



WEEK 2 Day 1

Text Talk
Those Shoes
 Read 1 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 in the text to describe a character’s feelings. (RL.1.3) I can retell the major events of a story. (RL 1.2)
Language Objective	I can demonstrate an understanding of nuances in language by explaining how the author describes character actions and feelings. (L.1.5)
Vocabulary	want (v): to wish for something need (v): to require something because it is essential grip: a firm hold, a tight grasp thrift shop: a store selling secondhand clothes and other goods limp: to walk with difficulty, usually because of an injury in the foot or leg
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Those Shoes</i>, Maribeth Boelts Pre-mark page numbers in the book to correspond with the lesson. Page 2 is the page that begins, “I have dreams about those shoes.” ● chart paper Prepare the Weekly Question Chart with the questions: What do people need? What do people want? <p>On the whiteboard, write: What happened in the story? What is Jeremy feeling?</p>

<p>Opening 1 minute</p>	<p><i>Today we will read Those Shoes by Maribeth Boelts. In this story, a boy and his grandmother think about buying special shoes.</i></p> <p>Set a purpose for reading. <i>As we read today we'll pay close attention to how the author describes Jeremy's feelings, then we'll retell the major events of the story.</i></p>
<p>Text and Discussion 16 minutes</p> <p>page 4</p>	<p>Check for understanding of key concepts. <i>What does Grandma mean when she says "There's no room for 'want' around here - just 'need'"?</i></p>
<p>page 6</p>	<p><i>How is Jeremy feeling? How do you know?</i></p>
<p>page 10</p>	<p>Think, Pair, Share. <i>How does Jeremy feel about the Mr. Alfrey shoes? How do you know?</i></p> <p><i>Why does Jeremy have a tight grip on his pencil? What does that tell us about his feelings?</i></p>
<p>page 12</p>	<p><i>What does it mean that Grandma "sits down heavy?" How is she feeling?</i></p>
<p>page 13</p>	<p><i>A thrift shop is a store that sells goods that have already been used by someone else.</i></p>
<p>page 18</p>	<p><i>Wow, Jeremy <u>really</u> wants those shoes! He's even willing to limp in them. Thumbs up if you ever wanted something so much.</i></p>
<p>page 23</p>	<p><i>What does Jeremy mean by "I'm not going to do it?" What do you think he's thinking about?</i></p>
<p>Key Discussion 7 minutes</p>	<p>Think, Pair, Share.</p> <p>Prompt 1: <i>What was Jeremy feeling at the end of the story? How do you know?</i></p> <p>Prompt 2: <i>Retell the story with your partner taking turns telling the important events, in order. Partner A tells the first part, then Partner B tells the next part, then Partner A tells some... until you've told all the important events in the story.</i></p> <p>Pay close attention to children's retelling to inform the second read of the text in the following lesson.</p>

<p>Weekly Question Chart 1 minute</p>	<p>Introduce the Weekly Question chart.</p> <p><i>Throughout this week, we will be exploring the questions: What do people need? What do people want? We can record our ideas here.</i></p> <p><i>In this text, we read that people need some kind of shoe to walk around and play, but people might want special kinds of shoes because they like them best. Let's write, People need shoes, but some people want certain kinds of shoes based on what they like.</i></p> <p><i>We can add more to our chart during the week.</i></p>
<p>Closing 1 minute</p>	<p><i>Jeremy had so many feelings in this story! Tomorrow we'll think about how Jeremy's character changed. We'll also discuss the story's message about needs and wants.</i></p>
<p>Standards (Boston)</p>	<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.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <p>Can children retell the key events of the story? How do children describe Jeremy's feelings?</p>

Notes



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