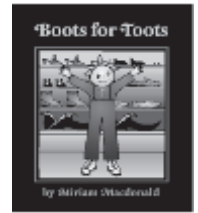


Boots for Toots

by Miriam Macdonald



Book Summary

The delightful Toots (pronounced with the long “oo” sound) sets about buying a pair of boots. She tries on different kinds, telling the reader why they are not suitable, until she finds the perfect pair.

Features of the Book

- Word building in the rhyming words – “boots” and “Toots.”
- The high-frequency word “are.”
- Repeated vocabulary – “These boots are.”
- Clear, consistently placed text with good word spacing.
- The additional text on the store signs.
- The use of “too” as an adverb.
- Exaggeration as a means of focusing the reader’s attention.
- The use of picture clues with initial consonants and blends to read unknown words.

Purpose

Boots for Toots can be used in a guided reading setting to introduce the following skills and strategies:

- S** reading a range of simple, high-frequency words in context;
- S** predicting the meanings of new or unfamiliar words from the context of the story;
- S** recognizing the relationship between letters and their sounds;
- S** collecting information relating to the story to share with others.

Introducing the text

- *What happens when your shoes feel too tight?*

Encourage the children to share experiences they have had in shoe stores. Discuss Toots’s name and the letter written on her shirt.

- *Where is Toots? How is she feeling? Why?*

Reading the text

- S** Reading a range of simple, high-frequency words in context.

- S** Predicting the meanings of new or unfamiliar words from the context of the story.
- S** Recognizing the relationship between letters and their sounds.

Title page

- *What’s wrong with this picture?*

(The boots are too ____ .)

Page 2

- *Are these boots right for Toots? Why not?*

Look at the range of sizes of boots in the illustration.

Page 3

- *What do you think of these boots?*

Page 4

- *Will she be able to walk in these boots?*

Page 5

- *Do you think these are the boots that Toots needs?*

Page 6

- *How many feet does she have in one of the boots?*
- *Why is she able to fit them in?*

Page 7

- *What can you tell by looking closely at these boots?*

Page 8

- *Where have we seen this picture before? How did we think she was feeling?*
- *Do you think she is feeling the same way now?*

Children now read the book independently.

Revisiting the text

Most pages have two examples of the double “oo” vowel.


- *What sound does “oo” make in the words?*
- *Can you find words in the book with this sound in it?*

Discuss the periods.

- *What do we do when we come to a period?*

Following Up

- S** Collecting information relating to the story to share with others.

 Draw Toots with a pair of boots that don’t fit and write a caption: “These boots are too ____ .”

- B** Complete the blackline master opposite.