



Reading Roundup



Those Shoes

Written by Maribeth Boelts
Illustrated by Noah Z. Jones

Reading Roundup
Partners



Introduction

Gather the students around you so that they are able to see the illustrations of the book. Most classrooms will have an area rug defining this space. Introduce yourself and tell the students that you are excited to share Those Shoes, written by Maribeth Boelts and illustrated by Noah Z. Jones.

Before Reading

Jeremy wants a new pair of shoes. Not just any shoes, he wants those shoes, black high-tops with white stripes. It seems as though all the boys at school have them, except Jeremy. Let's read Jeremy's story and think about the decisions he makes. Let's think about why he makes those decisions and what's really important after all.

During Reading

- Begin reading the book by starting on the title page. Hold the book so that students are able to see the illustrations. Give plenty of time for students to “read” and think about the pictures. Continue to read through **page 13**.

- **Page 13 – T/T –** *Look at the expression on Mr. Alfrey’s face. He seems pleased to find a pair of shoes that are Jeremy’s size. Look at Jeremy’s expression. Turn and talk to your partner about what Jeremy might be saying to himself. How is Jeremy feeling about the shoes?* (Jeremy might be saying to himself, “Those are baby shoes. The boys in class will laugh at me.” Jeremy feels disappointed and is embarrassed by the shoes.)

- **Page 15 – P –** *Again, the author helps us understand Jeremy’s feelings. What words does the author, Maribeth Boelts, use to tell us how Jeremy is feeling?* (“...every word looks like the word shoes and my grip is so tight on my pencil I think it might bust.” Jeremy can’t think of anything but those shoes, and he’s angry about having to wear them to school.)

- **Page 29 – T/T –** *Jeremy is forced to make a very hard decision. When Jeremy says, “I’m not going to do it!”, Antonio doesn’t know what Jeremy means. Turn to your partner and talk about what you think Jeremy is talking about. What is Jeremy not going to do?* (Jeremy knows he has a pair of those shoes that will probably fit Antonio. It’s hard for him to think about giving him those shoes while he is wearing the babyish shoes.)

- **Page 31 – P –** *Remember, Jeremy wanted those shoes and was willing to use his own money to buy them. Imagine how Jeremy is struggling to do the right thing. What is the right decision? What should Jeremy do? Why do you think that?* (Jeremy should give the shoes to Antonio because they’re too small for him. Antonio’s shoes fell apart on the playground, so he’s wearing shoes that are taped together. Giving Antonio the shoes would be the kind thing to do.)

After Reading

- **Page 35 – T/T –** *Perhaps the most important decision Jeremy makes is to leave the shoes on Antonio’s doorstep and run away. Why is this such an important decision? Do you think Antonio would have felt different if Jeremy had made a big deal about giving him those shoes?* (The decision to leave the shoes on the doorstep tells us that it wasn’t important to Jeremy to get credit for his kindness. Jeremy knew Antonio might be embarrassed to wear shoes given to him by someone at school.)

Remember, many times the right decision is the hardest decision. Jeremy felt happy and mad, proud and sad, all at the same time. It’s okay to feel sad when you have a hard decision to make. The important thing is to make decisions based on what is right, what is good, and what is kind.

Vocabulary

shuffling – walking without picking up feet, p.25

spies – sees, p.30

shrug – raise both shoulders, p. 30

nudge – gentle push, p.35

**WORD
WAGON**

