

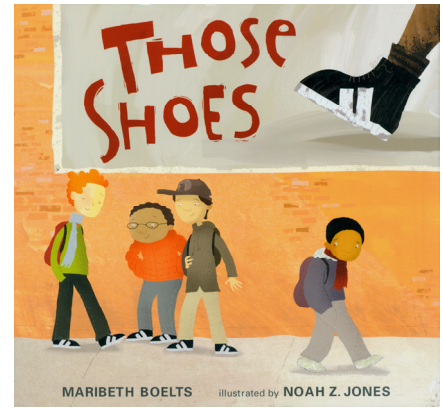
Ideas and Activities to Use with  
*Those Shoes*

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Ideas and Activities

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with thanks to Marlene Iversen for art ideas



Themes: peer pressure, bullying, poverty, generosity

**Before Reading:**

1. Ask students if they have ever really wanted something that they weren't able to have. Have them talk to a partner about what it was and why they weren't able to have it.
2. Use the **Story Impressions** page to let students create a short story using some of the words from the book. As you read *Those Shoes* students will be making comparisons between what they wrote and what you are reading and paying more attention. Encourage students to keep the words in order if they can but let them know they can use other word forms (shuffle or shuffled instead of shuffling).
3. Ask students to look at the cover. What do they notice? Point out what we can sometimes tell from body language. Have some students demonstrate how they would stand or walk if they were discouraged or excited or confused, or curious, etc. Discuss how our bodies are more outward/uplifted when feeling confident and happy and more withdrawn when unhappy or fearful.

**During Reading:**

4. After page 2 ask, "Why do you think Jeremy wants those shoes? How will they help him?"
5. When Grandma says, **There's no room for 'want' around here—just 'need,'** what does she mean?
6. When Jeremy's shoe comes apart and Mr. Alfrey says, **Looks like you could use a new pair, Jeremy,** do you think Jeremy might get some of *those shoes*? Vote with thumbs up or down.
7. After **reading . . . I don't think any kid ever watched,** ask students to think about how Jeremy is feeling. What clues did the author give? Does the author ever tell you that Jeremy is sad or that he feels bad? Good writers don't tell readers. They give clues so the readers can figure it out for themselves. It makes it more like real life. Most people don't go around saying "I feel happy or I feel discouraged." You can tell that by the way they talk and act. Listen for more clues about how Jeremy is feeling.
8. After the paragraph about the kids laughing at Jeremy, ask students to turn and talk about how that must feel and if they have ever had something like that happen to them.

9. After reading **Grandma shakes her head**, have students predict what will happen next.
10. After reading **I see something in the window**, ask students whether they think Jeremy will find *those shoes*. (thumbs up or down)

### After Reading:

11. Ask students if they think Jeremy's problem was solved. Discuss the fact that it wasn't but that his feelings about it have changed.
12. Talk about why it was so important to Jeremy to have a pair of *those shoes*. Why isn't it as important now?
13. Have a discussion about the similarities and differences between the stories they wrote and the book *Those Shoes*.
14. Discuss the different relationships characters have with each other in a story. Use the **Character Relationships – Rumpelstiltskin** sheet as an example. Have the students work together or independently to complete the **Character Relationships Web for Those Shoes**.

15. Younger students might enjoy chanting and acting out the following:

#### **Old Shoes, New Shoes** Original Author Unknown

Old shoes, new shoes, (child's name) is wearing (child describes their shoe. ex. buckle, blue, tennis) shoes.

One, two, three, four. Now, I stomp them on the floor. Continue until all have turn.

Alternative: Sing "some of us are wearing buckle shoes (or Velcro, or blue, etc)." and only those children stomp their feet. Can the class hear which type of shoe most of the class are wearing?

You can also share the book *Pete the Cat: I Love My White Shoes* by Eric Litwin. Listen to the author perform this story on You Tube: <http://www.youtube.com/watch?v=nUubMSfIs-U>.

16. Besides giving lots of clues about how Jeremy was feeling, the author used other writing techniques. There are shorter sentences and no figurative language because it was told in a young boy's voice, but there are other techniques listed on the **Writing Techniques Used in Those Shoes** page.
17. Discuss the use of dashes and ellipses. Write some of the following sentences on the board:
  - Nate goes to the bathroom seven times in one day.
  - Nate goes to the bathroom—seven times in one day.
  - Might be enough, you never know.
  - Might be enough—you never know.
  - Oh, Jeremy.
  - Oh, Jeremy . . .
  - Around the corner is the third thrift shop. I see something in the window.
  - Around the corner is the third thrift shop. . . . I see something in the window.Read them aloud emphasizing the different phrasing according to the punctuation. Explain that punctuation is used like road signs that tell you where to stop, pause, and take more time. It sometimes tells you what kind of voice to use. The author uses a number of compound words. If students aren't familiar with them, you can share the list from this book on the **Writing Techniques Used in Those Shoes** page and then let the students generate some more.