

Betty Boots

Written by Sarah Prince
Photography by Michael Curtain

Level 18



Getting ready for reading

Ask: *Have you ever dressed up? What did you wear? What did your mum and dad say? What were your favourite things to dress up in?*

Talking through the book

Give each student a copy of the book. You might say: *This book is about a little girl who likes to dress up.* You may like to have the students turn through the book and look at the photographs. You might say: *What has Betty Boots dressed up as? How might her family feel about this? What has she dressed up as now? How might her sister feel about it? What is she using for a bride's dress? How might her mum feel about this?*

Reading the book

Students read the book individually while the teacher observes each student's reading behaviours and prompts students to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

Encourage the students to support their answers with evidence from the book as they discuss these questions.

Where does Betty Boots get her ideas from for dressing up?

Why isn't her mother worried about her dressing up at first?

What changes her mother's mind?

What kind of person is Betty Boots?

Being a code breaker

Students could investigate the letters used to represent the /oo/ sound throughout the book: *boots, chewing, music, beautiful, shoes, ruined.*



Being a text user

Discuss:

What kind of book is this? Fiction or factual?

What makes you think this?

Being a text critic

Discuss:

Are all little girls like Betty Boots?

Was it fair that Betty Boots was not allowed to get dressed up any more?

Literacy learning centres – follow-up activities

WRITING CENTRE 1

Students could write the next episode of this book to show what happens to the cat as Betty Boots dresses it up.

WRITING CENTRE 2

Students can make a funny character split book (see Blackline Master 15, page 126). The head goes in the top box, the body in the middle box and the legs at the bottom. Cut the paper into sections and staple to make a book.

TEXT CENTRE

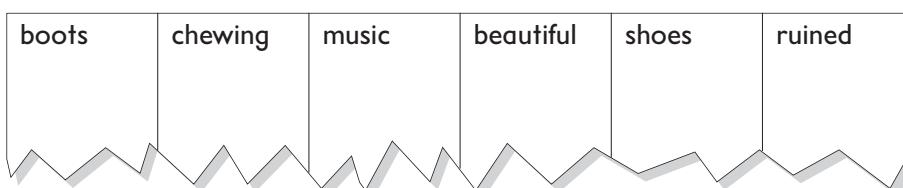
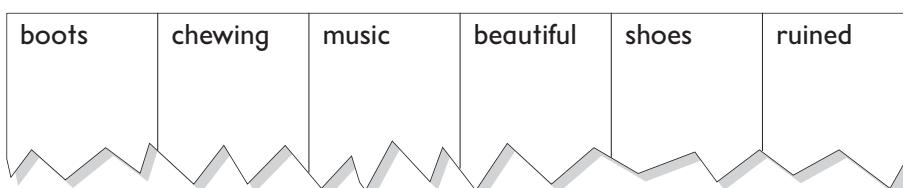
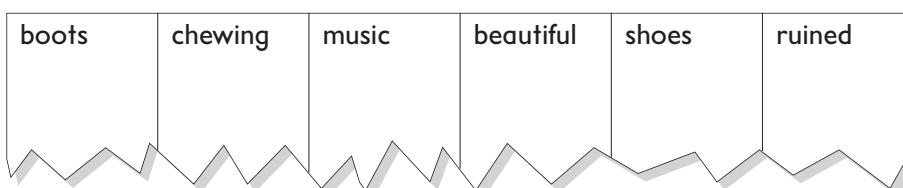
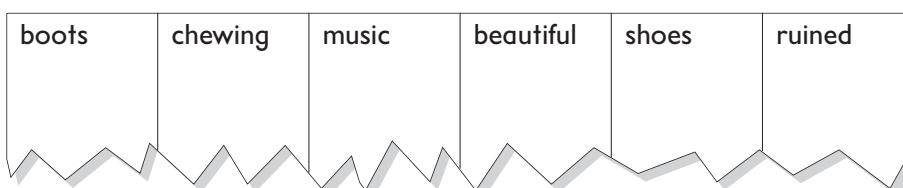
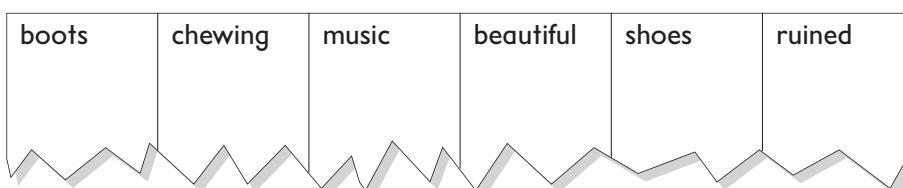
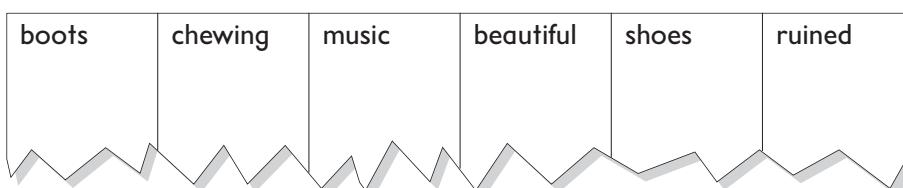
Students could write and draw to make a set of cards that show the sequence of events from the book. These cards could be mixed up and given to a partner to put in the correct order. Students could be encouraged to discuss aspects of the cards such as labels and captions that make the sequence clear.

INTERACTIVE LITERACY CENTRE

Students could work in cooperative pairs to design dress-ups for themselves.

WORD CENTRE

Students could investigate words with the /oo/ sound using familiar texts. The words could be classified according to the letter pattern used to represent the sound.

boots	chewing	music	beautiful	shoes	ruined
					

Keeping track

Asking questions that focus on the literal, inferential and interpretive aspects of the texts allows students to demonstrate a deeper understanding of the text.