

More Key Words

Use these words to talk about "Those Shoes" and "Guardian Angel."

kindness

noun



You show **kindness** when you are nice to someone. Teddy shows **kindness** to his mom.

need

verb



When you **need** something, you cannot live without it. People **need** to drink water.

understand

verb



When you **understand** something, you know what it means. Now he **understands** his homework.

value

verb



When you **value** something, you care about it. The girl loves and **values** her dog.

want

verb



To **want** something is to hope or wish for it. He **wants** to get a guitar like this one.

Talk Together

Make a Vocabulary Example Chart for the **Key Words**. Then compare your chart with a partner's.

Word	Definition	Example
Kindness	a nice act	My friend helped me fix my bike.

Learn to Preview and Predict

Look at the picture. The text does not say how Tanya will help, but you can look for details in the picture. This is called **previewing**. Then you can make a guess about what will happen next. This is called **predicting**.



When you read a text, you can **preview** and **predict**. This helps you decide on a purpose for reading.

How to Preview and Predict



1. Read the title. Look at the pictures. Think about what you will read.



2. Make predictions as you read.



3. Read on to check whether your predictions are correct or incorrect.

I read _____.

I see _____.

I predict _____.

My prediction

_____.

Talk Together

Read Tanya's story. Read the sample prediction. Then use **Language Frames** to make and confirm predictions. Tell a partner about them.

Language Frames

-  I read ____.
-  I see ____.
-  I predict ____.
-  My prediction ____.

Story

A Puppy Problem



I **received** a puppy for my birthday. It was the **gift** I really **wanted**. I named him Riley.



Riley was almost perfect. He was always happy, and he barked all the time. There was just one **problem** about that.

Our neighbor Mrs. Perry said that Riley was too loud. I didn't **understand**. All puppies bark. Right?



Mom said, "Mrs. Perry **needs** rest and quiet. I really **value** her friendship. Let's teach Riley not to bark so much." Then we took Riley to doggy school. He was in a class with many other puppies.

In just a few weeks, Riley learned not to bark so much. That made a big **difference**.

Riley and I went to visit Mrs. Perry. "Thank you for your **kindness**," she told me. She gave Riley a pat on the head. Now she really likes my puppy, too!

Sample Prediction

"I read the title. I see a puppy in a box.

I predict that someone gets a puppy.

My prediction is correct. Tanya gets a puppy."

◀ = A good place to make a prediction

Compound Words



goldfish



sailboat

Listen and Learn

Listen to the compound words that name the pictures. Match the two smaller words that make up each picture word.

1.



back
note
paper

boy
pack
pad

2.



smile
flash
star

shine
might
light

3.



back
bag
camp

fire
mark
room

4.



hand
milk
book

bag
shelf
shake

Talk Together

- 🔊 Listen and read. Find the compound words.

Over to You

Making a Difference

There are people everywhere who make a difference. Their actions solve problems and help others. Firefighters are an example. They put out fires and save people.

Many people show kindness to others. Some help build playgrounds for children. Others help out at school. They help keep the classroom neat. They clean the whiteboards. They even help clean the playground. Sometimes just a kind word is a great gift.

How can you make a difference? First, think about your community. Does it need a cleanup? Are there people in need of help? Next, think about what you can do. Then, decide whether you need others to help you. Finally, get busy and make someone's life brighter.

Work with a partner.

Take turns. One partner should say a compound word from the passage. The other should find the word and say it again. Then switch roles and say another word.

- ◀ Practice reading compound words by reading "Making a Difference" with a partner.

Read a Story

Genre

A story that tells about events that could really happen is **realistic fiction**.

Characters

Characters are the people in the story. This story is told by a character named Jeremy. He uses words like *I*, *me*, and *my* to tell his story.



Jeremy



Grandma



Antonio





Those Shoes



by **Maribeth Boelts**

illustrated by **Noah Z. Jones**

► Set a Purpose

Jeremy **wants** new shoes, but there's a **problem**. Find out what it is.

I have dreams about those shoes. Black **high-tops**. Two white stripes.

"Grandma, I **want** them."

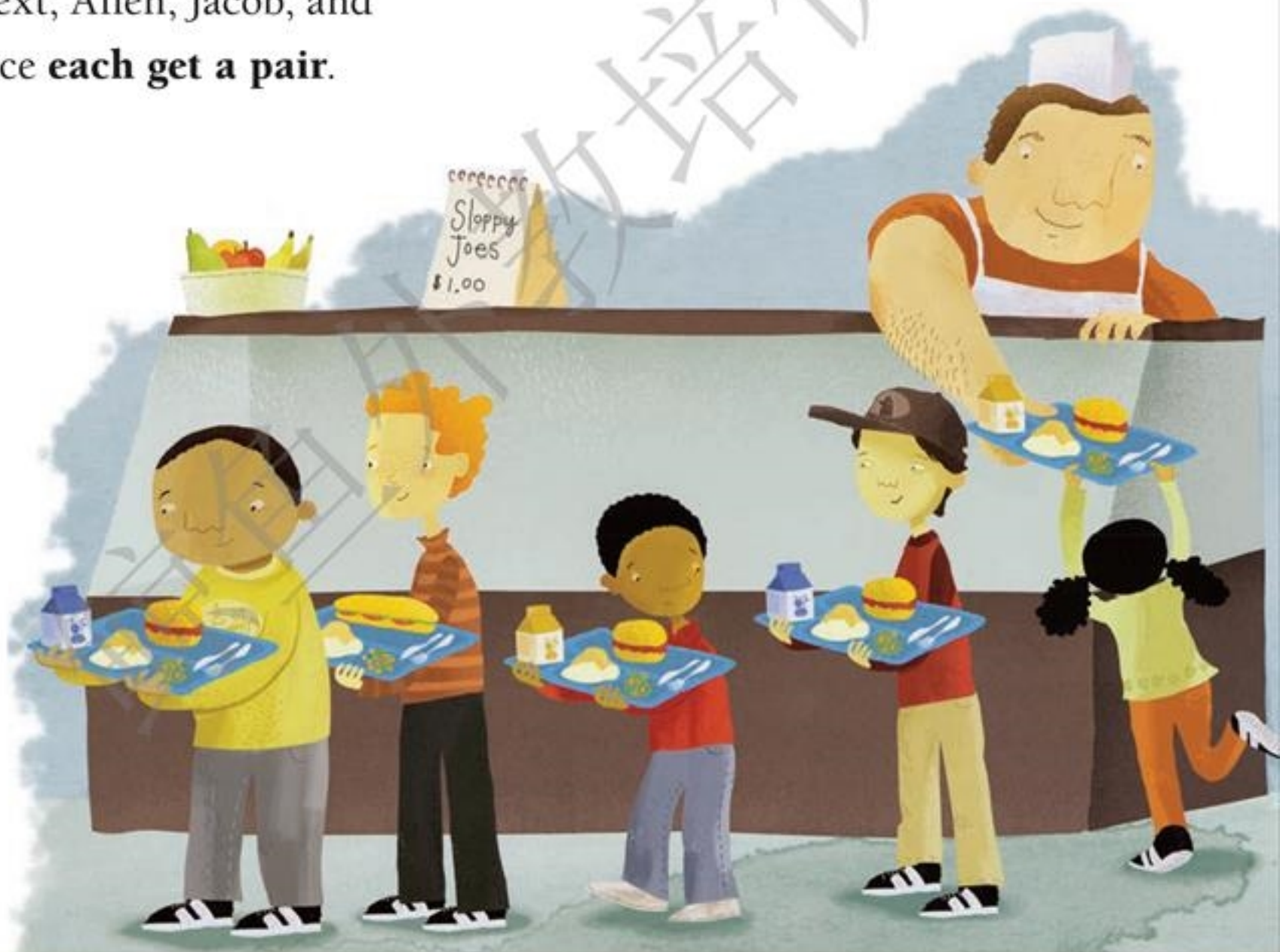
"There's no room for 'want' around here," Grandma says. "What you **need** are new boots for winter."



◀ **high-tops** sports shoes

Brandon T. comes to school in those shoes. He says he's the fastest runner now, not me. I was always the fastest runner before **those shoes came along.**

Next, Allen, Jacob, and Terrence **each get a pair.**



those shoes came along Brandon T. got those shoes
each get a pair get the same shoes



Then one day, in the middle of kickball, one of my shoes **comes apart**.

“Looks like you could use a new pair, Jeremy,” Mr. Alfrey, the **guidance counselor**, says. He gives me a pair of shoes with a cartoon animal on it.



comes apart tears, rips
guidance counselor an adult who helps students solve **problems**



When I come back to the classroom, the only kid not laughing is Antonio Parker.

At home, Grandma says, “How kind of Mr. Alfrey.” I nod and **turn my back**. I’m not going to cry about any dumb shoes.

turn my back turn away

► Before You Continue

1. **Clarify** Why can’t Jeremy get the new shoes he **wants**?
2. **Character’s Motive** Why does Jeremy want the black high-tops?

► **Predict**

What will Jeremy do to get the new black shoes?

On Saturday Grandma says, “Let’s **check out** those shoes you’re **wanting** so much. I got a little bit of money **set aside**. It might be enough—you **never know**.”



check out look at
set aside saved
you never know you might be surprised



At the shoe store, Grandma turns over the shoes that Jeremy **wants**. She **checks the price**. When she sees it, she sits down **heavily**.

“Maybe they wrote it down wrong,” I say.
Grandma shakes her head.

checks the price looks to see how much the shoes cost

heavily in a sad way

Then I remember the **thrift shops**. We ride the bus to the first one. There's every kind of shoe **except the ones I want**.

We ride the bus to the second thrift shop. Not a pair of those shoes **in sight**.



thrift shops stores that sell used clothes and shoes

except the ones but not the shoes

in sight anywhere



Around the corner is the third thrift shop. I see something in the window.

I shove my foot into the first shoe. Grandma feels for my toes at the end of the shoe.



“Oh, Jeremy,” she says. “I can’t **spend good money** on shoes that **don’t fit**.”

“They’re okay,” I say, curling my toes. Then I buy them with my own money.



spend good money use money
I worked so hard to save
don't fit are too small

A few days later, Grandma puts a new pair of snow boots in my closet. She doesn't say a word about my **too-big feet shuffling around in my too-small shoes**.

"Sometimes shoes **stretch**," I say.



too-big feet shuffling around in my too-small shoes shoes that are too small for my feet
stretch get bigger

► Before You Continue

1. **Confirm Prediction** What **actions** did Jeremy take to get the black shoes? Was your prediction correct?
2. **Character** How do Jeremy's actions show what kind of person he is?

► **Predict**

What will Jeremy do with the too-small shoes?

I check every day, but those shoes don't stretch. I have to wear **my Mr. Alfneys** instead.

One day during Math, I **glance** at Antonio's shoes. One of them is **taped up**, and his feet look smaller than mine.



my Mr. Alfneys the shoes Mr. Alfrey gave me
glance look quickly
taped up held together with tape

That night, I am awake
for a long time thinking about
Antonio.



When morning comes,
I run across the street to
Antonio's apartment. I put the
shoes in front of his door. I
push the doorbell—and run.



At school, I feel happy when I look at
Antonio's face and mad when I look at my
Mr. Alfrey shoes.



Later, snow is everywhere.
Then I remember what I have in my
backpack. New black boots.



Standing in line to go to recess, Antonio leans forward.

“Thanks,” he says.

I smile and give him a **nudge**. “Let’s race!” ❖



nudge friendly push

► Before You Continue

1. **Confirm Prediction** What did you think Jeremy would do with the small shoes? Was your prediction correct?
2. **Character** How does Jeremy feel about helping Antonio? How do you know?

Think and Respond

Talk About It



1. Name two **realistic** events that happen in the story.

One realistic event in the story is _____.
_____ was also like real life.

2. How would Antonio retell this story? Work with a partner to **retell the story** as if you are Antonio.

First, _____. Next, _____. Then, _____. Finally, _____.

3. Compare how Jeremy feels about the black high-tops and the shoes from Mr. Alfrey. Which does he **want**? Which does he **need**? Why?

Jeremy wants _____, because _____.

Jeremy needs _____, because _____.

Key Words

action

receive

difference

solution

gift

understand

kindness

value

need

want

problem

Write About It



Imagine you are Antonio. Write a sentence to tell how you felt when you **received** Jeremy's **gift**. Use **Key Words**.

When Jeremy gave me the shoes,
I felt _____ because _____.



Reread and Summarize

Plot

The events of a story are called the **plot**. Create a story map to show the main events in "Those Shoes."

Story Map

Beginning: First, Jeremy wants new shoes, but they cost too much.
Middle: Next, Jeremy buys shoes that are too small.
Then,
End: Finally,

Now use your story map to sequence and summarize the plot's main events for a partner. Use time-order words and **Key Words**. Record your summary.

First, _____.
Next, _____.
Then, _____.
Finally, _____.

Fluency

Practice reading with expression. Rate your reading.

Talk Together

How can one act of **kindness** make a **difference**? Draw a picture. Use **Key Words** to tell your class about the picture.