

# Gumboots

by Tracey Garner

illustrated by Donna Cross

## Overview

Neither Anna nor Tim like the colour of their gumboots. Anna loves blue, but her gumboots are green. Tim loves green, but his gumboots are blue. The children come up with a light-hearted solution to their problem, and discover that they have generated two new colours! This text features the use of initial consonant blends, and encourages children to have fun with language. It is also useful for monitoring children's word-level strategies, such as their recognition of high-frequency words, their ability to decode, and their attention to word endings. There is an audio version of this text on the Ready to Read CD *Readalong 2002*.

**Curriculum links:** the arts

## Text features

(Focus on only one or two per session.)

- the high-frequency vocabulary
- the initial consonant blends “bl”, “gr”, “sw”
- the rime “ook” in “took” and “looked”
- the verbs ending in “ed” – “laughed”, “looked”, “loved”
- the creation of new colour words by the children
- the sections of repetitive text
- the switch from “gumboots” to “boots” from page 5
- the use of opposites – “took off” and “put on”
- the use of direct speech
- the possessive apostrophe in “Anna’s” and “Tim’s”
- the contraction “Let’s”
- the exclamation marks for emphasis
- the friendly relationship between Anna and Tim
- the humour in the children’s solution to their problem.

## Setting the scene

Bring a pair of gumboots as a focus for a discussion. *What are these? When do you wear gumboots? What colour are your gumboots? Is that your favourite colour?*

Check that the children understand the concept of “swapping”.

## The first reading

The children may be able to use visual information to decode the title of this book. Depending on your assessment of the children in the group, decide whether to focus on the cover illustration or on the print first. Read the names of the author and the illustrator.

Title page – Listen to the children read the title again.

Listen to the children read pages 2–7 themselves, offering support as necessary. Much of the text on these two pages is highly decodable.

Pages 2 and 3 – Prompt the children to use the picture cues if they need further support with the adjectives.

Page 4 – If the children need help with the word “loved”, write it on the whiteboard and rub out the “d”. Restore the “d” when they recognise the root word. *How can you tell from the illustration that Tim loved green, and Anna loved blue?*

Page 5 – Observe how the children manage the change from “gumboots” to “boots”. Encourage the children to predict what Anna and Tim could do about their problem.

Page 8 – Have the words “green” and “blue” written on card in the appropriate colours. Cut the words in half after the blend and swap them, so that the children can see exactly how the new words are constructed. If the children have difficulty with the word “laughed”, discuss what the children are doing, and the expressions on their faces. Draw out the idea that they think swapping boots is funny. Draw the children’s attention to the exclamation marks, and encourage them to read Anna’s and Tim’s responses expressively.

Encourage the children to think critically. *Why didn’t they swap both boots? What will happen when they go home? Discuss the relationship between Tim and Anna. Are Tim and Anna friends? How do you know?*

## Ideas for revisiting the text

(Choose only one or two per session.)

Listen to the children reread the text, observing their attention to visual information, particularly the initial consonant blends and the verb ending “ed”. Observe their level of confidence when decoding the new colour words on page 8.

Find the word “swap” in the text. *Can you think of other words that begin with “sw”?* Make a list. Do the same for “gr” and “bl”.

Look through the text, and identify all of the verbs that end in “ed”. Using the regular verbs “look” and “laugh”, experiment with adding other endings – “look”, “looks”, “looking”, “looked”. Use the words orally in sentences.

Locate the word “took” in the text. Write it on the whiteboard. *Can you tell me a word that rhymes with it? How would I write “book”? Or “look”?* Write the words as a list so that the children can see the pattern. Ask the children to turn to page 5. *Can you find a word that has “ook” in it?* Write the word “looked” on the whiteboard. Show the children how they can use their knowledge of parts of words to build new words. *How could you write “cooking”? Or “books”?*

Discuss the opposites “took off” and “put on”. Mime the actions. Encourage the children to think of other actions that have an opposite, for example, “put in” and “take out”, “add” and “take away”.

Locate the words “Anna’s” and “Tim’s” in the text. Talk about the apostrophes in the words and explain that they are there because the boots belong to the children.

Draw their attention to the word “Let’s” on the same page, and talk about the different purpose of the apostrophe. Expand the contraction on the whiteboard to “Let us” and replace the “u” with the apostrophe. Draw out the idea that contractions make speech sound more natural.

## Suggestions for further activities

Listen to the Ready to Read CD *Readalong 2002* and read along with the book.

Have two differently coloured pairs of gumboots in the classroom and get two members of the reading group to act out the story for the others, using the direct speech from the text. If the boots are different colours from the ones in the text, write the colour words on card, cut them at the appropriate place and form new colour words.

Have fun composing new names for a range of colours. The children will need support to do this.

Make a graph of the colours of the gumboots belonging to the group.

Play “gumboot games”, such as tossing them into hoops or dropping pegs into them.

Make a book about boots. You could use *Boots for Toots* for inspiration!

Write stories inside gumboot shapes.