

THE RED SHOES

Guide Notes

Title: "The Red Shoes"

Stage: Fluency (1)

Text Form: Recount

Approach: Guided Reading

Processes: Thinking Critically, Exploring Language, Processing Information

Written and Visual Focus: Recount Structure, Text Highlights

THINKING CRITICALLY

(sample questions)

- Why do you think the bull would paw the ground?
- What do you think would make the bull angry?
- Why do you think the girl wanted the red shoes so much?
- How do you think the brother in the story was trying to make his sister feel?
- Where might have been a more sensible place to hide the shoes?

EXPLORING LANGUAGE

Terminology

Spread, author and illustrator credits, ISBN number

Vocabulary

Clarify: paw, stomp, bellowing

Nouns: bull, shoes, brother, tongue, oven

Verbs: paw, stomp, crash, dance

Singular/plural: shoes/shoes, bull/bulls, eye/eyes

Print Conventions

Apostrophes – possessive (bull's hot breath), contraction (didn't)

Phonological Patterns

- Focus on short and long vowel o (shop, stomp, lot, go, coat, home)
- Discuss root words – hooves, shiny, worried
- Look at suffix ful (wonderful)

Visual Information

- Focus the children's attention on the text highlights throughout the book.
- Discuss the reason for these.
- Talk about the through bubble, the advertisements, and the signs within the illustrations.
- Discuss the font style.

PROCESSING INFORMATION

(including oral, written, and visual language)

Ideas for selection

- [Play "The Red Shoes" Video](#)
- Discuss the introduction, events in sequence, and conclusion of the recount.
- Talk about the characters and the setting.
- Discuss the text form of the recount. Compare it with other text forms children have read.
- Discuss the similarities of The Red Shoes with other recounts that the children have read.
- Talk about the purpose of the recount and the intended audience.
- Focus the children's attention on pages 18-19 and discuss the structure of writing a recount.
- Using the structure, children could draw their own visual mapping of a recount.
- Collate the visual mappings into a book for independent reading.

LESSON PLANS

F-06: Reading with Intonation
The Red Shoes

Guided Reading Fluency: Reading with Intonation

Purpose: TLW... Read fine and bold printed text as author intended

FLUENCY

Guided Reading Practice:

Materials:

Sails book: *The Red Shoes*, Recording sheets/Response Journal, Pencils

(C) Say: "Today, our group is going to read the book, *The Red Shoes* by Jill Eggleton. This story is about a little girl and her new shoes. We are going to find out what happens to her new shoes."

(C) "First, I want us to look through the book and make predictions about what we think is happening or is going to happen in this story." Look through the book and discuss what is happening in the pictures. Have the students make predictions as you go along. Point out the different fonts and discuss the reason for these.

(V, F) "Now I am going to ask you to help me find a word in our story that we need to read with expression. First, I need you to raise your hand if you can tell me what page we should look on to find a word that is printed differently. Call on a student for the answer. "Super. Yes, page 6 does have several words written differently. Everyone find the special words on page 6. How do you think we should read these words? If you want you may have other students locate the special printed words on other pages. "Wow, you all are so smart! I think we are ready to read our new story. While you are reading your story, you will notice the different sizes of the print we talked about earlier today. As you read, make sure you are changing the volume of your voice to match the printed text." Allow them time to read the story at their own pace while you listen and support them as necessary. "Fantastic. Now I want us to read the story together. As we read, I want you to focus on reading fluently as we change the volume of our voice." Read the story with them modeling expressive reading.

Check for Understanding:

(C) Check comprehension by asking your students to summarize or retell the story.

Independent Practice:

(C, F) "While I am working with the groups, each of you will have a job to do. I want your group to go to our computer/TV station to read the story [The Red Shoes](#) with the computer two times. I want you to practice reading the words the way the author intended. When you finish reading, I want you to respond in your journal by writing what you learned today about reading fluently. Dismiss students to their learning stations, record your anecdotal records, and prepare for the next reading group.

For further study on the same story, see the Guide Notes in the back of each set of books or use the link above to locate more learning opportunities.

Independent Practice:

Have the students take the book they read home to read expressively to their family. After they have read the book, have each person who listened to them sign the reading record as evidence that it was read.

P-06
Phonics Lesson—Short e
The Red Shoes

Guided Reading: Short e

Purpose: The learner will... use phonics knowledge of **short e** to read continuous text.

FLUENCY

Guided Reading Practice:

Materials:

Sails book: *The Red Shoes*
Recording sheets
Pencils
Highlighters/yellow crayons

(C) Say: "Today, our group is going to read the book, *The Red Shoes* by Jill Eggleton. This story is about a little girl and her new shoes. We are going to find out what happens to her new shoes."

(C, V) "First, I want us to look through the book and make predictions about what we think is happening or is going to happen in this story." Look through the book and discuss what is happening in the pictures. Have the students make predictions as you go along. Point out the captions and index and discuss the reason for these.

(P) "Wow, you all are so smart! I think we are ready to read our new story. While you are reading your story, you will notice several words that have the short e sound. Remember to use your decoding skills to help you read the tricky words. After you have read the story one time by yourself, we will read it together." Allow them time to read the story at their own pace while you listen and support them as necessary.

(F) "Fantastic. Now I want us to read the story together. As we read, I want you to focus on reading fluently with phrasing and expression." Read the story with them modeling expressive reading.

Check for Understanding:

(C) Check comprehension by asking your students to summarize or retell the story.

Independent Practice:

(C) “While I am working with the groups, each of you will have a job to do. I want your group to go to our computer/TV station to read the story *The Red Shoes* with the computer three times. For the first two times you are reading the story with the computer, I want you to practice reading fluently with expression. Then the last time, I want you to listen for all the short e words. As you hear a short e sound in a word, I want you to write the word down on your recording sheet. Finally, I want you to take a highlighter/yellow crayon and highlight all the short e’s in your list of words.” Dismiss students to their learning stations, record your anecdotal records, and prepare for the next reading group.

For further study on the same story, see the Guide Notes in the back of each set of books or use the link above to locate more learning opportunities.

P-12
Phonics Lesson—Short o
The Red Shoes

Guided Reading: Short o

Purpose: The learner will... use phonics knowledge of short o to read continuous text.

FLUENCY

Guided Reading Practice:

Materials:

Sails book: *The Red Shoes*
Recording sheets
Pencils
Highlighters/yellow crayons

(C) Say: “Today, our group is going to read the book, *The Red Shoes* by Jill Eggleton. This story is about a little girl and her new shoes. We are going to find out what happens to her new shoes.”

(C, V) “First, I want us to look through the book and make predictions about what we think is happening or is going to happen in this story.” Look through the book and discuss what is happening in the pictures. Have the students make predictions as you go along. Point out the different fonts and discuss the reason for these.

(P) “Now I am going to ask you to help me find a word in our story. First, I need you to raise your hand if you can tell me what letters you would find at the beginning of the word ‘scared’.” Call on a student for the answer. “Super, ‘scared’ does beginning with the letters ‘sc’.” Now I want you to look here on page 12. Can someone show me the word ‘scared’? Choose a student to show you the word on the page. If you want you may have other students locate the word ‘crashing’ on page 4 & ‘worried’ on page 10.

(P) “Wow, you all are so smart! I think we are ready to read our new story. While you are reading your story, you will notice several words that have the short o sound. Remember to use your decoding skills to help you read the tricky words. After you have read the story one time by yourself, we will read it together.” Allow them time to read the story at their own pace while you listen and support them as necessary.

(F) “Fantastic. Now I want us to read the story together. As we read, I want you to focus on reading fluently with expression. You may even want to change your voice to read the highlighted text.” Read the story with them modeling expressive reading.

Check for Understanding:

(C) Check comprehension by asking your students to summarize or retell the story.

Independent Practice:

(C, F, P) "While I am working with the groups, each of you will have a job to do. I want your group to go to our computer/TV station to read the story [The Red Shoes](#) with the computer three times. For the first two times you are reading the story with the computer, I want you to practice reading fluently with expression. Then the last time, I want you to listen for all the short o words. As you hear a short o sound in a word, I want you to write the word down on your recording sheet. Finally, I want you to take a highlighter/yellow crayon and highlight all the short o's in your list of words." Dismiss students to their learning stations, record your anecdotal records, and prepare for the next reading group.

For further study on the same story, see the Guide Notes in the back of each set of books or use the link above to locate more learning opportunities.

EOG QUESTIONS

Why does the girl's mother want her to buy black shoes?

- A) They are shinier than red shoes.
- B) They will last longer than red shoes.
- C) They are like the shoes other children wear.
- D) They will not show dirt as much as red shoes.

Category: **Cognition**

Thinking Skill: **Knowing**

QAR: *Right There*

NCSCOS Objective (Grade 3): 2.01

How does the storyteller let us know that she is very much afraid of the bull?

- A) The storyteller tells us that the bull bellows and paws the ground.
- B) The storyteller tells us that the bull talks in a frightening voice.
- C) The storyteller tells us that she sleeps in her old black shoes.
- D) The storyteller tells us that she feels safe only in her own bed.

Category: **Critical Stance**

Thinking Skill: **Generating**

QAR: *Author and Me*

NCSCOS Objectives (Grade 3): 2.04, 2.05, 3.01

Why does the brother tell his sister that her red shoes will make the bull angry?

- A) He likes to tease her and make her more afraid.
- B) He always tries to protect her from the bull.
- C) He wishes that he had gotten red shoes, too.
- D) He wants her to cook her shoes in the oven.

Category: **Interpretation**

Thinking Skill: **Generating**

QAR: *Think and Search*

NCSCOS Objectives (Grade 3): 2.05, 3.01

Which of the following would be a better place to hide the shoes?

- A) On the roof
- B) In the bath tub

- C) In a closet □
- D) Under a bush

Category: Connections

Thinking Skill: Evaluating

QAR: *On My Own*

NCSCOS Objective (Grade 3): 3.03

PERSONAL NARRATIVES

Write a story about a time you were afraid. It might be when you were afraid of an animal or it might be when you were afraid of something in your room at night, or anything else that would make you afraid.

As you write your story, remember to:

- } Focus your story on what happened when you were afraid.
- } Use specific details to support the main idea of your story.
- } Make sure your story is complete with a beginning, middle, and end.
- } Write complete sentences and good paragraphs.
- } Use your best grammar, spelling, punctuation, and capitalization.

Use the blank sheet of paper given to you by your teacher to plan your story. Anything you write on the blank sheet will not be scored. You must begin writing the final copy of your story on the test paper.

Write a story about a time you got something new and it broke, didn't work, or got messed up.

As you write your story, remember to:

- } Focus your story on what happened to what you got that was new.
- } Use specific details to support the main idea of your story.
- } Make sure your story is complete with a beginning, middle, and end.
- } Write complete sentences and good paragraphs.
- } Use your best grammar, spelling, punctuation, and capitalization.

Use the blank sheet of paper given to you by your teacher to plan your story. Anything you write on the blank sheet will not be scored. You must begin writing the final copy of your story on the test paper.

IMAGINATIVE NARRATIVES

One day you discover you are a pair of red shoes and someone is getting ready to buy you to wear. Write a story about what happens next.

As you write your story, remember to:

- } Focus your story on what happened to you as a pair of red shoes when someone decided to buy you to wear.
- } Use specific details to support the main idea of your story.
- } Make sure your story is complete with a beginning, middle, and end.
- } Write complete sentences and good paragraphs.
- } Use your best grammar, spelling, punctuation, and capitalization.

Use the blank sheet of paper given to you by your teacher to plan your story. Anything you write on the blank sheet will not be scored. You must begin writing the final copy of your story on the test paper.

One day you trip over a stump. You see a little girl looking at you in a strange way. She starts to scream. You suddenly discover you have turned into a bull with long sharp horns. Write a story about what happens next.

As you write your story, remember to:

- | Focus your story on what happened to you as a bull with a screaming little girl in front of you.
- | Use specific details to support the main idea of your story.
- | Make sure your story is complete with a beginning, middle, and end.
- | Write complete sentences and good paragraphs.
- | Use your best grammar, spelling, punctuation, and capitalization.

Use the blank sheet of paper given to you by your teacher to plan your story. Anything you write on the blank sheet will not be scored. You must begin writing the final copy of your story on the test paper.