

Focus Question:

What are the steps for tying your shoes?

Book Summary

Text Type: Nonfiction / How To

Do you know how to tie your shoes? *How to Tie Your Shoes* provides students with a step-by-step guide on how to tie a shoe. Simple instructions and photographs support student learning. The book can also be used to teach students how to visualize to understand text as well as to sequence events from a book.



Lesson Essentials

Instructional Focus

- ☐ Visualize to understand text
- ☐ Determine the sequence of events
- ☐ Describe information provided by photographs
- ☐ Discriminate initial consonant /p/ sound
- ☐ Identify initial consonant Pp
- ☐ Recognize and use commands
- ☐ Arrange words in alphabetical order

Materials

- ☐ Book: *How to Tie Your Shoes* (copy for each student)
- ☐ Sequence events, initial consonant Pp, commands worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

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

- **High-frequency words:** *pull, under, your*
- **Words to Know**
Story critical: *cross* (v.), *face* (v.), *lace* (n.), *pinch* (v.), *reach* (v.), *tight* (adj.)
- **Academic vocabulary:** *through* (prep.), *use* (v.)

Guiding the Reading

Before Reading

Build Background

- Have students raise their hand if they have shoes with laces. Ask them what you need to know how to do if you wear shoes with laces. Have students turn to a partner and explain how to tie a shoe. Invite volunteers to share their steps with the class.
- Explain that learning to tie your shoes is difficult and that they are going to read a book that explains how to do the challenging task step-by-step. Ask students what they think the pictures in the story will look like. Have them share their answers.

Introduce the Book

- Give students their copy of *How to Tie Your Shoes*. 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 (genre, text type, and so on) 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: Visualize

Explain to students that engaged readers visualize, or create pictures in their mind, while they are reading. Explain that readers have the ability to visualize what a story is going to be about before they begin reading and then continue to visualize while they are reading. Remind students that readers can use the pictures in the book to help them with their visualizations. Ask students to close their eyes and create a picture in their mind as you read page 3 aloud. Have students describe what they visualized. Point out that making their own visualizations, even though they may be different from what is shown in the book, will help them remember and understand the text.

Introduce the Comprehension Skill:

Sequence events

- Explain to students that the steps in a procedure, such as tying your shoes, must be told in order, from beginning to end. Explain to students that when they describe the order of how to do something, they are describing a sequence of events. Point

Guiding the Reading (cont.)

out that transition words such as *first*, *next*, *then*, and *last* are typically used when telling events in sequential order.

- Have students work in groups to discuss the steps to make a peanut butter and jelly sandwich. Invite volunteers to share the steps and record them on the board. Have students place the transition words at the beginning of each step. Remind students that the word *first* only works with the first step and the word *last* only works with the last step.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about tying your shoes. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What do shoes need to have in order for them to be tied?* (level 2) multiple pages
- *What do you do after you face your fingers toward each other?* (level 1) page 9
- *What is the last thing you do when tying your shoes?* (level 1) page 12
- *Why does the shoe in the pictures have two different colored laces?* (level 3) multiple pages
- *What happens if you miss a step?* (level 3) multiple pages

Text Features: Photographs

Explain that photographs are helpful when reading because they provide the reader with important information. Have students work with a partner to review the photographs on pages 4 and 5. Ask students: *Why do you think the author decided to*

use photographs instead of drawings of someone tying his shoe? How do these photographs help you understand how to tie your shoes? Would you be able to follow the written steps without the photographs? Why or why not? Have students review the other photographs and discuss how each one is helpful in supporting the text.

Skill Review

- Model how to create visual images before, during, and after reading. Have students turn to a partner and discuss why pausing while reading to visualize is important and why their visualizations might look different from the book.
- Have students discuss with a partner the first step to tie your shoes. Invite a volunteer to share the answer and record it on the board using key words and pictures. Ask students what transition word should be used to describe this step. Write the word *first* on the board above the key words and pictures.
- Model how to sequence events.
Think-aloud: Now that I know the first step to tying my shoes, I need to figure out what step comes next. I will look at the next page in the book to help me. It says to make a V with the thumb and index finger on your left hand. This is the next step, so I will use the word next to describe this step. On the same page, it also says to place the V under the left lace and hold the end of the lace with your other fingers. I will use the word then to describe this step. I will continue reading and using the pictures to help me sequence the events. It's very important that I keep them in order because if I retell the steps in the wrong order, the person I am telling them to won't be able to successfully follow them.
- Model how to complete the **sequence events worksheet**. Have students discuss with a partner what's going on in each picture before they put them in order. Then have them take turns telling the sequence of events while using transition words.

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 strategies and context clues.

Skill Review

Graphic Organizer: Sequence events

Review the sequence events worksheet that students completed. Invite volunteers to tell the sequence of events to the class. Record the transition words they used as they describe each event. Discuss with students that other than *first* and *last*, the transition words can be used to describe any of the other events.

Guiding the Reading (cont.)

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students' responses should include the following: *The first step to tying your shoe is to cross one lace over and then under the other and pull tight*, and so on.)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness:

Initial consonant /p/ sound

- Say the word *pinch* aloud to students, emphasizing the initial /p/ sound. Have students say the word aloud and then say the /p/ sound. Have students practice saying the /p/ sound with a partner.
- Read page 6 aloud to students. Have students put their hand on their head when they hear a word that begins with the /p/ sound.
- Have students work with a partner to create an oral list of things and people that are in the classroom that start with the /p/ sound.
- **Check for understanding:** Say the following words one at a time, and have students touch their head when they hear a word that begins with the /p/ sound: *pond, dip, pick, pig, wish, tap, pan, and pop*.

Phonics: Initial consonant Pp

- Write the word *pull* on the board and read it aloud with students.
- Have students say the /p/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /p/ sound in the word *pull*.
- Have students practice writing the letter *Pp* on a separate sheet of paper while saying the /p/ sound.
- **Check for understanding:** Write the following words on the board, leaving off the initial consonant *Pp*: *pat, pill, pot, and pin*. Say each word one at a time, and have volunteers come to the board to add the initial *Pp* to each word.
- **Independent practice:** Introduce, explain, and have students complete the **initial consonant Pp worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: Commands

- Have students stand up to play a quick game of Simon Says to introduce commands. Call out commands such as, *Simon says, "Jump,"* and *Simon says, "Touch your knees."*
- Explain to students that all the things they were just told to do are called *commands*. Write the word *command* on the board and explain that a command tells someone to do something. Point out that when directions on how to do something are given, commands are used.
- Read page 6 aloud to students as they follow along. Invite a volunteer to identify the first command word on the page (*use*). Have students turn to a partner and identify the other three command words (*make, place, hold*).
- **Check for understanding:** Have students work with a partner to locate and circle all of the command words in the book. Invite volunteers to share the words they circled.
- **Independent practice:** Introduce, explain, and have students complete the **commands worksheet**. If time allows, discuss their answers.

Word Work: Alphabetical order

- Explain to students that sometimes words are placed in a list in alphabetical order. Explain that in order to figure out which word comes first, we need to look at the first letter of each word and determine which letter comes first in the alphabet.
- Write the words *tight* and *face* on the board. Invite a volunteer to explain which word would come first in alphabetical order (*face*) and why (because *Ff* comes before *Tt* in the alphabet).
- Write the words *cross* and *pinch* on the board. Have students identify the initial letter in each word (*Cc* and *Pp*). Explain that *cross* would come first in alphabetical order.
- **Check for understanding:** Write the following words on the board: *reach, lace, shoe, finger, thumb, pull, hold*. Have students write the words in alphabetical order. When they have finished, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.