

# Shopping for Shoes

PM Level 6

Yellow

**Text Type** Factual Recount

**Running Words** 93



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with going shopping.
- Students should understand that there are different shoes for different purposes.

### Orientation to the Text

- A girl goes shopping for shoes with her dad, but school shoes are not the only thing that she is interested in.

### Key Language Structures

- Prepositional phrases are used throughout the text to add length and detail to sentences.
- Bold text and exclamation marks are used for emphasis.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*for, liked, loved, some, they, walked, went*

#### Content Words

*school, shoes, shops, wheels*

### Decoding

- Remind students to segment words and look at the first and last letter sounds when they come to a word that they find difficult.
- Look at the words *liked* and *looked*. Ask students which parts of the words are the same and what is different.

### Fluency and Phrasing

- Ask students to think about how they would say the words in real life if they were telling the story of buying new shoes, to help them with expression.

### Focusing on the Book – Guided Reading

- Look carefully at the cover photos and read the title of the book. Ask students to share their experiences of shopping for shoes and to use these to guess what might happen in the text.
- Look at page 2. Ask students to find the two words with the 'sh' digraph in them. Practise making the 'sh' sound together.
- Look at pages 4–5. Ask, *Do you think Dad is going to buy the red shoes? Why or why not?*

- Continue to page 7. Point to the word *wheels* on page 6. Ask, *What two letters make the 'w' sound in this word?*
- Look at page 10. Find the three words with 'oo' in them. Ask, *Does the double 'o' make the same sound in each word?*
- Continue to page 13. Ask, *Do you think these shoes are a good choice for school? Why or why not?*
- Re-read the text together. Find all the words that begin with 'sh' and practise reading them.

### Comprehension

- What kind of shoes did the girl need to buy at the shoe shop? (*Literal*)
- Why did the girl walk up and down in the school shoes? (*Inferential*)
- Where might the girl have worn the red shoes? (*Inferential*)

### Follow-up Activities

- Talk about the different shoes that the girl tried on. Ask students to describe their favourite shoes and say why they like them and when they wear them.
- Look back through the text and ask students to think about how the shoes with wheels might feel if they were alive. Write a shared story from the perspective of these shoes watching the girl come into the shop.
- Set up a class shop and have students role-play being the shopkeeper and the customers. Discuss the types of questions that they might ask when they are buying something and the language that they might use.
- Invite students to describe what shoes they would buy if they had the choice. Together, discuss whether regulation school shoes are a good idea or not. What might happen if everyone was allowed to choose what shoes they wore to school?

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## Learning Intentions

- We are learning to recognise and read two-letter digraphs.
- We are learning to connect with what we read.

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## Success Criteria

- I can read words with 'sh' and 'wh' at the beginning.
- I can relate what happens in the text to when I have been shoe shopping.

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## Guided Reading Notes

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