

NEW SHOES

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 Set 4 – 90 words

Building Anticipation – Setting the Context

Show the children a shoebox. Ask them to guess what kind of shoes might be inside.



Distribute sticky notes on which the children can draw a shoe. Place the sticky notes on a chart and write the names of the shoe beside each. Why do we need to wear shoes?

Introduce the book and guide the children through a book-walk. Before they start reading, focus the children's attention on strategies they can use when they come to an unknown word.

Discussion – Book Talk

What reading strategy did you use when you came to an unknown word?

Do you have a favorite pair of shoes? Which of the shoes mentioned in the story would you have chosen? What do you think Grandma will do in her new running shoes?

Creative Response – Independent Practice

Children can:

- write about their favorite shoes, explaining why they like them.
- write about an adventure they have while wearing their favorite shoes.
- write a poem about shoes, using “I need new shoes!” as the first and last line.

I need new shoes!
 Running shoes, jumping shoes,
 Flat shoes, shiny shoes,
 Any kind of shoe will do.
 The hole is the clue,
 For it is true,
 I need new shoes!

- create a class graph on the reproducible master showing the type of shoes everyone is wearing.

Read-Aloud Connection

What Can You Do with a Shoe? by Beatrice Schenk de Regniers. McElderry Books, Simon & Shuster, 1955, 1997.

- A book in rhyme about many funny ways to use a shoe.
- The November Boots* by Nancy Hundal. HarperCollins, 1993.
- On a rainy day, a boy splashes in puddles in his rubber boots.

Learning About Language - Focused Teaching		
High Frequency Words	You, going, Good, At, We, get, He	Practice writing one or two of these words on an erasable board.
Letters and Letter Clusters	Y — You y — you, your sh — shoes x — boxes st — store	Write the letter <i>y</i> in the air with a finger while saying the sound. Brainstorm to create a list of words beginning with <i>sh</i> .
Rhymes and Word Families	all, ball, call some, come we, me, she, he	Use movable letters to put together and take apart these and other words containing the rime <i>all</i> .
Word Endings	ed — looked ing — going s — shoes, boxes	Practice creating the past tense by adding <i>ed</i> endings to verbs in the simple present tense (e.g., call — called).
Compound Words	Grandma	You know how to spell Grandma. Can you spell Grandpa?

Reproducible Master - New Shoes

Survey your class and make a shoe chart.

Laces	Velcro	Slip-On	Buckles

My shoes are _____.