



WEEK 2 Day 2

Text Talk
Those Shoes
 Read 2 of 2

Big Idea	People make exchanges to obtain the goods and services they need and want.
Weekly Question	What do people need? What do people want?
Content Objectives	I can use key details to describe how the character changes. (RL.1.3) I can determine the central message of a story. (RL.1.2)
Language Objective	I can use comparison conjunctions and descriptive adjectives to describe how the character’s feelings change in the story. (L.1.1g)
SEL Objectives	I can track how a character’s feelings change in a story. (SR 1.2) I can notice positive and negative ways of responding to problems with peers through story events. (SR 3.1)
Vocabulary	need: something that a person requires in order to be healthy, comfortable, and successful want: something that a person would like to have
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Those Shoes</i>, Maribeth Boelts ● <i>Those Shoes</i> slides ● projector and screen Prepare to project page 29 (slide 18, left page). Alternately, write the text from this page on a chart to use for shared reading. On the whiteboard, prepare the following chart.

	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">How does Jeremy change in the story?</td> </tr> <tr> <td style="text-align: center;">How does he feel in the beginning?</td> </tr> <tr> <td style="text-align: center;">How does he feel in the middle?</td> </tr> <tr> <td style="text-align: center;">How does he feel in the end?</td> </tr> </table> <p>In another place on the whiteboard, write: What is the author’s message?</p>	How does Jeremy change in the story?	How does he feel in the beginning?	How does he feel in the middle?	How does he feel in the end?
How does Jeremy change in the story?					
How does he feel in the beginning?					
How does he feel in the middle?					
How does he feel in the end?					
<p>Opening 1 minute</p>	<p><i>Today we will read Those Shoes by Maribeth Boelts again.</i></p> <p>Set a purpose for reading. <i>Yesterday we noticed that Jeremy had a lot of big feelings. Today we’ll keep track of how Jeremy changed over the course of the story. Then, we’ll determine the message the author wants to convey by telling this story.</i></p>				
<p>Text and Discussion 16 minutes page 5</p>	<p><i>Why does everyone want those shoes? How do you know?</i></p>				
<p>page 10</p>	<p><i>We stopped here yesterday to think about how Jeremy is feeling. Let’s record his feelings on our chart.</i> Elicit children’s ideas and record in the “beginning” section of the chart.</p> <p><i>Why is Jeremy feeling that way? How are his classmates acting?</i></p>				
<p>page 18</p>	<p>Add to the “beginning” part of the chart. <i>What is Jeremy feeling at the thrift shop? How do you know?</i></p>				
<p>page 23</p>	<p><i>What are Antonio’s needs and wants?</i></p> <p>Add to the “middle” part of the chart. <i>What is Jeremy feeling now? How do you know? Let’s add to our chart to see how his feelings are starting to change.</i></p>				
<p>page 29</p>	<p>Refer to the projected or transcribed text.</p>				

	<p><i>This page is especially important.</i> Read the page aloud. Then invite children to read chorally.</p> <p><i>Why does Jeremy feel happy when he looks at Antonio's face? Why does he feel mad when he looks at his Mr. Alfrey shoes?</i> Add key ideas from children to the "middle" section of the chart.</p>
Page 31	<p>Add to the "ending" part of the chart. <i>How is Jeremy feeling now at the end of the story? How do you know? Let's record his feelings on our chart.</i></p> <p><i>Why was Jeremy feeling that way?</i></p>
Key Discussion 7 minutes	<p>Think, Pair, Share. Prompt 1: <i>How did Jeremy change in this story? You can use our chart to help you.</i></p> <p>Prompt 2: <i>What were Jeremy's needs and wants in the story?</i></p> <p>Gather children for a whole group discussion. <i>What is the author trying to tell us about needs and wants? What's her message? [sometimes we want something but someone else needs it]</i></p>
Closing 1 minute	<p><i>Today we did some close reading to understand the message in the story.</i></p>
Standards (Boston)	<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3. Describe characters, settings, and major events in a story, using key details.</p> <p>L.1.1g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.</p> <p>SR 1.2. Demonstrate an understanding of thoughts, feelings, behavior and perspectives of oneself and others.</p> <p>SR 3.1. Recognize positive indicators of healthy relationships and problem-solving strategies when faced with peer pressure and conflict. Develop voice and advocate for one's beliefs.</p>
Ongoing assessment	<p>Listen carefully to the choral reading. Do children read with appropriate expression and phrasing?</p> <p>Listen to children's responses during whole group conversation and Think, Pair, Share. Are children able to use key details to describe how the character changes?</p>

