

Guided Reading with

## NEW SHOES

Guided Reading: C

DRA: 3

Intervention: 3

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illustrated by Michael Ramirez

**Overview:** A boy is proud of his clean, new shoes. But once he starts to play, his new shoes get dirty.

8 pages, 63 words

### Genre:

Realistic Fiction

### Concepts of Print and Reading Strategies:

- read with one-to-one correspondence
- use a wide variety of high frequency words as markers
- use a text pattern to support reading
- notice when a text pattern changes and adjust reading
- use illustrations, initial sounds, or beginning parts of words to read unknown words
- blend letter sounds to read phonetically regular words

### Supportive Text Features:

- clear relationship between text and illustrations
- illustrations support all text details
- book depicts simple ideas through text and illustrations
- short, predictable sentences
- line breaks match text phrasing
- text is similar to oral language
- familiar content close to many children's experiences

### High-frequency Words:

*these, are, my, they, I, can, the, in, a*

### National Standards:

- RF.K.1 (a–d), RF.K.3 (a, c), RF.K.4
- RL.K.1, RL.K.7

### ELL/ESL

*Zapatos nuevos*

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## Getting Ready to Read

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

- What's special about getting new shoes? How might new shoes look?
- What might someone do while wearing sneakers?
- How might shoes get dirty? What might someone say when his or her new shoes get dirty?

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

- Hold the book. Call children's attention to the title. Read: *New Shoes*.
- Ask children to predict what the boy will do in his new shoes.
- Show the back cover and read the copy. Ask children what "proud" means. Ask them to predict what he will do to make his shoes dirty.
- 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 what the boy is doing in each picture.

### 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.
- Remind children to point to the words as they read.

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

- The book contains familiar words: these, are, my, they, I, can, the, in, a
- The book contains one sentence per page with the pattern "I can \_\_\_\_\_ in my new shoes." The first and last pages are different.
- The last page contains two exclamation points.

### Reading the Book

**1. Set a purpose by telling children to read the book to find out about what the boy does in his new shoes.**

**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 pictures 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 over 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 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 sounds 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, known parts of the word, or say all the sounds in the word to read it.

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

- Review using the picture to help with each new word.
- Review using initial consonants blends and long/short vowel sounds to read new words.
- Model how to reread the sentence if it does not sound right or make sense.
- Model how to make a return sweep to the second line of text.
- Call attention to all the high-frequency words children have learned and used.
- Note that it is important to look carefully at each picture for clues to finding out what the boy does in his new shoes.

### After the First Reading

**1. Have children confirm their predictions and talk about what the boy did in his new shoes.**

**2. Ask questions like:**



- How did the boy's new shoes look at first?
- What did the boy do in his new shoes? What happened?
- How did the shoes get dirty? What did the boy say?
- What makes those great shoes for the boy's activities? What would happen if he wore flipflops, slippers, or ice skates when he does those activities? Do the right shoes matter? Why or why not?
- When have your shoes gotten dirty? How did you feel about it?
- How do you feel when you get new(er) shoes? Why do young people need to get shoes often?
- How do you think his parents will feel about what happened to his new, clean shoes? Why?
- What advice do you have for the boy after his shoes get dirty? Is there anything that can be done?

## 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:** Write the sentence frame, "I can \_\_\_\_\_ in my new shoes" on a sentence strip for a pocket chart. Have children build sentences from the book and new sentences using word

cards to fill in the blank.

Have children create their own books about new shoes. Ask them to imagine a pair of new shoes they'd like and the things they'd do while wearing them. Provide sentence frames that read, "I can \_\_\_\_\_ in my new shoes."

Have children ask peers and school adults, "What can you do in new shoes?" Compile results on a chart to practice reading "I can \_\_\_\_\_ in my new shoes" sentences.

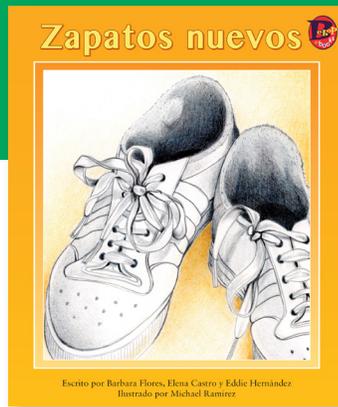
Have pairs of children turn the book into a short performance, with one partner reading the words aloud and the other acting out the events. Talk about reading with expression and showing emotion through acting and facial expressions.

Have children create "new shoes" comic strips. Provide three boxes for drawing pictures of a character getting new shoes, doing something in them, and the shoes getting dirty. Show children how to add words to speech bubbles, using language from the book as a guide.

Encourage children in pairs take turns to interview each other about a favorite pair of shoes and why. Have each interviewer sketch or write about their partner's favorite shoes and volunteer to tell the class about them.

**Art:** Help children create a new shoe style. Children can draw the outline of the shoe on construction paper and then add color, sequence, pompoms, stickers, and more to their shoes. Ask for volunteers to share the shoes they have created, what special features they have, and what is the best time and activity to wear them.

**Physical Education:** Play Simon Says by reading aloud or showing phrases from the book as prompts. Have children act out the activities listed.



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## Guided Reading with **ZAPATOS NUEVOS**

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.

Be aware that many children speak dialects or may mix Spanish and English. During the introduction, help children understand that “book language” does not always match the words we use every day.

**Noun Support:** The following places and objects are listed in the story where the boy uses his shoes: la calle, mi bicicleta, una pelota, el lodo

Print the illustrations from the story. Then, write the names of the places and objects in the story on word cards. Have students match the word cards with the appropriate illustration from the story.

**Verb Support:** The following action words/verbs are listed in the story: correr, saltar, montar, patear, chapotear.

Using the illustrations from the story, have students match the action word cards with the corresponding picture. Then, remove the illustrations and have students match the action word cards with the object/place word cards to support word knowledge.

For students engaging with both English and Spanish texts, have students note that there are two exclamatory statements on the last page. In Spanish, the exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

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

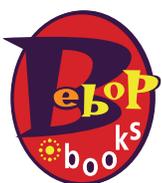
**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**INT. (Intervention)** Intervention levels were assigned by literacy experts and certified Reading Recovery® teachers and are intended for use in early intervention and one-on-one tutorial programs, including Reading Recovery®. These levels are not officially authorized by Reading Recovery®. Reading Recovery® is a registered servicemark of The Ohio State University.

**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.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

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