

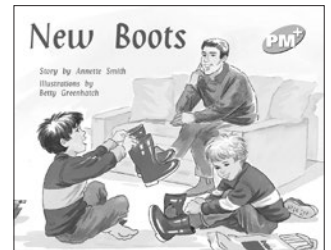
New Boots

PM Level 7

Yellow

Text Type Narrative

Running Words 127



Preparing for Guided Reading

Orientation to the Text

- Have students share their experiences about the feel, smell and look of new shoes. Record their responses on a chart.

Prior Knowledge

- Jack and Billy are excited about their new boots. Billy is so reluctant to take his off that he is found curled up asleep, still wearing them.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

come, into, new, went

Content Words

shop, boots, blue, red, home, shouted, inside, rainy, hungry, asleep

Decoding

- Locate most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- **Cover** Read the title. Compare this illustration with the cover illustrations of *Billy Can Count* (PM level 6) and *The Big Hit* (PM level 6). Notice similarities and differences. Discuss the vignette on the title page. Predict which boots belong to Jack and which ones belong to Billy. Encourage students to justify their answers.
- **Pp. 2–5** Study the illustrations carefully before reading the text. Have students confirm their predictions from the cover and title page.
- **Pp. 6–9** Predict what Jack might be saying to Dad on p. 6 and Dad's response on p. 8.
- **Pp. 10–11** Ask, *Why do you think Billy doesn't want to take his boots off?*

- **Pp. 12–13** After discussing the illustration, observe students as they decode the words *hungry* and *eat*.
- **Pp. 14–15** Explain that very young children often get tired after outings to shopping centres. Share experiences.
- **P. 16** Discuss Billy's reluctance to take off his new boots.

Comprehension

- What colour boots did the boys choose? (*Literal*)
- How did Jack and Billy feel about having new boots? (*Inferential*)
- Why did Billy's mum want to put the boots away? (*Inferential*)

Follow-up Activities

- Use the photograph from p. 2 of *sh* (**PM Library Alphabet Blends**) to discuss different types of shoes. Develop students' vocabulary. Talk about the different ways shoes can be done up, e.g. laces, buckles or adhesive tape.
- Discuss different types of footwear, e.g. boots, slippers, etc. Use students' own footwear to notice the similarities and differences in style and materials used.
- Graph the footwear that students are wearing on a particular day.
- Read students the nursery rhyme 'There Was an Old Woman Who Lived in a Shoe'. Provide each child with a copy of the rhyme and have them paste it into their own poetry books.

New Boots

Date _____

PM Level 7

Yellow

Learning Intentions

- We are learning to make predictions whilst reading.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can make predictions based on what I have read.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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Guided Reading Notes

| Student's name | Reading focus | Observations/notes | For follow-up |
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