

Book Notes

Joe's Blue Shoes

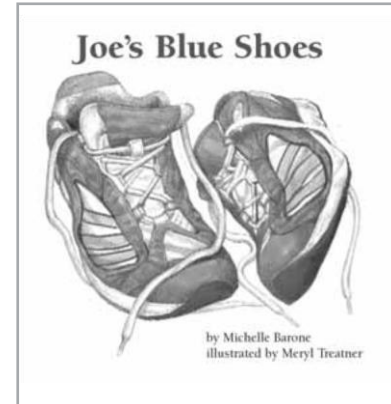
Author Michelle Barone

Illustrator Meryl Treatner

16 pages ■ 130 words

Fountas and Pinnell Level G

Reading Recovery Level 11



Joe's Blue Shoes

SYNOPSIS

What will Joe do, with and without his new shoes?

WHAT THE BOOK OFFERS

- Realistic fiction
- Past tense, third person
- Simple map and compass rose
- Some repetition
- Incidents to recount in detail verbally
- Illustrations as secondary cue
- Writing with different sentence beginnings

POSSIBLE SKILLS EMPHASIS

- Coping with longer text
- Attending to word endings -ed, -ing
- Displaying good grasp of compound words—everywhere, outside
- Coping with two part sentences
- Identifying sentence beginning denoting time—One morning, a few days later
- Coping with a greater range of adjectives and verbs—soggy fuzzy, squish, dripping
- Understanding apostrophe used for possessives—friend's house, Joe's map, Joe's dad
- Increasing knowledge of the role of commas in aiding fluency and meaning

Book Notes

Joe's Blue Shoes (continued)

INTRODUCING THE BOOK

Book Note by Julie Bacon

What does the title lead you to expect? What does the cover illustration tell us about Joe's shoes?

FOCUS OF INSTRUCTION

After page 6 *Think how you could tell that in your own words.*

After page 10 *Have you ever had a pair of favorite new shoes? What happened to them? What do you think will happen to Joe's shoes?*

After page 16 *The author has changed something about the sentence "He wore them to school..." on pages 14, 15, and 16. She wrote something similar on pages 4, 5, and 6. Why did the author do this?*

FOLLOWING THE READING

- *Do you think Joe still has his shoes? Give reasons for your answer. Why did Joe wear wet shoes?*
- *Joe wore many different things on his feet—sandals, tennis shoes, slippers, boots. What else do we wear on our feet?*
- *Look at Joe's map. What would a map of your neighborhood look like?*
- *Discuss, then make a list of favorite things students don't want to lose*
- *Choose someone to read this book to (read fluently to an audience.)*

Book Notes

Joe's Blue Shoes (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading													
FINISH THIS THOUGHT	<p><i>If people didn't have shoes, they would have to . . . and their feet would feel . . .</i></p> <p><i>Joe wore his blue shoes to bed because . . .</i></p>												
USE YOUR MEMORY	<p><i>Why were Joe's shoes dripping wet and soggy?</i></p> <p><i>What did Joe's Mom do with the blue shoes after Joe fell asleep? How do you know?</i></p> <p><i>What is drawn on the inside back cover of this book? If you can't remember, take a look. Why did the author put this at the end of the story?</i></p>												
WHAT'S YOUR OPINION?	<p><i>Why do you think Joe's blue shoes were in the tall grass where Joe and his Dad couldn't see them? Who do you think put Joe's blue shoes in the tall grass? What makes you think that?</i></p>												
BE CREATIVE	<p><i>Pretend you are the owner of a kids' shoe store. Draw a picture of the front window of your shoe store. Put in lots of colorful shoes and don't forget to put the name of your store at the top of the window. How can you make the window look special so that kids and parents will want to buy shoes in your store?</i></p> <p><i>Do you want to put a tag on each pair of shoes with the price so people will know how much your shoes cost? If so, do that. If not, don't do that.</i></p>												
VOCABULARY AGENT	<p><i>The word, everywhere, is a compound word (two words put together to make a new word).</i></p> <p><i>Match a word in the left column below with a word in the right column to make a new word. Use all the words:</i></p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;"><i>*some</i></td> <td><i>*ball</i></td> </tr> <tr> <td><i>*base</i></td> <td><i>*man</i></td> </tr> <tr> <td><i>*any</i></td> <td><i>*one</i></td> </tr> <tr> <td><i>*snow</i></td> <td><i>*thing</i></td> </tr> <tr> <td><i>*every</i></td> <td><i>*fly</i></td> </tr> <tr> <td><i>*dragon</i></td> <td><i>*where</i></td> </tr> </table>	<i>*some</i>	<i>*ball</i>	<i>*base</i>	<i>*man</i>	<i>*any</i>	<i>*one</i>	<i>*snow</i>	<i>*thing</i>	<i>*every</i>	<i>*fly</i>	<i>*dragon</i>	<i>*where</i>
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