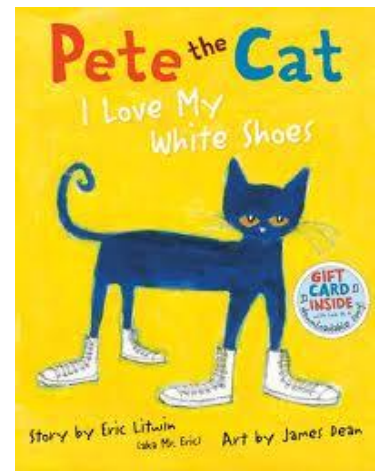


Pete the Cat: I Love My White Shoes

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Illustrated by: James Dean

As Pete the Cat takes a walk in his new white shoes, he steps in strawberries, blueberries, and mud. He is not bothered when his shoes change color, but continues on with a positive attitude, singing his song.



Possible strategies for instruction:

Comprehension:

- **Check For Understanding:**
 - When reading this story, stop frequently to check for understanding by asking the following questions: Who did we read about? What happened to Pete the Cat?
- **Make and Adjust Predictions; Use Text To Confirm:**
 - Use this strategy to make connections to the text, think ahead and become engaged while reading. After predicting the color Pete's shoes will be, students can confirm their prediction on the following page.
 - P. 6 – What color will Pete's shoes turn after stepping in strawberries?
 - P. 12 – What color will Pete's shoes turn after stepping in blueberries?
 - P. 18 – What color will Pete's shoes be after stepping in mud?
 - P. 24 – What color will Pete's shoes be after washing them in the bucket?

Accuracy:

- **Cross Checking ... Do the pictures and /or words look right? Do they sound right? Do they make sense:**
 - Model this strategy as you come to words such as, strawberries, blueberries, mud, bucket, etc. and ask the following questions: "Do the pictures and/or words look right? Do they sound right? Do they make sense?"
- **Abundant Easy Reading**
 - This story is a favorite among young, early readers and will be enjoyed through repeated readings where students can work on their accuracy skills and strategies.

Fluency:

- **Reread Text:**
 - The sentences, "Did Pete cry? Goodness no. He kept walking along singing his song" is repeated four times throughout the story. Students can work on their fluency as they read and reread this pattern.

- **Practice Common Sight Words and High-Frequency Words:**
 - Many sight words for beginning readers are repeated in the pattern of this story, such as: my, of, he, his, walking, no, what. When reading, choose words to focus on, depending on the needs of your students.

- **Use Punctuation to Enhance Phrasing and Prosody**
 - This text can be used to model the difference between reading a sentence that ends in a period, question mark, or exclamation point. Model to the students how to use intonation while reading.
 - P. 5 – “Oh no! Pete stepped in a large pile of ... strawberries!”
 - P. 6, 12, 18 – “What color did they turn his shoes?”
 - P. 8 – “Did Pete cry? Goodness, no!”

Expand Vocabulary:

- **Tune in to Interesting Words and Use New Vocabulary in Speaking and Writing:**
 - Introduce the students to the word moral and discuss that it is a lesson to be learned from a story. Pete the Cat shows children that no matter what happens they can make the best of every situation and not let it get you down. The word moral can be reviewed when reading other stories such as: The Little Boy Who Cried Wolf and The Lion and The Mouse.

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.