

Overview

In this humorous narrative, Dad has lost one of his gumboots and has to wear one of Mum's boots to work. When he eventually finds the missing gumboot, Dad discovers a new owner – a mother hedgehog with her babies. The story uses rich descriptive language and dialogue to convey the frustration felt by Dad and the humour others find in the situation. A second reading is suggested so that students can explore these features more deeply to use them as a model for their own writing.

This story links to the poem "Midnight Snack", which is about hedgehogs and is the next item in this Journal.

"Where's My Gumboot?" requires students to "confidently use a range of processing and comprehension strategies to make meaning from and think critically about" text (from *The Literacy Learning Progressions*, page 14).

There is an audio version of the text on the *Readalong 2012: Ready to Read and Junior Journal 44 and 45* CD as well as on an MP3 file at www.juniorjournal.tki.org.nz

Text characteristics

Key text characteristics relating to the reading standard for after three years at school are shown in the boxes with a solid outline.

Some unfamiliar contexts and settings

Shifts in time/and or place

Frequent use of dialogue, some of which is not explicitly attributed, and more than one character speaking on a page



At the yard, Dad walked close to the fence so that only his black gumboot showed.

"Nice boots, Steve," said the mailman as he leaned out his window.

Dad went pink and tried to spread mud onto the bright green boot.

"Flash footwear, mate," laughed the farmer.

"Get dressed in the dark this morning?" joked the vet.

Dad sighed and checked his watch.

The end of the day couldn't come fast enough for Dad.

"Right, that's it," said Dad when he got home that night. "I'm going to find that boot. I'm not leaving home again until I find it."

Half an hour later, Dad put his head round the kitchen door. He was still wearing the mismatched gumboots.

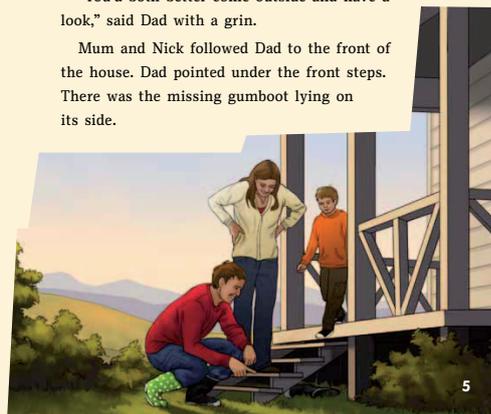
"No luck then?" asked Mum.

"Oh, I found it all right."

"Then where is it?" Mum looked confused.

"You'd both better come outside and have a look," said Dad with a grin.

Mum and Nick followed Dad to the front of the house. Dad pointed under the front steps. There was the missing gumboot lying on its side.



A mix of explicit and implicit content within text and illustrations that requires students to make connections between ideas in the text and their prior knowledge in order to make simple inferences, for example, about:

- the friendly relationship between Dad and his workmates
- Dad's feelings and how they change

Some unfamiliar words and phrases, the meaning of which is supported by the context or illustrations, including descriptive vocabulary

English (Reading)

Level 2 – Ideas: Show some understanding of ideas within, across, and beyond texts.

English (Writing)

Level 2 – Language features: Use language features appropriately, showing some understanding of their effects.

Suggested reading purposes

(What can the students expect to find out or think about as a result of reading this text?)

- To find out what happens when Dad can't find his gumboot and how he feels
- To explore how the writer uses language to convey the characters' feelings

Setting a learning goal

(What opportunities does this text provide for students to learn more about how to "read, respond to, and think critically about" texts?)

Select from and adapt the opportunities below to set your specific learning goal or goals. In addition to using the information you have gathered about your students from a range of reading assessments, be guided by your students' particular strengths, needs, and experiences – their culture, language, and identity (*Reading and Writing Standards for Years 1–8*, Knowledge of the learner, page 6).

The characteristics of this text provide opportunities for students to:

- make connections between clues in the text and illustrations and their own experiences to make simple inferences
- identify the clues in the text and illustrations to summarise
- identify the language features that convey how the characters feel and then think about how they could use some of these features in their own writing
- use word-solving strategies to decode, and/or work out the meaning of, unfamiliar words and phrases.

Text and language features**Vocabulary**

- Possible unfamiliar words and phrases, such as "gumboot", "Humpf", "twitching", "yard", "mismatched", "hedgehogs", "just in case"
- Verbs for different ways of speaking, for example, "yelled", "asked", "grumbled", "smiled", "laughed", "joked"
- Adverbial phrases of place, such as "by the back steps", "down the hallway", "At the yard"
- The use of some figurative and colloquial language, such as "stomped off", "like two fuzzy caterpillars kissing", "No problem", "eyebrows twitched and danced", "went pink", "couldn't come fast enough"
- The use of irony or teasing, such as "Nice boots", "Flash footwear, mate", "Get dressed in the dark ... ?"

Possible supporting strategies

Discuss how colloquial language uses words and phrases that might be heard in casual everyday conversation but not in formal situations. You could record some examples on a chart for the students to refer back to.

Create word maps with "say" in the middle and explore the different ways people can say things and the verbs for expressing this. Depending on the needs of your students, you could ask them to brainstorm in pairs, create a word map, and then share their ideas with the group. For students who need further language support with these kinds of verbs, you could model some of them and co-construct the word map.

For English language learners, you could introduce the many adverbial phrases of place that are in the story.

Monitor the students' **decoding** attempts by noticing their use of words from the text during discussion. Prompt them to remember strategies they can use, for example:

- breaking words into syllables or familiar chunks ("gum-boot", "mis-match-ed", "hedge-hogs")
- drawing on knowledge of spelling patterns and phonics ("tw-itch-ing").

Monitor the students' use of **word-solving** strategies to work out the meaning of unfamiliar words and phrases. Prompt them to remember the strategies they can use, often in combination, for example:

- drawing on knowledge of phonics, onomatopoeia, and the context to work out that "Humpf" ("Hum-p-f") is a sound Dad makes to express disgust or frustration
- visualising and using the context to work out the meaning of the simile "like two fuzzy caterpillars kissing"
- thinking of the overall context and making connections to their own experiences to understand how and why irony is used ("Nice boots", "Flash footwear").

Have a dictionary available to confirm or clarify word meanings.

SPECIFIC KNOWLEDGE

- The rural setting, including the importance of gumboots; the yard; and the other characters (the driver of the mail van, the farmer, the vet)
- Hedgehogs as animals that may be seen in gardens and rural areas.

For students who aren't very familiar with:

- the rural setting, use pictures as prompts for discussing and exploring the context. You could also introduce key vocabulary such as "yard" and talk about the farm routines, which include rural mail delivery and the vet visiting.
- gumboots, have a pair of gumboots available to show the students or have photographs of people wearing them. Discuss that people wear gumboots when they are working in muddy or wet conditions.

To avoid giving away the ending, leave the discussion about hedgehogs until the students have read the last page of the story. In case students have never seen a hedgehog, have photographs available. You could discuss their similarities to domestic pets, such as cats, which have kittens.

Metacognition

Effective readers are metacognitive. They are aware of the processes and strategies they draw on and are able to explain how they use these to successfully make meaning and think critically. Examples of metacognitive behaviours, or strategies teachers can use to promote metacognition, are threaded through the notes and indicated by .

HOW YOU CAN SUPPORT YOUR STUDENTS TO READ, RESPOND, AND THINK CRITICALLY

 Ask questions: *How did you know that bit was wrong? Or: I noticed that you reread that bit when you got confused. How did rereading help you?*

 Use prompts: *How did you know that bit was right? Think about the strategy you used. How did it help you?*

Introducing the text

- Encourage the students to share their experiences of losing something and how they felt about it. *If you lost a shoe, how would you feel about it?* Have the students think, pair, and share.
- Read the title. If necessary, discuss what gumboots are and why people wear them. See the Text and language features section for vocabulary and specific knowledge strategies.
- Explain to the students that as they read, they will need to look for clues, in the text and illustrations, about how people are feeling. They will need

to be aware that sometimes what the characters say isn't really what they're thinking.

- Share the reading purpose and learning goal(s). Create a chart to help students identify and keep track of elements in the text and to link these to the specific language and/or language devices used by the writer. The chart could have columns for Page, Dad's Feelings, and Evidence from the Text. Have the students think, pair, and share at key points in the story and add their ideas to the chart throughout the session.

Reading and discussing the text

Below, in bold, are the sorts of behaviours (derived from the learning opportunities for this text) that you want your students to demonstrate as they read and discuss the text on the first or subsequent readings. Instructional strategies you can use to support the students to demonstrate those behaviours are in the right-hand column. **Select from and adapt** the suggestions according to your students' needs and experiences.

The students make connections between clues in the text, the illustrations, and their own experiences to make inferences about how Dad feels. They identify the clues in the text and illustrations to summarise Dad's feelings and notice how they change. They use word-solving strategies to decode and/or work out the meaning of unfamiliar words and phrases.

What to look for, prompt, and support as the students work towards achieving their learning goal

How you can support students to read, respond, and think critically

Pages 2–3

The students explain Dad's problem (he's lost one gumboot), and they use clues in the text to describe how he feels.

The students partially decode "Humpf", using the known word "hump", and adding the /f/ sound. They use the context and the sound of the word to work out that it is an expression of frustration or grumpiness.

The students make connections between the text and their experiences of caterpillars to visualise the simile "like two fuzzy caterpillars kissing". They make connections between the simile and the way Dad's eyebrows move on page 3 to infer that he is frowning.

The students make connections to their prior knowledge and to Dad saying it is really wet to confirm that gumboots are a better choice of footwear.

▣ The students identify the clues in the text on page 3. They explain the strategies they used (for example, making connections and visualising) to work out how Dad is feeling. They summarise Dad's feelings at the end of these pages.

Page 4

The students use the illustration to identify that Dad's workplace is a farm and that the gumboots are necessary.

They make connections between the illustration, the words in the text, and their own experiences to infer that Dad is embarrassed, for example, from the facts that he walks close to the fence and spreads mud over the boot so Mum's gumboot is less obvious.

They identify the words "went pink" as further evidence that Dad is embarrassed.

The students connect Dad's sigh, the words "checked his watch", and the expression "couldn't come fast enough" to infer that Dad wants the day to be over so he can take off the green boot. They explain their thinking.

The students hypothesise about what Dad will do to solve his problem.

What has happened? How is Dad feeling about his problem?

Prompt the students to use clues in the text that show Dad's emotions through the way he speaks ("yelled", "Humpf", "grumbled"), the way he moves ("kicked", "stomped"), and the descriptions of his facial expressions. Record the students' examples on the chart.

If necessary, support the students to work out the word "Humpf" by modelling how Dad might say it. Prompt the students to use the context to work out why and how Dad says this. *How is Dad feeling about not being able to find his gumboot?*

Support the students with the visual image of what Dad's eyebrows look like by modelling the meaning of the expression or drawing it on the whiteboard.

Why can't Dad just wear ordinary shoes?

What clues in the text tell us how Dad feels about wearing Mum's gumboot?

Refer back to the chart and support the students to summarise how Dad feels.

Where is Dad now? Why does he need gumboots here? Draw out the idea that farms can be very muddy and so it's best to wear gumboots or similar footwear.

What clues in the illustration and the text can you find that tell us how he feels about being at work with odd gumboots?

You may need to clarify that in rural areas a person in a van delivers the mail.

Briefly discuss the use of "joked" and "laughed", which suggest the light-hearted nature of the comments of the vet, van driver, and farmer. *What is Dad's reaction?* You could introduce the term "irony" and discuss how people sometimes say the opposite of what they actually think for humorous effect.

Why do you think Dad looks at his watch?

How did you work out the meaning of the last two sentences on page 4? Have the students think, pair, and share their ideas.

If necessary, discuss the expression "couldn't come fast enough". Prompt the students to make connections between the text and their own feelings of wanting time to pass quickly when they are in a situation they want to end.

Continue to add the students' ideas to the chart.

Prompt the students to think what Dad might do about his gumboot problem. *I'm thinking that Dad won't want to wear Mum's gumboot to work again. What do you think? What might he do about his problem?* Have the students think, pair, and share their ideas.

Page 5

The students continue to notice the words and expressions that show Dad's feelings.

To confirm their understanding of "mismatched", the students draw on what they have read so far, notice that Dad still has Mum's gumboot on in the illustration, and use their knowledge that "mis" means "wrong" or "out of place".

The students use the clues in the dialogue to notice the change in Dad's mood, and they combine that with information in the illustration to confirm that Dad has found the gumboot.

The students make predictions about the reason Dad is now grinning and why he hasn't picked up the boot.

Page 6

The students read the page and use the words and illustration to confirm or revise their predictions.

They draw on the events in the story as well as their own experiences to make inferences about the meaning of "just in case".

The students notice the change in Dad's feelings compared to earlier pages.

With support, the students revisit the reading purpose and learning goal or goals. They can explain how they made inferences to understand Dad's feelings, for example, by using their connections to their own experiences, the clues in the illustrations, and specific phrases.

The students identify some challenges in the text and how they worked (or tried to work) them out.

As the students identify clues in the text, record these on the chart.

What does Dad mean when he says, "Right, that's it"? How might he say it? What does this tell you about how he's feeling? When might you say that?

If the students have difficulty with "mismatched", support them to think about the story so far and to use the illustration and their knowledge of the prefix "mis".

What has changed? Why is Mum confused? Why hasn't Dad just pulled his boot out from under the steps and put it on?

How do you think Dad is feeling now?

To support students who are not familiar with hedgehogs, ask others to describe them, show photographs, or use the illustrations in the next item in the Journal, which is about hedgehogs.

Have the students review their predictions. *Is this what you thought had happened to Dad's gumboot? Were you surprised?*

Why does the story end with "just in case"? What other things might happen to his gumboots?

Review the chart and compare how Dad is feeling now with how he was feeling at the end of page 4. *How have Dad's feelings changed?*

Revisit the reading purpose and learning goal or goals.

Ask questions: *What helped you work out Dad's changing feelings through the story?*

What strategies did you use to help you solve any difficulties you had when reading this text? If necessary, model or explain some strategies students could use.

To explore how a writer uses language for effect, the students reread the text to identify the language features that convey how the characters in the story feel and then think about how they could use some of these in their own writing.

What to look for, prompt, and support as the students work towards achieving their learning goal

The students identify the words that show how another character is feeling, for example, they identify that Mum's mouth is "twitching with a smile" and "Nick grinned" (on page 3). They explain that Mum and Nick think it is funny that Dad has to wear one of Mum's boots. They share their ideas with a partner.

The students work through the dialogue in the text, identifying features of natural spoken language, and descriptive verbs and adverbial phrases the author has used for effect.

With support, the students reflect on the reading purpose and learning goal or goals and describe how they might incorporate some of the language features into their own writing.

The students identify some challenges in the text and how they worked (or tried to work) them out.

How you can support students to read, respond, and think critically

Discuss how the author has used ways of suggesting the characters' feelings rather than telling them directly. Focus on one or two of these ways, for example, the dialogue and specific verbs and phrases.

You could briefly revisit the chart from the first reading if you used one and discuss some examples of verbs and phrases, including the simile, which shows how Dad feels. You could choose another character and have students complete a similar chart for them.

Explain that when the characters in a story talk to each other, we learn more about each person and their relationships. Set up a chart with headings such as Character, Example of Dialogue, and What This Tells the Reader. Discuss the way the author makes the dialogue sound realistic. Record the students' examples and observations as they reread each page.

How do people speak in real life? How has the author shown this in her choice of language?

Support the students to identify features such as:

- punctuation to indicate the spoken words, and a verb plus a name to indicate who is speaking
- colloquial language ("mate", "flash", "Oh, I found it all right")
- naming or indicating the person being spoken to ("Nice boots, Steve", "Flash footwear, mate")
- phrases that show what the speaker is feeling or doing ("laughed the farmer", "joked the vet", "Mum looked confused", "said Dad with a grin").

Note that English language learners may need support with colloquial language.

Revisit the reading purpose and learning goal or goals.

Ask questions: *How will you use what you have learned about using language in your own writing? What language features will you try?*

What strategies did you use to help you solve any difficulties you had when reading this text? If necessary, model or explain some strategies they could use.

After reading

- Students can reread the story as they listen to the audio version on the *Readalong 2012: Ready to Read and Junior Journal 44 and 45* CD or MP3 file. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Discuss what Dad could have done differently at the start of the story. The students can role-play variations of the story, with each one based on a different decision by Dad.
- Have the students read the dialogue aloud or use the text for Readers' Theatre, with a focus on conveying the feelings of the characters.
- Have the students think of similes they could use to describe feelings or actions. Display these on a chart for the students to refer back to so they can use them in their writing.
- Provide opportunities for the students to practise and consolidate their skills of using clues in the text and illustrations to make simple inferences about characters across other texts. See the Related texts section below for examples of texts you could use in a guided reading session.
- Provide opportunities for the students to apply their newly acquired skills and knowledge beyond this text by having them:
 - write a story that tells what happened when they left an item of footwear or clothing outside. Remind them to use what they have learned about language features, including dialogue.
 - review a piece of their own writing and revise it to incorporate language features they have learned about. Have the summary chart available for them to refer to.

Related texts

Texts that require students to make inferences about characters, for example: the RTR texts *Giant Soup* (Purple) and *Wheke* (Gold); "Friends" (JJ 37), "Taniwha Trouble" (JJ 40), "That's the Idea" (JJ 44).