

## Guided Reading Lesson: The Right Shoes

### Goals (30 minute lesson)

The student will learn to:

- identify and comprehend the main problem in a story, and its solution
- interpret and infer characters' thoughts, feelings and actions
- make and discuss connections between the text and other sources (e.g., personal experiences, other texts, background knowledge)
- make predictions about the story
- apply a variety of strategies to solve unknown vocabulary (e.g., rereading, self-monitoring, searching pictures and text, making multiple attempts, self-correction)
- use and cross-check sources of information to unlock the text (e.g., context cues, picture cues, language structures, letter/sound/cluster analysis)
- read in a phrased and fluent manner

### Before Reading - Book Introduction/Picture Walk (5-10 minutes)

**Note:** Review the M/S/V chart found on the inside cover of the book and identify any features specifically needed by **this particular group** of students, to support their learning. The **teacher holds the book** and turns the pages, giving the students the opportunity to look at the pictures. Students do not yet have a copy.

- a. Engage students by connecting their experiences/knowledge to the new text. See the 'Think and Talk' section on the back cover of the book:

*What does it mean if something is on sale?  
Do you every buy things on sale?*

- b. Show the cover and read the title, *The Right Shoes.*

- c. Share the main idea of this text.

For example: *This story is about a girl who must make a decision about which shoes to buy for the prom.*

- d. Lead the students through a picture walk. As a guide, use the **Meaning** column of the M/S/V chart found on the inside cover of the text.

p.1/2 *The story begins when the girl goes into two different stores looking for a pair of shoes to wear to the prom. Both stores had shoes on sale.*

p. 4 *She found gold shoes at 'Downtown Shoes', with a discount of 20% off the regular price.*

p. 6 *She found high-heeled shoes at 'Adele's Shoes', at 40% off the regular price.*

p. 7/8 *She could only buy one pair and decided to buy the ones that were cheaper.*

p. 10 *After doing the math, she found out that both pairs cost the same.*

*Which pair of shoes do you think she will buy? Explain your thinking.*

**(Stop the picture walk at this point)**

- e. Using the M/S/V chart found on the inside cover of the text again, the teacher will highlight any **Structural** or **Visual** information necessary to help their students access this text.

- f. Invite the students to:

**Read to find out, which shoes the girl choses to buy and why?**

## During Reading (5-10 minutes)

**Note:** In order to avoid the students chorale reading, you may choose to use a staggered start (i.e., one student begins at the front cover, another begins on the title page, another on page 1 of the story.

**NEVER** allow a student to begin beyond this point, as they need an opportunity to read the whole text.)

For useful prompts, see *The Fountas & Pinnell Prompting Guide 1: A Tool for Literacy Teachers*, by Irene C. Fountas and Gay Su Pinnell,(2008).

- Give each student one copy of text to read independently.
- Students whisper read the entire text at their own pace.
- Teacher observes and supports individual students as they negotiate their way through the text (e.g., prompt for strategies, explain concepts and vocabulary, interpret illustrations, model/encourage phrasing and fluency, etc.).
- Students who finish before others, should be encouraged to reread the text.

## After Reading (5-15 minutes)

### 1. Discussion of Meaning

- Have students respond to the “**read to find out**” idea.

*What shoes did the girl choose to buy?*

*How did she make her decision?*

*Why did the girl have a hard time choosing the right shoes to buy for the prom?*

- Deepen their **understanding of the story** and **financial literacy** by discussing a topic of interest. (e.g., *Were you surprised that she chose the gold sandals? Which shoes would you have chosen? Have you ever had trouble deciding between two items you liked? Was the discount important?*)

### 2. Word Work

- Focus on one aspect of word analysis found under **Reinforcing Decoding Skills** listed on the inside cover of the text. Additional word work activities could be done later as a follow-up.

**For example:**

- **Word Sorting Activity:** “ou” and “ow” vowel combinations. Have students create word cards for the following words: found, discount, amount, out, about, would, should, thought, you, how, now, downtown. Students work individually or in pairs to place the cards into groups. When finished, students discuss how they sorted the words.
- **Homophones:** pair (pear), new (knew), two, to, too. Make students aware that in English, words will often sound the same, but are spelled differently and have different meanings. Have the students create sentences for each set of homophones.

### 3. Listening Centre

- Students listen to the story and stop at page 9. They may then write a new ending for the story.

### 4. Writing and Research

- Challenge students to look in newspaper and online, to find items “on sale”. Have them make a collection of advertisements to share with others.  
Which ads do they like?  
Why?