

## Lesson Plan

## Shoes Men Wear/Shoes Women Wear



### About the Book

Text Type: Nonfiction/Informational Page Count: 10 Word Count: 91

### Book Summary

For the purposes of this lesson, the books *Shoes Men Wear* and *Shoes Women Wear* should be used together. These books discuss the kinds of shoes men and women wear and the places they wear them. The lesson offers a unique opportunity to help students identify the purpose for each kind of shoe, note similarities and subtle differences between shoe styles, and gain experience with across-text reading. Repetitive text, high-frequency words, and supportive photographs make these easy books for emergent readers.

### About the Lesson

#### Targeted Reading Strategy

- Connect to prior knowledge

#### Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Identify main idea and details
- Discriminate initial sound /sh/
- Identify initial consonant digraph *sh*
- Recognize and use nouns
- Identify and use high-frequency word *them*

#### Materials

- Book—*Shoes Men Wear* and *Shoes Women Wear* (copy for each student)
- Chalkboard or dry erase board
- Main idea and details, consonant digraph *sh*, nouns worksheets
- Discussion cards



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

- High-frequency words: *are, around, in, play, the, them, to*
- Content words: *beach, cleats, dance, flip-flops, hiking boots, men, park, pumps, shoes, slippers, sneakers, snow, soccer, sport, tough, warm, wear, winter, women, woods, work boots*

### Before Reading

#### Build Background

- Write the word *shoes* on the board and point to the word as you read it aloud to students. Repeat the process and have students say the word aloud.
- Invite students to share kinds of shoes with which they are familiar. Discuss the uses for different kinds of shoes.

#### Book Walk

##### Introduce the Book

- Show students the front and back covers of the books and read the titles with them. Ask what they think they might read about in books called *Shoes Men Wear* and *Shoes Women Wear*. (Accept all answers that students can justify.)

## Lesson Plan *(continued)*

## Shoes Men Wear/Shoes Women Wear

- Show students the title pages. Discuss the information on the pages (title of book, author's name).
- Write the following repetitive phrases on the board: *Men wear them; Women wear them.* Read each phrase aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the books.

### Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain that good readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the book will help them understand and enjoy what they read.
- Model connecting to prior knowledge using information on the covers.  
*Think-aloud: When I look at the covers, I see pictures of feet in dress shoes. I've seen people wear these kinds of shoes at work. I've seen other people wear them when they dress up to go somewhere special. I wear shoes, and I know that people wear different kinds of shoes depending on the kinds of activities they are going to do.*
- Invite students to share how they connected to prior knowledge based on the covers and title pages of the books.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Main idea and details**

- Explain to students that every book has a big, or main, idea, which is what the book is mostly about. Read the title to students. Explain that the title often provides clues about the book's main idea. Invite students to share predictions about the main idea of this book.
- Explain to students that the main, or big, idea of these books is *People wear many kinds of shoes.* Write the following sentence on the board: *People wear many kinds of shoes.* Point to each word as you read the sentence aloud with students.
- Model how to identify details.  
*Think-aloud: I know that every book has details that help explain the big idea. I know that these books are about the kinds of shoes people wear. When I look at the title pages of both Shoes Men Wear and Shoes Women Wear, I see pictures of a man and a woman playing in the snow. I know that snow is cold and wet, so people have to wear boots to keep their feet warm and dry. Boots are one kind of shoe people wear. In fact, both men and women can wear boots. Since this is a detail that helps to explain the main idea, snow boots might be a detail in the book.*
- Review the kinds of shoes that were discussed in the "Build Background" section. List these ideas on the board. Discuss whether any of these kinds of shoes might be details in the story.

### Introduce the Vocabulary

- While previewing the books, remind students to look at the picture and the letter(s) with which a word begins or ends to figure out a difficult word. For example, point to the word *cleats* on page 5 of either book and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows a pair of shoes sitting next to a soccer ball. As I look closer at these pair of shoes, I see that something is sticking out from the bottom of the shoes. They look like little spikes. The word spikes starts with the /sp/ sound. However, when I look at the first part of the word, it starts with /cl/. I know that the word cleats is used to identify shoes with spikes on the bottom of them. The sentence makes sense with this word. The word must be cleats.*

### Set the Purpose

- Have students use what they already know about the kinds of shoes men and women wear to help them read the book. Remind them to think about the details that support the main idea as they read.

## During Reading

### Student Reading

- **Guide the reading:** Give students their copy of each book. Have a volunteer point to the first word on page 3 of *Shoes Men Wear (Flipflops)*. Point out to students where to begin reading on the page. Remind them to read the words from left to right.
- Ask students to place a finger on the page number in the bottom corner of the page. Have them read to the end of page 5 of *Shoes Men Wear*, using their finger to point to each word as they read. Then have students read pages 3 through 5 of *Shoes Women Wear*. Encourage students who finish before others to reread the text.
- Point out the similar text between the two books. Discuss the purpose for each kind of shoe in the books.
- Model connecting to prior knowledge.  
**Think-aloud:** *On page 5, I see a soccer ball and pair of cleats. I have seen men and women play soccer. They wear shoes like the cleats in the picture to kick the ball and run up and down the field. The spikes on the bottom of the shoes keep people from falling when they run and kick the ball.*
- Invite students to share how they connected with what they already knew as they read.
- Review the main idea of the book: *People wear many kinds of shoes*. Ask students to explain whether cleats are a detail that supports the main idea of the book and why (yes; cleats are a kind of shoe people wear).
- Introduce and explain the [main-idea-and-details worksheet](#). Write the word *cleats* on the board. Have students write the word and draw a picture that represents the word *cleats* in one of the spaces on their worksheet.
- Ask pairs of students to identify another detail they read that supports the main idea. Have them draw and label the detail on their worksheet. Invite them to share their detail.
- **Check for understanding:** Have students read to the end of page 8 of *Shoes Men Wear* and *Shoes Women Wear*. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)
- Ask students to identify other details they read that support the main idea of the books. Have them choose one of the details to draw on their worksheet. Ask them to label their drawing using the word from the book. Have students share the detail they drew and wrote about.
- Have students read the remainder of the book. Remind them to use what they already know about the kinds of shoes people wear to help them understand new information as they read.



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 the discussion that follows.

## 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.

### Reflect on the Reading Strategy

- **Think-aloud:** *When I read page 10 in each book, I thought about my soft, warm slippers that I put on after I get home from school each day. They keep my feet warm and are very comfortable after I have been walking around all day long. I know other people wear slippers after they have been on their feet all day, too. Slippers are shoes people wear at home after a long day at work.*
- Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading about one of the kinds of shoes in the book. Invite them to share and explain their picture to the rest of the class.
- Ask students to explain how thinking about what they already know helped them to understand and enjoy the book.

### Reflect on the Comprehension Skill

- **Discussion:** Read the main idea on the board with students. Review the details students drew on their worksheet. Invite them to explain why each of the details on their worksheet matches the main idea of the story.
- Have students turn to page 9 in each book. Discuss the differences between the shoes men and women often wear for dancing. Point out that both wingtips and pumps are kinds of shoes that people wear, but the name and look of a man's dancing shoe is different from a woman's dancing shoe.
- **Independent practice:** Have students complete the main-idea-and-details worksheet.
- **Enduring understanding:** In this book, you learned about some of the kinds of shoes people wear and the places they wear them. Now that you know this information, why is it important to have different kinds of shoes?

### Build Skills


#### Phonological Awareness: **Discriminate initial digraph /sh/**

- Say the word *shoes* aloud to students, emphasizing the /sh/ sound. Have students say the word aloud and then say the /sh/ sound.
- Read page 5 of either book aloud to students. Have them raise their hand when they hear a word that begins with the /sh/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /sh/ sound: *sheep, short, boots, chart, shore, shiny*.

#### Phonics: **Initial consonant digraph sh**

- Write the word *shoes* on the board and say it aloud with students.
- Have students say the /sh/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students what letters stand for the /sh/ sound in the word *shoes*.
- Have students practice writing the *sh* letter combination on a separate piece of paper, saying the sound the letters stand for together while writing.
- **Check for understanding:** Write the following words that begin with the /sh/ sound on the board, leaving off the initial *sh* letter combination: *she, ship, shin*. Say each word, one at a time, and have volunteers come to the board and add the initial *sh* digraph in each word.
- **Independent practice:** Introduce, explain, and have students complete the **consonant sh digraph worksheet**. If time allows, discuss their answers.

#### Grammar and Mechanics: **Nouns**

- Show students a picture of a person, a place, and a thing. Ask volunteers to identify the pictures. Explain that some words name a *person*, a *place*, or a *thing*. These naming words are called *nouns*. Have students identify which picture shows a person, a place, and a thing.
- Have students turn to page 3 of either book. Invite them to read the first sentence together, pointing to the words as you read them aloud. Ask students to point to the words that name things (*flip-flops, shoes*).
- Read the second sentence aloud with students, pointing to the words as you read them aloud. Ask students to point to the word that names a group of people (*Men*) and the word that names a place (*beach*).
-  **Check for understanding:** Have students reread the book and underline the nouns. When they have finished, discuss whether the nouns they underlined name a person, a place, or a thing.
- **Independent practice:** Introduce, explain, and have students complete the **nouns worksheet**. If time allows, discuss their responses.

**Word Work: High-frequency word *them***

- Tell students they are going to learn a word that they will often see in books they read. Write the word *them* on the board and read the word aloud. Have students read the word with you.
- Have students write the word on a sheet of paper. Encourage them to practice writing the word several more times on the paper.
- Read the second sentence on page 3 of either book aloud to students. Point to the picture of the flip-flops, and say: flip-flops. Ask students to identify how many shoes are in the picture (two). Point to the word *them* in the sentence. Explain that the word *them* is used to refer to more than one person or thing.
- **Check for understanding:** Have students use the word *them* in oral sentences to identify two or more things in the classroom.

**Build Fluency**
**Independent Reading**

- Allow students to read their books independently. Additionally, partners can 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 share with someone at home how they connected with what they already know as they read the book together.

**Extend the Reading**
**Descriptive Writing and Art Connection**

Have students draw a picture of a pair of shoes they have. Have them write a sentence that describes the shoes and where they might wear them. Reinforce the use of nouns and the high-frequency word *them*.

**Math Connection**

Have students take off their shoes and place them in a pile. Help students sort the shoes by various attributes, such as color, use of laces, and kind. Make a chart to graph the numbers of shoes in each group.

**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:

- consistently connect to prior knowledge to understand text
- accurately identify the main idea and details during discussion and on a worksheet
- correctly discriminate between words that begin with the /sh/ sound

Lesson Plan *(continued)*

## Shoes Men Wear/Shoes Women Wear

- accurately identify and write the letter symbols that stand for the /sh/ sound during discussion and on a worksheet
- correctly identify nouns as naming words during discussion and on a worksheet
- read, write, and understand the use of the high-frequency word *them* during discussion

**Comprehension Checks**

- [Book Quiz for Shoes Men Wear](#)
- [Book Quiz for Shoes Women Wear](#)
- [Retelling Rubric](#)