

# Pete's Shoes

*First Grade ELA and Drama*

## CORE SUBJECT AREA

ELA

## ART FORM + ELEMENTS

Drama, Reader's Theatre

## MSCCR STANDARDS

RL.1.9, RL.1.10, RF.1.4b

## MSCCR CREATIVE ARTS STANDARDS

TH: Pr4.1.1b. Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

TH: Re9.1.1c. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).

TH: Cn10.1.1a. Identify character emotions in a guided drama experience (e.g. process drama, story drama, creative drama) and relate it to personal experience.

## DURATION

1 hour

## OBJECTIVES

The students will compare and contrast "Pete the Cat: I Love My White Shoes" and "Which Shoes Do You Choose?" after reading and performing the reader's theater script

## MATERIALS NEEDED

Aaron Shepard's Reader's Theater Edition #22 "Which Shoes Do You Choose?"

Eric Litwin's book "Pete the Cat: I Love My White Shoes"

White board or chart paper

Markers

## VOCABULARY

Reader's Theater

Compare and Contrast

Venn Diagram

## RECOMMENDED RESOURCES

<http://www.aaronsherp.com/rt/RTE22.html>

## LESSON SEQUENCE

The teacher will ask the students if they like to go shopping for new shoes. The class will take turns sharing some stories about going shopping for new shoes. The teacher will let the students know they will be reading a story about shoes as well as performing a reader's theater about shoes. The teacher will let the students know that after the activity, the students will compare and contrast the two stories.

The teacher will read the story "Pete the Cat: I Love My White Shoes" using exaggerated inflection and enthusiasm as well as guide the students in the major details about the story.

The teacher will break up the class into parts for the Reader's Theater "Which Shoes Do You Choose?" The class will run through the script in order to work on words they may not know. This will give the teacher a chance to

explain how to keep up with the script and how infection should be used during each part. The teacher can remind the students how she read the book with infection. The students will practice the Reader's Theater script a few times in small groups before performing in front of the classroom. The teacher may invite other faculty to watch the Reader's Theater. After the students have performed the script and reviewed the book, the teacher will guide a discussion about comparing and contrasting the two stories. The teacher can use a Venn Diagram on the board. The teacher should remind the students of how they talked about their personal experiences of shopping for shoes. The teacher will ask the students if they will think differently the next time they go shopping for new shoes.

## EXTENDED LEARNING ACTIVITIES

<https://educationcloset.com/2014/10/14/writing-mix-a-lot-arts-integration-lesson/>