

## Emergent Lesson Plan

### Molly's New Shoes

Emergent Level 6

#### Lesson rationale

The students will

- Infer meaning
- Hypothesize outcomes based on knowledge of the story and the students' own ideas

#### Before the lesson

Read the story. Familiarize yourself with the lesson plan and follow-up activity. Prepare any resources you will need.

#### Reading and thinking

Introduce the book to the students by showing them the cover illustration and reading the title.

Turn to the back cover. Focus on the illustration and focus-question that is featured there.

Begin the discussion by thinking of the different types of shoes you could buy. Then ask the children for their ideas about what sort of shoes Molly could be after.

Encourage them to make the links that Molly is a girl, wearing a pink tutu. Some students will come to this understanding sooner than others. This will show you which students are confident to have a guess or form hypotheses.

Begin reading the story on pages two and three.

Continue reading pages four and five.

Talk about the illustrations with the students. *Ask, I could tell that Molly did not want to buy boots. How could I tell that?* Through this discussion focus the students' attention onto Molly's facial expression and how the boots match the clothes that Molly is already wearing.

Before reading the text, focus again on the illustrations. *What can you tell about the story by looking at these illustrations?*

Read the accompanying text.

Turn to the next page. Read pages eight and nine.

Again discuss the illustrations and the text. Talk about the illustrations and writing and how they work together to help the reader understand the story. Ask the students to tell you why Molly wasn't going to buy the sandals.

Turn to pages ten and 11. Ask the children for their ideas based on the illustrations. Read the text to confirm their ideas.



Conclude the story by reading page 12.

Praise the students for their work and thinking. Briefly summarize the reading strategies that they have practised today.

### **More thinking**

Remind the students how Molly was dressed for dancing when she went shopping for her new shoes and how this gave the reader a 'clue' as to what type of shoes Molly wanted to buy. Ask the students to think about what Molly may have been wearing if she wanted to buy soccer boots. Discuss the possibilities that surround this idea. With that in mind, ask the students to choose either the boots, slippers or sandals that are seen in the story and have the students draw a picture of Molly dressed to match her footwear. If this task is too simple for some students, ask them to come up with an entirely different type of footwear and draw Molly clothed to match her 'new shoes'.