

# *I Love My White Shoes*

by Eric Litwin

**Pete doesn't let anything keep him from movin', and groovin', and singin' his song. He celebrates the clean whiteness of his four new sneakers as he saunters down the sidewalk, but when he accidentally steps into an enormous pile of strawberries, he readily accepts their new hue: red! Whether his sneakers turn blue, brown, white, or wet, it's all cool for Pete.**

## **Create Successful Reading Habits**

Research from What Works Clearinghouse suggests that students need to learn to identify and use a text's organizational structure, or plot, to understand the text.\* Focusing on a story's structural elements helps students to extract and construct meaning from a story. Plot development shapes a story, and when students can identify different story elements, they can then practice analyzing and interpreting the information for its deeper meaning. WWC recommends that teachers use comprehension strategies and a variety of graphic organizers as tools for helping students to think critically about what they read.

\* U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. (n.d.). Practice Guides. <https://ies.ed.gov/ncee/wwc/PracticeGuides>

## SCIENCE OF READING – ASSESSMENTS

Assessments measure what children have learned or are able to do. Assessments can be divided into two broad categories: **formal** and **informal** assessments.

**Formal assessments** are usually standardized; that is, they have been administered to a large sample of different students in a uniform, consistent manner.

- Norm-referenced tests compare students to their peers—how do they compare to other students their age or in the same grade?
- Criterion-referenced tests indicate if students have accomplished certain formalized academic objectives or benchmarks, such as state standards—which learning goals have they met?

Formal assessments are often used for **screening, diagnostic, or outcome/summative assessment** purposes.

**Informal assessments** are not standardized but can be used by teachers to make instructional decisions.

Some examples of informal assessments include:

- running records
- timed readings
- teacher anecdotal records
- book logs
- informal reading inventories
- phonics surveys
- Informal assessments can be used for **progress monitoring** or **formative purposes**. Teachers use these to decide the next steps for instruction. Teacher-created assessments are also often used as **outcome measures** to determine if students have learned instructional objectives.

## WORD WORK – ORALLY SEGMENTING AND BLENDED SHORT VOWEL CVC WORDS

Students will orally segment and blend CVC words with short vowel sounds to strengthen phonological awareness.

- Say, “Today we are going to practice breaking apart sounds in words from *Pete the Cat: I Love My White Shoes* and blending them back together. All the words will have a short vowel sound in the middle.”
- Review the short vowel sounds /ă/ /ĕ/ /i/ /ŏ/ /ÿ/.
- “The first word is *cat*.” Ask students to repeat the word.
  - “The word *cat* has three sounds. /k/ /ă/ /t/.” Hold up a finger for each phoneme as you say them. “The sound in the middle is the short vowel sound /ă/.” Repeat and ask students to hold up their fingers as they say the three phonemes with you.
  - “Now I am going to blend the three sounds back together to say the whole word, *cat*.” Repeat and ask the students to blend the phonemes with you.
- Repeat the steps with *did*, *red*, *wet*, and *mud* using a gradual release of responsibility where you guide students in segmenting and blending the sounds, and then provide opportunities for independent practice.

**ELA.K.F.1.2: Demonstrate phonological awareness.**

- d. d. Identify the initial, medial, and final sound of spoken words.
- f. f. Segment and blend phonemes in single-syllable spoken words.

**Clarification 1: Phonological awareness only refers to what can be done orally at the syllable, onset-rime, and phoneme levels. It does not involve print or letter knowledge.**

### ELL and SWD suggestion:

Use blendable sounds as you guide students in segmenting and blending phonemes to help them produce the correct sounds. Hold continuous sounds like short vowels for a few seconds so that students can hear the stretchable sound. Be sure to use quick sounds for stop sounds like /k/ and /t/. Be careful not to add “uh” or a “schwa” sound to the end of the sound to avoid any confusion.

## TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words can be used for explicit vocabulary instruction. When teaching vocabulary, it is important to create and share student-friendly definitions that are appropriate for the level of your students. Help students make connections to the word by providing contextual information that relates to the text being read and builds upon their background knowledge. Here are some examples of Tier 2 vocabulary words from the book:

**ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**



**pile** (p. 6): If you **pile** things somewhere, you put them one on top of the other. The blueberries are **piled** on top of each other.



**squeak** (p. 29): When something **squeaks**, it makes a short, loud noise. Pete’s shoes **squeak** with every step he takes because they are wet.



**puddle** (p. 18): A **puddle** is a small pool of water or another liquid. When Pete steps into the **puddle** of mud, it turns his shoes brown.



**moral** (p. 30): The **moral** of a story is the lesson an author wants you to learn. The **moral** of Pete’s story is to be happy, even when things don’t turn out the way you think they will.

### ELL and SWD suggestion:

Reinforce students’ understanding of vocabulary by asking them to generate synonyms for the new words they are learning. This allows them to interact with new vocabulary in a meaningful way. Assist ELL students in recognizing cognates in their native language that correspond to the meaning of the word in English.

**Extension Activity:** Create a vocabulary notebook with students to keep track of all the new vocabulary words they are learning. Students will use the notebook to record each word and draw a picture that represents the word. Teachers can also use the notebook to have students draw synonyms, antonyms, or other important vocabulary features. If you are able, provide a small incentive like a sticker or a classroom shout-out to encourage students to use the word in the correct context in their everyday language.

## READ FOR MEANING – STORY MAPPING AND SEQUENCING

Teachers will guide students in completing a story map and sequencing the important events in the story.

### **ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.**

- Clarification 1: In describing the main character, students can describe appearance, actions, feelings, and thoughts of the character. Students will explain what in the text their description is based on.
- Clarification 2: For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.

### **ELA.K.C.1.2: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.**

#### **Before: Activate Background Knowledge**

The Florida B.E.S.T. ELA standards state that reading comprehension depends more on relevant background knowledge than on mastery of reading strategies. Give students an opportunity to activate and use their schema to help them tie what they already know to what they will learn from the text.

- What do you notice about the character on the front cover?
- Do cats normally wear shoes?
- What can happen if you wear white shoes outside? Do they stay clean?
- How would it make you feel to get your shoes dirty? Why?
- How can you clean your shoes if they get dirty?

#### **During: Create a Story Map**

Use a story map graphic organizer to help students learn the elements of a narrative story including the characters, setting, and main events. Explicitly teaching students how to focus on these elements will improve comprehension and guide them to look for important details when they read independently.

Title: <i>I Love My White Shoes</i>		
<b>Characters</b>	<b>Setting</b>	
<b>Beginning</b>	<b>Middle</b>	<b>End</b>

Say, "Today as we read *I Love My White Shoes*, you are all going to help me make a story map. A story map tells us all the important things that happen in a story, like who the characters are, where the story takes place, and the order that the important events happen. Story maps help us remember what happens in a story so that we can retell it in the right order!"

## READ FOR MEANING – STORY MAPPING AND SEQUENCING

Here are questions you can use to guide your discussion with students as you complete the story map together:

### Character

- What does Pete the Cat look like? What is he wearing? (p. 2)
- How does Pete feel about his new shoes? Why do you think he feels that way?
- Do you love your shoes? What is your favorite clothing item to wear? Why?
- How does Pete react when his shoes turn \_\_\_\_\_? (p. 9, 15, 21, 27)
- Why do you think Pete keeps singing his song instead of crying when he steps in different things?

### Setting

- Where is Pete walking in his brand new white shoes? (p. 3)
- What do you think would happen to Pete's white shoes if the story had a different setting, and he stayed inside his house instead of going for a walk?

### Beginning

- What is happening in the beginning of the story? (p. 2 - 5)
- How would you feel if you got a brand new pair of shoes? Why?

### Middle

- What happens first to cause Pete's shoes to change color? (p. 6 - 7)
- What happens next? (p. 12 - 13)
- What happens after that? (p. 18 - 19)
- What song does Pete sing each time he steps in something, and his shoes change color? I love my \_\_\_\_\_ shoes! I love my \_\_\_\_\_ shoes! I love my \_\_\_\_\_ shoes!

### End

- How does Pete get his shoes clean in the end? (p. 24 - 25)
- Have you ever walked around in wet shoes before? What did it feel like?
- How could Pete keep his shoes clean the next time he goes for a walk down the street?

### After

Students will use the story map graphic organizer you created together to retell the important events of the story in chronological order using drawings and words.

Pete the Cat was walking down the street in his brand new white shoes.			
<b>First, he steps in strawberries and his shoes turned</b> _____.	<b>Then he steps in blueberries and his shoes turned</b> _____.	<b>Next, he steps in mud and his shoes turned</b> _____.	<b>Finally, he steps in a bucket of water and his shoes turn</b> _____.
			

### ELL and SWD suggestion:

Provide picture cards as a visual aid of what Pete steps in and of the different colors his shoes turn to support students in retelling the story in chronological order. They can demonstrate learning by placing the picture cards in the correct sequence, or they can use the cards as scaffolded support while they complete the learning activity.