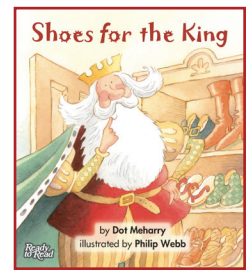


# Shoes for the King

by Dot Meharry  
illustrated by Philip Webb

This text is levelled at Red 3.



## Overview

In this humorous narrative, the King has some trouble deciding which royal shoes to wear. Students will enjoy making connections to their prior knowledge of the King from the shared text *The Hole in the King's Sock*.

*Shoes for the King* supports the development of a self-improving reading process. This text requires students to “make meaning of text by applying their increasing ability to attend to the print detail and their growing knowledge of sentence structures and also by using their expanding reading vocabulary and the illustrations” (*The Literacy Learning Progressions*, page 10).

There is an audio version of the text on the Ready to Read CD *Readalong 2011*.

## Related texts

- Texts about the King: *The Hole in the King's Sock* (shared text)
- Text with other royal characters: *Late for the Race* (Red)
- Texts about shoes: *Shoes* (RTR poem card).

## Cross-curriculum links

Health and physical education (level 1, personal growth and development) – Describe feelings and ask questions about their health, growth, development, and personal needs and wants.

## Text characteristics

The students are working towards the standard for after one year at school. Many characteristics of Green texts are also in texts at earlier levels but in simpler forms. These characteristics are shown in the boxes with a solid outline. Other boxes show additional characteristics.

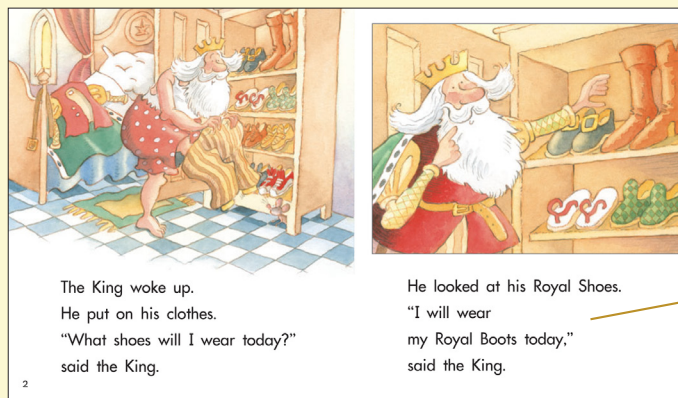
The familiar context of wearing shoes for different purposes to support making connections

The use of a capital letter for the King to support recognition of proper names

The irregular verbs “put”, “woke”

Specific challenges that require students to monitor their reading, for example, the need to attend closely to print to confirm “clothes” rather than “pants” (page 2); to confirm the digraph in “shoes”; and to confirm the initial consonant blends in “clothes” and “Slippers” (page 6)

Opportunities for students to make inferences, for example, about the personality of the King, using the information about him in the text and illustrations



The King woke up.  
He put on his clothes.  
“What shoes will I wear today?”  
said the King.

He looked at his Royal Shoes.  
“I will wear  
my Royal Boots today.”  
said the King.

Sentences that run over more than one line but do not split phrases, supporting phrased reading and return sweep

A range of punctuation, including speech marks, commas, and question marks, to support phrasing, intonation, and meaning

The plural form for the names of the shoes to support attending to inflections

Variations in sentence structure that require students to attend closely to print

The humorous elements, for example, the facial expressions of the characters; the King's decision to wear his slippers and the contrast between his royal clothing and informal footwear; the characterisation of the King; the inclusion of the mouse in some illustrations to support meaning

To support word recognition:

- many high-frequency words, for example, “are”, “at”, “get”, “He”, “his”, “looked”, “My”, “my”, “No”, “not”, “on”, “put”, “said”, “today”, “too”, “up”, “will”
- interest words that are likely to be in a reader's oral vocabulary and that are strongly supported by the context or illustrations, for example, “boots”, “clothes”, “cold”, “feet”, “Jandals”, “King”, “Royal”, “shoes”, “slippers”, “tight”, “wear”.

## A suggested reading purpose

To find out what shoes the King chooses and why

## 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?*)

To meet the reading purpose, students need to draw on a range of processing and comprehension strategies, often simultaneously. The strategies, knowledge, and skills below link to *The Literacy Learning Progressions*. **Select and adapt** from them to set your specific learning goal. Be guided by your students’ particular needs and experiences – their culture, language, and identity (*Reading and Writing Standards for Years 1–8*, Knowledge of the learner, page 6).

The purpose of the goals listed below is to guide you in your lesson planning and your monitoring and support of students. Simplify the wording of the goal or goals when sharing them with students.

This text provides opportunities for students to:

- make connections to their knowledge of the King and their experience of wearing shoes for different purposes in order to form hypotheses about what shoes the King will choose and why
- make meaning by drawing on more than one source of information, for example, semantic information (the context and/or the illustrations); structural information (sentence structure and word order); and visual information (including grapho-phonetic information and punctuation)
- make inferences about the character of the King and comment on (evaluate) his choice of footwear
- notice some errors in their reading and attempt, possibly with some teacher prompting, to correct them.

## Introducing the text

- If possible, read *The Hole in the King’s Sock* as a shared text. If you are unable to do so, you will need to support your students with concepts and language about royalty and kings and queens.
- Discuss the cover illustration. *Who’s this?* Review what the students already know about the King from *The Hole in the King’s Sock* if they are familiar with the shared text.
- *I notice that the King is thinking about something. I wonder what he’s thinking about?* Encourage the students to use the illustration to form a hypothesis and then read the title together. Read the names of the author and illustrator.

- View the illustrations of the shoes on the title page. Prepare the students for the silliness of the ending (without giving it away) by asking: *What shoes would you expect the King to wear?* Encourage discussion and, if necessary, feed in the words “Royal Boots”, “Royal Slippers”, and “Royal Jandals”.
- Ask the students to make connections to their experiences of choosing shoes to wear. *When do you wear your jandals? Your slippers?* As you discuss shoes, create a vocabulary set. You could create a graphic organiser or mind map with the names for different kinds of shoes and when they might be worn.
- Share the reading purpose.

## Reading the text

Below are the sorts of behaviours you want students to demonstrate as they read and discuss this text on the first or subsequent readings. These behaviours are closely linked and will support each other. Each example is accompanied by instructional strategies you can use to scaffold students’ learning. **Select and adapt** from the suggestions, according to your students’ needs and experiences.

**The students respond to the text by making connections to their knowledge of the King and their experience of wearing shoes for different purposes.**

**The students form hypotheses about what shoes the King will choose and why.**

**The students make meaning by drawing on more than one source of information.**

- **Pages 2 and 3** – Encourage discussion and enjoyment of the illustrations before the students read.
- As the students read these pages, prepare them for the content and structure of the text by asking focused questions. For example, before they read line 1 (also to provide support with the irregular verb “woke”), ask: *What did the King do? Read and find out.* Before line 2, ask: *What did he put on?* If the students read “got” for “woke” or “pants” for “clothes”, prompt them to check the initial letters. *If it was “pants”, what would you expect to see at the beginning of the word?*
- Before the students read lines 3–4, model your thinking: *I notice speech marks and a question mark. I wonder what he’s asking ...* Refer to the introductory discussion. Prompt the students to use their knowledge of language structure to confirm the word “What”. Provide them with some alternatives: *What shoes? Why shoes? Where shoes? Which one sounds right?* To support English language learners who are new to New Zealand or to English language settings, provide a model and/or tell them what is right and explain why.

- If necessary, provide some support with decoding. For example, write the word “will” on the whiteboard or in the modelling book and model how to blend the initial sound with the “ill” rime; and/or help the students to notice “to” and “day” within the word “today”. Prompt the students to confirm that here, “will I wear” has the meaning of deciding something.
- At the end of page 2, review (summarise) what has happened so far. Support the students to notice that they are summarising when they think and talk about what has happened in the text so far. Encourage the students to speculate about which shoes the King will choose. The page 3 illustration provides a big clue. Have the students read page 3 and check their prediction.
- **Page 4** – Before they read, focus on the illustration and the King’s difficulty in getting his boot on. Encourage the students to role-play putting on their own “boots” to support them with the idea of the boots being “too tight”.
- **Page 5** – Model your thinking: *I wonder if he will like wearing the jandals.* The students are likely to anticipate that the jandals will not be satisfactory. If necessary, prompt them to attend to the initial letter to help them work out “cold” and to confirm the word by using the illustration of the shivering mouse. For students who need more support with the idea of shivering, demonstrate the action of shivering and discuss when we shiver.
- At the end of page 5, summarise what shoes the King has tried and why they were unsatisfactory. *If he’s not happy with the Royal Boots or Jandals, then what will he choose?* Encourage the students to return to one of the earlier illustrations to check the alternatives.
- **Pages 6 and 7** – The illustrations, and the pattern of the text so far, provide a high level of support, so the students should be able to read these pages with minimal teacher help.
- At the end of page 7, review the students’ earlier hypotheses. *Is this what you would expect a king to wear?*
- Revisit the reading purpose. *Why did he choose his slippers?* In addition to the reasons the King gives in the text, encourage the students to think of other possible reasons.

**The students think critically about the character of the King and comment on (evaluate) the consequences of his choice.**

- *Are these the right sort of shoes for a king to wear?* Encourage debate, for example, they meet the King’s

criteria (not tight, his feet won’t get cold) but are not the sort of shoes a storybook king would usually wear. *What if he wore the slippers to a party?*

- *What have you learnt about the King?* Encourage the students to also make connections to what they know about the King from *The Hole in the King’s Sock*.

**The students notice some errors in their reading, and they attempt, possibly with some teacher prompting, to correct them by selecting an appropriate strategy, such as attending more closely to print.**

- You may have noticed students doing some self-monitoring during the first reading, but you can monitor more closely as the students reread the text quietly to themselves. Listen in, providing feedback to individual students and making notes about aspects that may need further attention.
- When students make an error, wait till the end of the sentence or page before intervening, unless they stop reading. Waiting gives them the opportunity to notice the error and fix it themselves. Sometimes another student will comment or two students will have different interpretations, providing an opportunity to question and check.
- Some teacher questions and prompts that you could use if the students are not self-monitoring include: *Are you sure? Think about what would make sense. Does that look/sound right to you? Try that again.*
- If students are making errors without noticing a problem, use appropriate prompts to draw their attention to the error. For example, *You said, “I will not wear my big today.” Does that sound right to you?* Or, if the student reads “Shoes” for “Slippers” on page 6: *Are you sure? Look at the beginning of the word. Check the illustration. Is he putting on his shoes?*
- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1 to 4*, page 130.

**After reading: practice and reinforcement**

After-reading tasks should arise from monitoring of the students’ needs during the lesson and should provide purposeful practice and reinforcement. The suggestions below relate to this text and, where possible, links should be made to other aspects of the literacy programme (for example, to other reading texts, the students’ own writing, oral language, handwriting, and alphabet and word games and activities) and other curriculum areas.

**Select and adapt** from these suggestions, according to the needs of your students.

- The students can build their comprehension and fluency by rereading the text while listening to the audio version on the CD *Readalong 2011*. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Where possible, listen in while the students read the text aloud to a partner, noting their ability to self-monitor and to use the punctuation (especially the speech marks, commas, and question marks) to support their phrasing and expression. If necessary, discuss the purpose of the speech marks and question marks.
- Innovate on the text for a class big book or wall story. You could change the characters or the adjectives, for example:

Dylan put on his gumboots. “No,” said Dylan. “I will not wear my gumboots today. My feet will get smelly.”

Or:

“What shoes will I wear today?” said Dylan. “I will wear my gumboots. My gumboots will keep my feet dry.”

- The students could draw their favourite shoes or cut out and paste pictures of shoes they like from magazines and add labels or captions.
- Share-read the Ready to Read poem card *Shoes*.
- List the footwear the King tries on and show how each pair becomes a single item by removing the “s”.
- Have word games available that reinforce automatic recognition of high-frequency words.