing? Where do you think they might be or why might they be missing? Is the yellow dress there? Remember, the blurb told us that on yellow dress day, the yellow dress was missing.

Do you think Ava will wear different coloured dresses on different days?

Second spread

How did Ava decide what to wear each day?

How do you decide what to wear each day?

Red dress days

What sort of days are red dress days? (hot) Is red a good colour to choose for hot days?

Pink dress days

What sort of days are pink dress days? Why would Ava choose pink for those days?

Purple dress days

What sort of days are purple dress days? Do you think purple is a good colour to wear on days like that? Why?

Blue dress days

What sort of days are blue dress days? Why would Ava choose blue for those days?

Yellow dress days

What sort of days are yellow dress days? Is yellow a good choice for windy days? Why?

Next spread — looking for the dress

Draw children's attention to the change in the text. The page begins with 'One whistling, whirly, windy day ...' This tells us that something is going to happen. We already have an idea of what it might be from the blurb — Ava's yellow dress is missing.

When Ava wanted to wear her yellow dress, where did she look first? (wardrobe) Why would she look there first? Where else did she look?

Where else should she look?

Where do you think it might be?

Next spread — Ava remembers yesterday

Why was Ava thinking about what she had done yesterday? Will it help her find her dress?

How? Where will she look next?

Next spread — Ava finds her dress

When Ava found her yellow dress in the washing basket, her 'heart sank'. What does that mean? Why does she feel that way? What other words could the author have used to tell you how Ava was feeling?

How does the illustrator show you how Ava is feeling?

Have you ever felt like that?

Discuss 'What will/could Ava do now?'

Next spread — dressing-up box

What do you think Mummy is looking for?

How is Ava feeling now? How do you know?

Next spread — Ava's choices

What can Ava choose to wear? Which would you choose? Which do you think Ava will choose? Why?

Next spread — Ava chooses

Which costume did Ava choose? How do you think Ava is feeling now? How do you know?

Next spread — enjoying the windy day

Last page

Why do you think this was the best yellow dress day ever?

Other discussions and activities

Colour days

Remind children of Ava's choice of colours for each of the days. Discuss: Do you agree with Ava's choice of colours to wear? Why/Why not? What colours would you choose to wear on different days?

Favourite colours

Do you think Ava has a favourite colour? What is your favourite colour? Discuss how wearing their favourite colour makes them feel.

Conduct a class survey of favourite colours. Present the information in a graph. Which colour do most children like? Which is the least favourite? Compare the numbers for each colour.

Matching clothes to the weather

The colour of dress Ava chooses to wear each day depends on the weather outside. Does the weather influence your choice of what to wear? How?

Favourite weather

Do you think Ava has a favourite kind of day? Explain your thinking.

Do you have a favourite kind of day? Tell us about it. Why is it your favourite kind of day?

What do you do on those days? What do you wear?

Lost items

When Ava was looking for her dress, where did she look for it? Why did she look in those places? Where did she find it?

Have you ever lost anything? How did you feel? Where did you think it should be? Where did you look for it? Where did you find it? How did you feel when you found it? If you couldn't find it, how would you feel?

Solving the problem

What was the problem in the story? (Ava's yellow dress was in the washing basket.)

How is the problem solved? (Ava wears dressing-up clothes.)

Who decides how the problem will be solved? (Mum helps her find choices, but the final choice is Ava's.)

Returning to the book

Thinking about how words and illustrations combine to tell the story

The authors words and the illustrator's images combine to tell and show us about the days and Ava's feelings.

Red dress day (example)

Look at the illustration on red dress day. How has the illustrator shown us that it is a hot day? (e.g. big yellow sun, dog panting, cracked brown path)

Listen to the words. How has the author told us that it's a hot day? (e.g. sun shines; cracked, dry roads; puppy panting)

If you were to draw a picture to show us that it's a hot day, what would you draw? What colours would you use? What words would you use to describe it?

The font and design also add to the story

Throughout the book, the font is used to highlight the text and story in various ways. The children may notice and point it out. If not, it is worth drawing their attention to it, for example:

- rainbow is written in rainbow colours
- the name of each day (e.g. red dress day) is written in that colour
- the words that describe the day are written in a large, bold font that often reflects the type of day; for example, 'busy bees buzz and hum', 'shiver and shake' and 'whistling, whirly, windy', 'jumped and tumbled', 'Ava's heart sank'.

Children may like to experiment with writing words in a way that helps to show their meaning.

Rhyme

There are examples of rhyming words in the text, including:

rumble tumble grumble

These words are also an example of onomatopoeia as they sound like thunder.

Alliteration

There are examples of alliteration in the text, including:

busy bees buzz

snowflakes swish and swirl and fall like sparkles from the sky

whistling whirly windy

shiver and shake

Write and Draw

When I wear my _____

I feel _____.

Write and Draw/Paint/Collage

My favourite colour is _____.

Write and Draw

On _____ days,

I like to wear my _____

because _____

_____.

What is your favourite colour?

Write your name in the box.

Red	Yellow	Pink	Blue
Purple	Orange	Green	Brown

Links to the Australian Curriculum

English

Language

(ACELA 1429) Understand that language can be used to explore ways of expressing needs, likes and dislikes

Text structure

(ACELA 1430) Understand that stories and informative texts have different purposes

Expressing and developing ideas

(ACELA 1786) Explore the different contribution of words and images to meaning in stories

(ACELA 1453) Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning

(ACELA 1437) Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school

Phonics and word knowledge

(ACELA 1439) Recognise and generate rhyming words, alliterative patterns, syllables and sounds (phonemes) in spoken words

Literature

Literature and Context

(ACELT 1575) Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences

Responding to literature

(ACELT 1577) Respond to texts, identifying favourite stories, authors and illustrators

(ACELT 1783) Share feelings and thoughts about the events and characters in texts

(ACELT 1582) Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences

Literacy

Interacting with others

(ACELY 1646) Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations

(ACELY 1650) Use comprehension strategies to understand and discuss texts listened to, viewed or read independently

Mathematics

Statistics and Probability

Data representation and interpretation

(ACMSP 011) Answer yes/no questions to collect information and make simple inferences

Science

Earth and space sciences

(ACSSU 004) Daily and seasonal changes in our environment affect everyday life

(ACSSU 019) Observable changes occur in the sky and landscape