



Guided Reading with

## THE BEST SHOES

Guided Reading: A

DRA: 1 Intervention: 1

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**Overview:** There are so many kinds of shoes. Which ones are the best?

12 pages, 53 words

**Genre:** Realistic Fiction

### Focus: Concepts of Print and Reading Strategies:

- one-to-one matching
- using the picture clues
- reading patterned sentences

### Supportive Text Features:

- familiar words and concepts
- patterned sentences
- two alternating sentence patterns
- strong picture-text match

### High-frequency Words:

*look, at, I, do, not, like, are, the*

### Phonics:

- initial consonant digraphs /th/, /sh/

### Common Core Standards:

- R.1, R.2, R.4, R.6, R.7
- RF.1, RF.2, RF.3
- W.3
- SL.1, SL.2, SL.3, SL.4
- L.1, L.4

### ELL/ESL

*Los mejores zapatos*

See back page

## Getting Ready to Read

### 1. Introduce the concept and vocabulary by asking open-ended questions:

- Why do people wear shoes?
- Name some types of shoes that children wear.
- What are your favorite shoes? Why?
- Why are there different types of shoes?

### 2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title. Read: "*The Best Shoes.*"
- Ask children to predict how the girl on the cover is feeling.
- Show the back cover and read the copy. Ask children which shoes they think the girl on the cover might say are the best.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures.
- Ask them to notice all of the different types of shoes.



### 3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to look at the pictures and the beginning sound of the word.

### 4. Be aware of the following text features:

- The book contains familiar words: *these, shoes, best.*
- The text is below the photograph on each page.
- There are two alternating patterned sentences: "Look at these shoes." and "I do not like these shoes."
- The last sentence is different: "These are the best shoes!"
- The sentences on the last two pages end with an exclamation point.

## Reading the Book

### 1. Set a purpose by telling children to read the book to find out what type of shoes the girl thinks is best.

**2. Have children read quietly, but out loud.** Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.

### 3. Look for these reading behaviors during the first reading:

- Do the words children say match the words printed in the book? (voice to print match)
- Do children look at the photographs before they read the text or after they read?
- What do they do if they encounter an unfamiliar word? (appeal to you, try a strategy)
- Do their eyes go up to the picture before reading the new word in the pattern?
- Are they saying the initial sounds of words before saying the whole word?
- Are they saying individual letter sounds /s/-/h/-/o/-/e/-/s/ or blending the sounds?
- Do they reread if they come to an unfamiliar or unknown word?
- Have they self-corrected any mistakes?
- Is there any inflection or speech-like sound to their reading?
- Have they responded with a laugh or other sound as they read the text?
- Do they make comments as they read?

**4. As children read, suggest a reading strategy if they are struggling:** "Try rereading the sentence. Try looking at the picture to make sense of the print." Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word.



## 5. Possible teaching points to address based on your observations:

- Review using the picture to help with each new word.
- Review using initial consonant digraphs to read new words.
- Model how to reread the sentence if it does not sound right or make sense.
- Call attention to all the high-frequency words children have learned and used.
- Point out that it is important to look at the pictures to find out what is happening in the story. Also note that the visual clues start with the picture on the title page.
- Call attention to the exclamation points on the last two pages.

## After the First Reading

1. Have children confirm their predictions and talk about what types of shoes the girl thinks is best.
2. Starting with the title page, have children look at the pictures in order and tell the story in their own words.
3. Talk about how the girl is feeling on each right-hand page as she tries on different kinds of shoes. How do her feelings change when she finds the best shoes? If necessary, tell children to look at the girl's face for clues to her feelings.

4. Have children revisit the picture on page 10 of the boy holding up the shoes his sister likes. Where/how did he find the shoes? Have children look back through the book to find out.

5. Look at the text on pages 10 and 11. Model how the exclamation point on page 11 changes the way the sentence should be read. Have children talk about how this affects the meaning of the sentence on page 11.

6. Focus children's attention on the picture on the last page. Talk about the differences between the girl's shoes and the boy's boots. Ask why they think the girl is holding her socks.

7. Have children tell what they think might happen next in the story.

## Second Reading

1. Have children reread the book in a whisper voice or to a partner.
2. This is a time for assessment. While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.



### Cross-Curricular Activities

**Language:** Record children's retelling of the story of THE BEST SHOES on chart paper. Then reread the story with children several times, pointing to each word as you read. Children may also enjoy acting out the story using props from the dress-up corner.

Have children brainstorm words that rhyme with *not*. List the words on chart paper and then ask children to make up sentences using each word. The words may also be added to the word wall.

**Language/Math:** Give children a set of cards with pictures of a wide variety of shoes. Ask them to sort the cards in an open-sort activity, without giving any directions. When children are finished, ask them to explain why they grouped the shoes as they did. Then have them sort the problems in a different way and talk about the new grouping. Make a list of adjectives to describe the shoes.

**Math:** Review with children that a pair consists of two items. Have children look through the book and count how many pairs of shoes they see. (Note: the shoes on the walls are not pairs.) Then have them name other things that come in pairs.

Draw five pairs of shoes on the chalkboard and have children practice counting the number of individual shoes by twos.

**Science:** Have children name their body parts that come in pairs. Then play the "Hokey Pokey" using as many of the paired body parts as possible. If children are not yet comfortable with "right" and "left," just say, "You put your one foot in," "You put your other foot in," and so on.

**Art:** Have each child trace his or her shoes on a piece of paper and cut out the shapes. On one shoe, children write words to describe their "best" shoes (color, pattern, style, and so on). Then decorate the other shoe to match the description. Punch a hole at the top of the shoes and tie each pair together with yarn or string. Hang the shoes in the classroom.

**Social Studies:** Make oversize flash cards of different types of footwear, such as sneakers, rain boots, snow boots, hiking boots, dress (party) shoes, flip-flops, sandals, slippers, and so on. Show children the flash cards and talk about when and where you would wear each type of footwear. If possible, bring in different types of shoes from your home for students to touch, see, and describe. Ask students to think about why we need different types of shoes and how shoes help us. What would happen if you wore flip-flops in the snow or dress shoes hiking?

**Writing:** Tell children to imagine they have magic shoes that can take them anywhere they want to go. Have them write about and sketch a place their shoes take them.



## BEBOP CLASSROOM CONNECTION



*Guided Reading: A*  
*EDL/DRA: 1*  
*Intervention: 1*

### Guided Reading with **LOS MEJORES ZAPATOS**

The Spanish edition also uses two alternating patterned sentences and familiar words: **zapatos, gustan, los mejores**. Because many children speak dialects or may mix Spanish and English, you may need to help children understand that “book language” does not always match the words we use every day.

The book introduction and guided reading lesson follow the outline for the English edition. Children need exactly the same support and strategy instruction as their English-speaking classmates.

If children have difficulty with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

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**DRA (Developmental Reading Assessment) and EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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