

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 389

Book Summary

Shoes Around the World is a book about the many different types of shoes found around the world, including babouches from Morocco, klompen from Holland, geta sandals from Japan, Saami reindeer boots from Lapland, cowboy boots from Australia, and sandals from Africa. Each section is dedicated to describing a different kind of shoe, listing its unique characteristics. Photographs and maps support the text.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Use the reading strategy of summarizing to understand text
- Identify details to compare and contrast different types of shoes
- Identify vowel diphthongs *ou* and *ow*
- Identify and use contractions
- Understand how to read foreign vocabulary

Materials

Green text indicates resources available on the website

- Book—*Shoes Around the World* (copy for each student)
- Chalkboard or dry erase board
- Index cards, world map
- Compare and contrast, vowel diphthongs *ou* and *ow*, contractions, foreign vocabulary worksheets



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:
 Story critical: **Australia** (n.), **Holland** (n.), **Morocco** (n.), **Norway** (n.), **Russia** (n.), **Sweden** (n.)
 Enrichment: *babouches* (n.), *geta* (n.), *klompen* (n.)

Before Reading

Build Background

- Show students examples or pictures of different types of shoes, for example: tennis shoes, flip-flops, high heels, snow boots, and aqua socks. Ask them to explain the reasons for wearing each kind of shoes and discuss why different shoes have different purposes. Discuss why it is important to wear shoes appropriate for particular locales and activities.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Summarize**

- Explain that one way to understand and remember information in a book is to write a summary, or a brief overview of the most important information in a section. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*.
- Create a chart on the board with the headings *Who*, *What*, *When*, *Where*, and *Why*. Read the introduction aloud to students and model summarizing.
- **Think-aloud:** *To summarize, I need to decide which information is the most important to remember. To do this, I can consider who and what the section was about, what happened, and when and why it happened. Then I can organize that information into a few sentences. This section uses the word I, so the narrator is telling the story. I will write narrator under the heading Who. The narrator's grandma sent the narrator shoes from around the world. I will write Grandma sends shoes under the heading What. The grandma sent the shoes because the narrator loves shoes. I will write this information under the heading Why. When I organize all of this information, a summary of the introduction might be: The narrator of this book loves shoes. When the narrator's grandma traveled around the world, she mailed back many different kinds of shoes.*
- Write the summary on the board. Discuss how you used your own words to create the summary.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Compare and contrast**

- Explain that one way to understand concepts in a book is to tell how the information is similar and different.
- Draw or show students pictures of a car and a semi. Model how to compare and contrast using clues from the pictures.
Think-aloud: *In these pictures, I see a car and a semi. I see that some things about them are the same, and some things are different. I notice that the car is smaller than the semi. The car also has fewer wheels. The semi can carry more supplies than a car. However, I know that both travel on roads to get from one location to another, and both need fuel to operate.*
- Model how to compare and contrast information using a Venn diagram. Draw a Venn diagram on the board. Label the left circle *Car* and the right circle *Semi*. Explain that information telling how a car and a semi are similar is written where both circles overlap. Information that is only true of a car is written in the left side of the left circle. Information that is only true of a semi is written in the right side of the right circle.
- Have students identify other similarities and differences between a car and a semi. Add this information to the Venn diagram.

Introduce the Vocabulary

- Write the following content vocabulary words on the board: *Australia*, *Holland*, *Morocco*, *Norway*, *Russia*, and *Sweden*. Read each word aloud with students. Ask them to share what they know about each location.
- Show students a world map. Locate and label each place on the map.

Set the Purpose

- Have students read the book to find out about different shoes from around the world. Remind them to answer the questions *who*, *what*, *when*, *where*, and *why* in their mind after reading each section.

During Reading


Student Reading

- **Guide the reading:** Have students read to the end of page 7. Encourage those who finish before others to reread the text.


- Model summarizing important information in the first section.

Think-aloud: *I made sure to stop reading after the first section to summarize what I'd read so far. First, I thought about the information that answers the questions who, what, when, where, and why. Then, in my mind, I organized the important information into a few sentences. In this section, Grandma sent the narrator babouches from Morocco. I will underline babouches and Morocco in the book. Babouches are soft shoes made of camel hair. I will also underline this information in the book. Based on what I underlined, a summary of the section could be: Grandma sent babouches from Morocco. These are soft shoes made of camel hair.*

- Have students work with a partner to underline important information in their book about klompen. Remind them to answer the questions *who*, *what*, *when*, *where*, and *why*. When they have finished, create a summary as a class. (Grandma sent klompen from Holland. These are wooden shoes used for work and everyday activities.)
- Review with students the underlined information they used to summarize the sections on babouches and klompen. Discuss any similarities and differences between these two kinds of shoes (similarities: shoes, wear outdoors, comfortable; differences: from different places, made from different materials). Write this information in a Venn diagram on the board.

 **Check for understanding:** Have students read to the end of page 9 and underline important information about geta sandals. Invite them to share the information they underlined. Have students create an oral summary of the section with a partner. Invite students to share their summaries.

- Have students work with a partner to compare and contrast geta sandals and klompen, and write the information on a Venn diagram on a separate piece of paper. Discuss their responses.
- Have students read the remainder of the book. Remind them to answer the questions *who*, *what*, *when*, *where*, and *why* in their mind after reading each section.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding skills and context clues.

Reflect on the Reading Strategy

- Divide students into small groups. Assign each group one of the remaining sections from the book (Saami reindeer boots, cowboy boots, African sandals). Have each group discuss the information they underlined in their section. Have them use the information to write a summary of the section. When students have finished, share and discuss their summaries aloud.
- **Think-aloud:** *I know that summarizing keeps me actively involved in what I'm reading and helps me understand and remember what I've read. I know that I will remember more about the many different kinds of shoes from around the world because I summarized as I read the book.*

Lesson Plan *(continued)*

Shoes Around the World

- Ask students to explain or show how the strategy of summarizing helped them understand and remember the information in the book.

Reflect on the Comprehension Skill

- **Discussion:** Review with students the similarities and differences between babouches and klompen. Discuss how the information is organized on the Venn diagram.
- **Check for understanding:** Have students provide examples of how geta sandals and Saami reindeer boots are alike and different. Record this information on a Venn diagram on the board.
- **Independent practice:** Introduce, explain, and have students complete the [compare-and-contrast worksheet](#) by comparing cowboy boots with another kind of shoe from the book. If time allows, discuss their answers.
- **Enduring understanding:** A region's weather and its people's culture have influenced different types of footwear around the world. Now that you know this information, what does this tell you about the different types of shoes you wear?

Build Skills

Phonics: Vowel diphthongs *ou* and *ow*

- Have students read the title of the book. (*Shoes Around the World*.) Write the word *around* on the board and say it aloud with students. Run your finger under the letters as students say the word aloud. Ask students to identify which letters represent the /ou/ sound in the word *around*.
- Review or explain that the *ou* letter combination is one of the letter combinations that stand for a group of sounds called *diphthongs*. Tell students that the other diphthong combination for the /ou/ sound is *ow*.
- Write the words *down* and *don* on the board and say them aloud. Ask students which word contains the same vowel sound as in *around*. Run your finger under the letters as you blend the three sounds in *down*: /d/ow/n/. Point out that even though there are four letters, there are three sounds blended together to form the word. Then have students blend the word aloud with you as you run your fingers under the letters.
- Tell students that the letter combinations *ou* and *ow* don't always stand for the /ou/ sound. Write the words *sound* and *could* on the board and say them aloud. Ask the students which word contains the same vowel sound as *around*. Make sure students can differentiate between the two vowel sounds. Give other examples as necessary.



Check for understanding: Have students turn to pages 5 and 6. Instruct them to find and circle the words that have the diphthong *ou* (*outdoors* and *sound*).

- **Independent practice:** Introduce, explain, and have student complete the [vowel diphthongs *ou* and *ow* worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Contractions

- Direct students to page 6 and point to the word *That's*. Review or explain that this word stands for two words. Ask students to use context clues to identify which two words were joined together to make the new word (*That* and *is*). Write both the contraction and the two words on the board. Point out that the letter *i* in *is* is dropped to make the contraction.
- Ask a volunteer to read aloud the sentence on page 6, substituting *That is* for *That's* to check if these words make sense. (That is *because klompen are made of wood*.)
- Review or explain that a *contraction* is a word formed by joining two words, and that an *apostrophe* shows where the letter or letters have been left out.
- Have students turn to page 14 and identify the contraction (*It's*). Ask students to identify which two words were joined together to make the new word (*It* and *is*).
- Ask students to identify which letter was dropped to make the contraction *It's* (the *i* in *is*). Have a volunteer read the sentence on page 14, substituting *It is* for *It's*.

- Write the following sentence on the board: *A woman's feet can be covered by shoes.* Point to the word *woman's*, pointing out that there is an apostrophe like we use in contractions. Have a volunteer read the sentence aloud, substituting *is* for *'s*. Ask students whether the sentence makes sense. Review or explain what an *'s* that shows possession is not a contraction. In this sentence, the *'s* shows possession: *The woman's feet*. Point out that using context clues helps readers determine whether a word is possessive or a contraction.



- **Check for understanding:** Have students circle all of the contractions in the book and write the two words each contraction stands for next to the word. Remind them not to circle any words with an *'s* that shows possession. If time allows, discuss their responses.
- **Independent practice:** Introduce, explain, and have students complete the [contractions worksheet](#). If time allows, discuss their responses.

Word Work: Foreign vocabulary

- Review or explain that *pronunciation* refers to how to articulate, or say, a word. Discuss how some words might be difficult to pronounce, such as words from another language. Point out that when authors anticipate difficulty with the pronunciation of a word, they write the word's pronunciation within parentheses directly after the word. This helps readers to say the word and continue to read fluently through the text.
- Tell students that when writing the pronunciation for a word, the word is broken into syllables. Review that a syllable is a part of a word that is spoken with an uninterrupted sound of the voice. Words are broken into syllables by their sound, and each syllable has one vowel sound.
- Direct students to page 5. Ask them to find the pronunciation within parentheses (*bah-BOO-shes*). Point out that this word is broken into three syllables, separated by hyphens. Review or explain that when reading these broken syllables aloud, the syllable that is written in all capital letters is read with more emphasis. Practice pronouncing the word *babouches* with the class.
- Direct students to page 6. Ask them to find the pronunciation within parentheses (*KLOM-pen*). Ask students how many syllables the word is broken into (2) and which of the syllables in the word gets the emphasis (the first, *KLOM*). Have students turn to a neighbor and practice pronouncing the word *klompen*. Remind students to emphasize the syllable with capital letters.
- **Check for understanding:** Have students turn to page 8 and identify the pronunciation given within parentheses (*GEH-tah*). Ask them how many syllables the word has (2). Ask students which syllable gets the emphasis (the first syllable, *GEH*). Have them turn to a neighbor and practice pronouncing the word *geta*. Listen to individual responses.
- **Independent practice:** Introduce, explain, and have students complete the [foreign vocabulary worksheet](#). If time allows, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss with someone at home how to summarize as they read.

Extend the Reading

Persuasive Writing Connection

Have students reread the table of contents and choose one of the types of shoes that they would like to wear. Have them write a brief paragraph explaining why they and others would like to wear this particular type of shoe. Have students include information from the book about the shoe to support their argument. If time allows, invite them to illustrate their work and read their argument aloud to the class.

Social Studies Connection

Give students a blank copy of a world map and have them identify and label the countries mentioned in the book: Morocco, Holland, Japan, Norway, Sweden, Finland, Russia, and Australia. Next, have them draw a small picture of the shoe that is worn in each country and place it next to the name of the country.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- accurately use details from the text to create section summaries during discussion
- compare and contrast nonfiction details within the text during discussion and on a worksheet
- correctly identify vowel diphthongs *ou* and *ow* in words during discussion and on a worksheet
- recognize contractions in text and identify the two words that are joined together to form each contraction during discussion and on a worksheet
- understand and read foreign vocabulary

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**