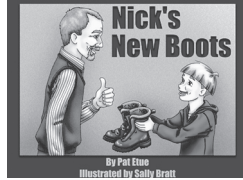


# NICK'S NEW BOOTS

By – Pat Etue  
 Illustrated by – Sally Bratt  
 Genre - Narrative  
**Set 11 - 213 Words**

## Building Anticipation – Setting the Context

Ask students if they have ever lost something and then finally found it. Have them tell their reading partners about a time when they lost something and what they did to find it.



## Introduction

Tell students: *This is a story about a boy named Nick who has lost his new boots. What kind of problem do you think Nick will have if he doesn't find his boots?*

The only picture walk that might be necessary is the picture of Nick looking under each hook. Make sure students understand about the hooks and the concept of under.

Tell students: *Now read the story to find out what Nick does when he can't find his new boots.*

## Discussion – Book Talk

Retell the story. Review and recount the story structure.

Ask: *What strategies did you use when you came to a word you didn't know?*

Discuss some words that describe how the children feel when they've lost something? Record student answers on a chart.

Talk about what they would do if they lost a boot, hat or mitts. Expand their thinking by asking: *What are some other things you could do?* Make a chart of the students' suggestions.

Talk about the best solutions. Decide which things should be done first, what should be done next etc.

Ask the children: *What can we all do to prevent losing our boots?*

## Creative Response – Independent Practice

Children can:

- write about a time they lost something and what they did. Use the writing organizer on the reproducible master to complete *who, what, when, where* and *why*.
- draw a picture of themselves saying something in a speech bubble. (You may want to provide a sentence prompt such as: *I like to \_\_\_\_\_ in the snow.*) Create a class book with every child's illustrated pages.

## Read Aloud Connections

*Big Sarah's Little Boots* by Paulette Bourgeois, Kids Can Press, 1987.

*The Jacket I Wear in the Snow* by Shirley Neitsel, Greenwillow, 1989.

*Yesterday I Lost a Sneaker* by David McPhail, Silver Burdett Press, 1995.

## Learning about Language – Focused Teaching

High Frequency Words	walked, when, laughed, new, under, put, over, many, that	Clap, chant and cheer the words. Find them on the word wall and in books.
Word Families and Letter Clusters	oo variations  ow variations	Word sort – Sort words that sound like <i>book</i> and words that sound like <i>boot</i> .  Sort words that sound like <i>now</i> and words that sound like <i>snow</i> .
Structural Features of Words	put - putting	Look for other words that double the consonant before <i>ing</i> .

# Writing Organizer

Who \_\_\_\_\_

\_\_\_\_\_

What \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Where \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_