Welcome to Junior Great Books Series K–1!

The new Junior Great Books Series K–1 is an interactive read-aloud program focused on helping young learners develop three key Shared Inquiry skills—listening, wondering, and sharing.

This flexible program is a bridge to Junior Great Books Series 2–5 and provides the literature, challenge, and critical thinking elements essential for “best practice” early literacy instruction.

This exciting new program:

• Develops oral language skills through peer-to-peer conversation, question asking, extended discussion, and vocabulary activities

• Provides relatable, thought-provoking content that promotes higher-order discussion among students and teachers

• Includes activities in which students express their ideas about literature through drawing, writing, movement, and dramatic play

• Engages children in using comprehension strategies, such as questioning, visualizing, rereading, drawing inferences, and finding evidence

• Provides opportunities for collaborative reading and writing as well as individual thinking and writing

• Includes formative assessment that prioritizes observation and relates to differentiation suggestions

• Uses research-informed practices that foster literacy motivation and engagement
Junior Great Books Series K–1 Materials

The softcover student books feature outstanding literature in a variety of genres: folktale, fantasy fiction, realistic fiction, and poetry. Beautiful original and newly commissioned illustrations engage students and support both comprehension and interpretation.

**Teacher’s Edition**

The Teacher’s Edition for each series includes:
- Unit guides with instructions, prompts, discussion questions, and tips
- Annotated pages of all stories and poems
- Listen, wonder, and share mini-lessons
- A Teacher Resources section full of support materials
- An access code for online resources, including assessment tools and MP3 audio files

**Student Books**

Three volumes per grade, each consisting of:
- Three stories and one poem
- Four activity pages for core unit activities
- A Character Connections activity for comparing stories

The first volume in each grade includes:
- A student introduction to the three key Shared Inquiry concepts
- Listen, wonder, and share reflection pages

**Great Books Plus Digital Solution**

Junior Great Books Series K–1 is available in print or digital format. With Great Books Plus, our new digital platform, you can:
- Download the app on your iOS or Android device
- Use the web app in any browser on your PC, Mac, or Chromebook
- Read and work offline (syncs when you’re back online)
- Share notes and highlights with your class

Visit greatbooks.org for a virtual tour!
Testimonials

“The students noticed details that I as the teacher did not see, and asked questions about them! I was surprised to see them so engaged during the first session.”

—Renee Miller, first-grade teacher
Lutz Preparatory School, Lutz, FL

“The vocabulary activities were in line with our school’s focus on building academic vocabulary to increase comprehension.”

—Marie Sun, kindergarten teacher
TAG Young Scholars, New York, NY

“I see my students building their communication skills. They are better at being respectful, listening to someone else’s idea, and being patient, waiting their turns.”

—Claire Choate, kindergarten teacher
Lutz Preparatory School, Lutz, FL

“My first graders asked many higher-level thinking questions, had many ideas, enjoyed acting out parts, and liked writing and illustrating their ideas. My principal was very impressed. Students were even referring to page numbers when giving their opinions.”

—Marcy Pestreich, first-grade teacher
Betsy Ross Elementary School, Mahwah, NJ
## Features and Benefits

<table>
<thead>
<tr>
<th>Features</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texts from a range of genres (fantasy and realistic fiction, folktale, and poetry)</td>
<td>Students enjoy and learn to recognize different types of literature.</td>
</tr>
<tr>
<td>High-quality literature that supports multiple readings and extended questioning</td>
<td>Students build critical thinking and vocabulary skills.</td>
</tr>
<tr>
<td>Orientation units that introduce listening, wondering, and sharing</td>
<td>Students and teachers focus on, practice, and reflect on each Shared Inquiry skill.</td>
</tr>
<tr>
<td>Sequence of Shared Inquiry activities that mirrors Junior Great Books Series 2–5</td>
<td>Students are introduced to asking questions, close reading, textual analysis, and a collaborative search for meaning in a developmentally appropriate way.</td>
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<tr>
<td>Close-reading movement and choral reading activities</td>
<td>Students read with expression and explore the meaning of specific passages.</td>
</tr>
<tr>
<td>Vocabulary activities</td>
<td>Students learn new words in a meaningful context and use them in different ways.</td>
</tr>
<tr>
<td>Interpretive questions and prompts for a full range of text-specific activities</td>
<td>Teachers probe students' thinking, develop students' answers, and sustain discussion.</td>
</tr>
<tr>
<td>Rubrics for drawing and writing</td>
<td>Teachers describe target skills to students, help them monitor their progress, and assess students' learning.</td>
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Unit Overview

Those Shoes  Maribeth Boelts

LENGTH: 14 pages  READ-ALOUD TIME: About 9 minutes

Activity Sessions

SESSION 1  PAGES 84–85
Prereading  5 MINUTES
Students briefly explore a topic relevant to the story.

First Reading with Sharing Questions  20–25 MINUTES
Students listen to the story and share questions about it.

SESSION 2  PAGES 88–89
Second Reading  20–30 MINUTES
As students listen to the story again, they focus on meaning through these activities:
• Choral reading of selected lines
• Acting out and analyzing a section of the text

SESSION 3  PAGES 92–93
Shared Inquiry Discussion  15–20 MINUTES
Students explore the story’s meaning by discussing interpretive questions.

SESSION 4  PAGE 94
Writing  TIMES VARY
Students extend their ideas through evaluative or creative writing.

ADDITIONAL SESSIONS  PAGE 95
Extension Activities  TIMES VARY
Options include dramatic play and a family engagement or cross-curricular project.

Assessment and Reflection  TIMES VARY
Tools include:
• Rubrics for discussion, drawing, and writing (online)
• Student and teacher reflection forms (online)

★ = core activity
About the Story

**GENRE:** Realistic fiction  
**SETTING:** A city  
**THEME CONNECTIONS:** Generosity, sports, friendship

About Maribeth Boelts

Maribeth Boelts was born in 1964 and grew up going to the library often. At the library she says she got “hooked on words,” and she wrote her first poem when she was in first grade. Boelts became a teacher, but after a few years she started writing books. She got ideas for books from her students and her own young children. She has written over thirty fiction and nonfiction books for children. She lives in Iowa with her family and enjoys beekeeping.

Working with Words

These flexible-use activities and word lists allow you to further customize the program to fit your literacy learning goals. (Page numbers refer to the first time the word appears in the student book, unless otherwise noted.)

**Vocabulary**
Find definitions and activities for the following target words on page 86 of the Teacher's Edition.

- **Suggested target words**
  - shove (p. 64)
  - limp (p. 65)
  - shrug (p. 68)

**Phonics Practice**
Use these words with your existing phonics resources at any time during the unit.

- /ə/
  - box (p. 60)
  - shop (p. 63)
  - socks (p. 64)

- /θ/ (voiced)
  - those (p. 58)
  - them (p. 58)
  - then (p. 59)

- /ʃ/ (voiced)
  - seven (p. 59)
  - Velcro (p. 60)
  - give (p. 63)

**High-Frequency Words**
Use these Dolch high-frequency words in literacy lessons and post them on a word wall.

- them (p. 58)
- think (p. 60)
- let (p. 62)

Build robust vocabulary with research-based target word activities, which appear on the flexible-use activities page. Incorporate phonics practice and high-frequency words with the Working with Words suggestions.

ONLINE RESOURCES

To access online resources, use the code you received with your printed Teacher’s Edition.
Activity Instructions

1. **Ask** students to follow along as you read the story (or play the audio recording) and to notice where they wonder about or don't understand something.

2. **Encourage** students to ask questions. Remind them that all questions are welcome.

3. **Record** students’ questions and post the list so that everyone can see it.

4. **Help** students work together to answer basic comprehension questions. Tell students that you may return to other questions at a later time.

5. **Have** students complete the sharing questions activity page in their books (p. 73).

Student Learning Spectrum

Look for students to:

- **Have difficulty following or responding to the story**
- **Follow the story and share reactions and questions about it with prompting and support**
- **Follow the story and readily share questions about it**

**APPROACHING OBJECTIVES**
- Students listen as the story is read aloud, then share questions about it.

**MEETING OBJECTIVES**
- To listen to a story as it is read aloud
- To express curiosity and clear up confusion

**EXCEEDING OBJECTIVES**
- Sharing what we wonder about a story is the first step to understanding it.

**ACTIVITY SUMMARY**
- Activate curiosity and strengthen comprehension with the sharing questions activity. As students share their reactions to the text, they learn to monitor their understanding and identify issues to pursue.

**SETTING A PURPOSE**
- Sharing what we wonder about a story is the first step to understanding it.

See Teacher Resources for suggestions for **differentiation** (p. 372) and **supporting English language learners** (p. 374).

To watch students doing Session 1 activities, go to www.greatbooks.org/video-tutorials.
What did you wonder about?

My question:

Support emergent questioning skills as students draw, dictate, or write what they wondered about.
Activity Instructions

1. **Review** how the target word is used in the story.
2. **Have** students say the word.
3. **Share** a simple definition (suggestion below) and use the word in a few different contexts.
4. **Lead** a vocabulary activity.
5. **Ask**, What is the word that means [definition]?

**TARGET WORDS**

<table>
<thead>
<tr>
<th>shove</th>
<th>limp</th>
<th>shrug</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use in story</strong>&lt;br&gt;(Page numbers refer to the student book.)</td>
<td>“I shove my foot into the first shoe” (p. 64)</td>
<td>“I squeeze them on and limp to the bus stop.” (p. 65)</td>
</tr>
<tr>
<td><strong>Definition</strong></td>
<td>To shove means to give something a hard, firm push.</td>
<td>When you limp, you walk unevenly to keep weight off a hurt foot or leg.</td>
</tr>
<tr>
<td><strong>Activity: Show It!</strong></td>
<td>Show me how you would shove your way through a crowd of people.</td>
<td>Show me how you would limp if you twisted your ankle.</td>
</tr>
<tr>
<td><strong>Activity: Questions, Reasons, Examples</strong></td>
<td>If there were a big box of books sitting in front of our classroom door, you might shove it away. Why? What are some things you might shove in a closet?</td>
<td>If you bang your knee on the corner of a table, you might limp afterward. Why? What else might make you limp?</td>
</tr>
</tbody>
</table>
Drawing and Drama Activities

During these activities, note what students draw, do, and say so that you can refer to or ask about their ideas in your Shared Inquiry discussion.

**Activity Instructions: Drawing**

1. **Read** the suggested passage and prompt on the interpretive drawing activity page, and ask students to visualize what they will draw.
2. **Circulate** as students draw and ask them to tell you about their pictures, helping them write captions or labels.
3. **Have** students present and explain their drawings to the class.
4. **Assess** students' drawings, if you wish, using the interpretive drawing rubric (available online).

**Activity Instructions: Drama**

1. **Assign** small groups to the dramatic play area to act out the story with the props.
2. **Engage** the group in talking about the suggested questions during the play session.
3. **Observe** students and facilitate as needed, noting decisions about characters’ speech and actions that you would like to bring up in discussion.

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**Interpretive Drawing**

- **Reread** page 58, which begins, “I have dreams about those shoes.”
- **Draw** what happens in one of the dreams Jeremy has about those shoes.

**Dramatic Play**

- **Dream Shoes**
  - **Suggested props**
    - Signs that read “Thrift Shop” and “Children’s Shoes”
    - 4–5 pairs of used athletic shoes (set on shelf or bench)
    - Price tags
    - Purse, wallet, or coin purse
    - Play money
  - **Suggested questions**
    - If you were Jeremy, how would you feel when you found out the shoes didn’t fit?
    - If you were Jeremy’s grandma, how would you feel when you found out the shoes didn’t fit?

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Develop oral language and the key skill of giving evidence by asking students to explain the details that contribute to their drawing.

Build inferencing skills as students use text details to visualize and draw a scene from the story or poem.

To watch students doing the interpretive drawing activity, go to www.greatbooks.org/video-tutorials.
Second Reading

SESSION 2
Second Reading (20–30 minutes)

Activity Instructions

1. Tell students that as you reread the text, they will read parts of it out loud with you. Afterward, they will act out one part.
2. Read the story aloud, inviting students to join you on the highlighted phrases. (See CHORAL READING below and the annotated text beginning on page 97.)
3. Conduct the MOVE! activity with students after reading (also below).
4. Read the prompt on the second reading activity page and have students share their answers. Ask follow-up questions to help students develop ideas.
5. Optional: Review with the class the list of questions from the sharing questions activity, and see if any have been answered.
6. Optional: Review with the class the list of questions from the sharing questions activity, and see if any have been answered.

Deepen understanding of characters’ feelings and story events through the Choral Reading and MOVE! activities.

CHORAL READING

Students read aloud the purple-highlighted phrases on the following page as if they were Jeremy. Invite students to try different tones of voice.

PAGE: 67

QUESTION: What is Jeremy thinking when he buys the shoes that don’t fit?

MOVE!

Students act out Jeremy shoving his feet into the shoes and limping to the bus (p. 65).

QUESTIONS:
- What is Jeremy thinking when he buys the shoes that don’t fit?
- Why does Jeremy leave the shoes at Antonio’s door instead of handing them to him?
- When will they speak?

Student Learning Spectrum

Look for students to:

- Offer no answer to the second reading question or make comments unrelated to it (APPROACHING OBJECTIVES)
- Offer simple answers to the second reading question (MEETING OBJECTIVES)
- Offer answers to the second reading question and support them when asked (EXCEEDING OBJECTIVES)

See Teacher Resources for suggestions for differentiation (p. 373) and supporting English language learners (p. 374).
What is Jeremy thinking when he buys shoes that don’t fit? (Write his thoughts.)
Activity Instructions

1. **Prepare** by reviewing the list of questions from the sharing questions activity to see which issues students are most interested in. Compare them to the list of questions below.

2. **Choose** several questions to discuss.

3. **Seat** students in a circle.

4. **Post** or project the discussion questions. Read a question aloud, then discuss it.

5. **Ask** follow-up questions to help students clarify ideas, find evidence, and listen to others. (See Asking Follow-Up Questions During the Discussion on the facing page.)

6. **Introduce** a new question when students seem ready to move on. Aim for the discussion to last 10–15 minutes.

**Suggested Discussion Questions**

It works well to ask 3 or 4 of these questions or your students’ interpretive questions in chronological order. Move to the next question when students seem ready.

- Why does Jeremy want “those shoes” so badly?
- Why does Jeremy think, “I’m not going to cry about any dumb shoes”? (p. 61)
- Why does Jeremy give Antonio his shoes, even though he said he wasn’t going to?
- Why does Jeremy leave the shoes at Antonio’s door instead of handing them to him?
- Why does Jeremy smile at the end of the story?

(Page numbers refer to the student book.)

**Engage higher-level thinking**

with tested interpretive questions that:

- Sustain spirited open discussion
- Send students to the text for evidence
- Address multiple aspects of the text

**ACTIVITY SUMMARY**

- Students explore the story’s meaning by discussing interpretive questions.

**STUDENT LEARNING OBJECTIVE**

- To discuss a story by sharing ideas about it, giving evidence for those ideas, and listening to others

**SETTING A PURPOSE**

- Listening to many ideas about the story helps us understand it better than we could alone.

To watch students participating in Shared Inquiry discussion, go to [www.greatbooks.org/video-tutorials](http://www.greatbooks.org/video-tutorials).
Asking Follow-Up Questions During the Discussion

Asking follow-up questions during the discussion will help advance students’ critical thinking skills. Try using these questions when you want students to:

- **Generate and Clarify Ideas**
  - Is there another idea?
  - What do you mean when you say that?
  - Can you say a little more about that?

- **Find Evidence**
  - What makes you think that?
  - Where did that happen in the story?
  - What in the story gave you that idea?

- **Listen and Respond to Others**
  - Did you hear an answer you like?
  - Do you agree with what Emma said?
  - Is your answer the same as Jack’s or different?

**Student Learning Spectrum**

This student learning spectrum reflects student behavior in three key areas of critical thinking: **idea**, **evidence**, and **response**.

Look for students to:

<table>
<thead>
<tr>
<th>IDEA</th>
<th>EVIDENCE</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer no answers to the discussion question or give answers unrelated to the story</td>
<td>Offer no evidence from the story or give evidence unrelated to the story</td>
<td>Let attention wander, or concentrate mostly on what they want to say</td>
</tr>
<tr>
<td>Offer simple answers to the discussion question</td>
<td>With prompting, refer to the story to support ideas</td>
<td>Agree or disagree simply with others’ ideas when prompted</td>
</tr>
<tr>
<td>Offer answers to the discussion question and elaborate with prompting</td>
<td>With minimal prompting, refer to the story to support ideas</td>
<td>Agree or disagree with others’ ideas and give reasons with minimal prompting</td>
</tr>
</tbody>
</table>

See Teacher Resources for suggestions for **differentiation** (p. 373) and **supporting English language learners** (p. 374).
Writing Activities

**SESSION 4**
**Writing**

Select the writing option(s) best suited to your learning goals and students' interests. Consider shared writing, dictation, or independent writing, depending on your students' needs. See the online resources for a writing rubric.

**Evaluative Writing**

Reread pages 60–61 of the student book, where Jeremy receives a pair of shoes from Mr. Alfrey's box. Then have students draw, dictate, or write a response to the following question in their books (p. 76):

**Question:** If you were Jeremy, would you have worn the Mr. Alfrey shoes back to class?

**Creative Writing**

**Thank You, Jeremy**

Reread page 70 of the student book, where Antonio thanks Jeremy for the shoes. Then ask students to write a two- or three-sentence response to the question below.

**Question:** What would Antonio write to Jeremy to show his gratitude for the shoes?

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**SPOTLIGHT on Family Engagement Activities**

The story units in Junior Great Books Series 1 include an optional activity for students to do with their families at home. These activities are designed to stimulate conversation among family members about a story-related topic in order to develop students' oral language. They also enable families to do something enjoyable together that relates to the story's themes.

For example, the suggested activity for "Those Shoes" has students ask a family member to remember a time they wanted something very badly. Students draw a picture and write a caption about the memory and share their art with the class. Take-home letters for each story are included in the online resources.

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**Extension Activities**

The following activities offer ways to extend your students' thinking about the story, make connections with content areas, and involve students' families.

**Related Project**

**Pass It On**

Have students decorate a large box and place it outside of the classroom. Ask members of your school community to put in the box items they no longer want or need. After several weeks of collecting, donate the items in the box to a local thrift shop or charity.

**Family Engagement**

**I Wanted That!**

Ask families to talk with their student about something they once wanted very badly. Tell students to draw a picture of the thing a family member wanted and write a caption about it. Have students share their art with the class and explain why their family member wanted the thing so badly.

**Related Readings**

Find lists of books that connect this story to other curricular areas in the online resources.

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**ASSESSMENT**

Use the rubrics and other assessment tools available online to evaluate student performance in Shared Inquiry activities.

**REFLECTION**

Use the reflection pages available online to reflect on student and teacher Shared Inquiry skills and set goals for future units.

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Meet writing goals and match students' interests with a choice of two different prompts. Each unit includes a writing activity page.
If I were Jeremy, I

WOULD   WOULD NOT  (circle one)

have worn the Mr. Alfrey shoes back to class because

Practice opinion writing as students respond to an issue in the story and learn to support their answers with evidence.
Character Connections Activity

How well did these characters listen? Give each one a grade and make a comment.

<table>
<thead>
<tr>
<th>Character</th>
<th>Grade</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Mouse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rosalinda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jeremy</td>
<td></td>
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</tbody>
</table>

Compare and contrast qualities of characters from the three stories in each volume with the optional Character Connections activity.
Poetry Unit Excerpts
The Land of Nod, Robert Louis Stevenson

Prereading

Opening Question
Ask students to think about the dreams they have while sleeping. Then ask: What is fun about dreaming? What can be scary or not fun about it?

World of the Poem
Tell students that the title of this poem comes from the expression “nodding off.” Ask students if they are familiar with the expression, and if not, explain that it describes going to sleep.

Second Reading Activity

CHORAL READING Students read the last line of the first and third stanzas, focusing on repetition:

Afar into the land of Nod.
Till morning in the land of Nod.

Afterward, ask: How does the speaker feel about leaving the land of Nod in the morning?

Suggested Discussion Questions

It works well to ask 3 or 4 of these questions or your students’ interpretive questions in chronological order. Move to the next question when students seem ready.

- Does the speaker like going to the land of Nod every night?
- Is the speaker happy or sad about having “none to tell me what to do”?
- How does the speaker feel about seeing “the strangest things” in the land of Nod?
- Why does the speaker want to go back even though some things in the land of Nod are frightening?
- Why does the speaker try to remember the “curious music” heard in the land of Nod?
THOSE SHOES

Maribeth Boelts

NOTATION KEY

Yellow-highlighted words have corresponding vocabulary activities.

Second Reading Activity Options

_topics)

Purple-highlighted lines indicate text for students to read aloud together

MOVE! Kinesthetic learning option with a corresponding activity page
I have dreams about those shoes. Black high-tops. Two white stripes.

“Grandma, I want them.”

“There’s no room for ‘want’ around here—just ‘need,’” Grandma says. “And what you need are new boots for winter.”
Brandon T. comes to school in those shoes. He says he’s the fastest runner now, not me. I was always the fastest before those shoes came along.

Nate comes to school in those shoes. Antonio and I count how many times Nate goes to the bathroom—seven times in one day, just so he can walk up and down the hall real slow.

Next, Allen Jacoby and Terrence each get a pair. 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 brings out a box of shoes and other stuff he has for kids who need things. He helps me find the only shoes that are my size—Velcro—like the ones my little cousin Marshall wears. They have an animal on them from a cartoon I don’t think any kid ever watched.
When I come back to the classroom, Allen Jacoby takes one look at my Mr. Alfrey shoes and laughs, and so do Terrence, Brandon T., and everyone else. 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.

But when I’m writing my spelling words later, every word looks like the word *shoes* and my grip is so tight on my pencil I think it might bust.
On Saturday Grandma says, “Let’s check out those shoes you’re wanting so much. I got a little bit of money set aside. Might be enough—you never know.”

At the shoe store, Grandma turns those shoes over so she can check the price. When she sees it, she sits down heavy.

“Maybe they wrote it down wrong,” I say.
Grandma shakes her head.
Then I remember the thrift shops.
“What if there’s a rich kid who outgrew his or got two pairs for Christmas and had to give one of them away?”

We ride the bus to the first thrift shop. Black cowboy boots, pink slippers, sandals, high heels—every kind of shoes except the ones I want.

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

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

Black shoes with two white stripes. High-tops.

Perfect shape.

$2.50.

THOSE SHOES.
My heart is pounding hard as I take off my shoes and hitch up my baggy socks.

“How exciting!” Grandma says. “What size are they?”

I shove my foot in the first shoe, curling my toes to get my heel in. “I don’t know, but I think they fit.”

Grandma kneels on the floor and feels for my toes at the end of the shoe.

**shove:** give something a hard, firm push
“Oh, Jeremy . . .” she says. “I can’t spend good money on shoes that don’t fit.”

I pull the other shoe on and try to walk around.

“They’re okay,” I say, holding my breath and praying that my toes will fall off right then and there.

But my toes don’t fall off.

I buy them anyway with my own money, and I squeeze them on and limp to the bus stop.

**limp**: walk unevenly to keep weight off a hurt foot or leg

**SECOND READING**

MOVE!

Have students act out Jeremy shoving his feet into the shoes and limping to the bus stop.

Ask the class: *What is Jeremy thinking when he buys shoes that don’t fit?*

After completing the story, have students draw or write their answers on the second reading activity page.
At home a few days later, Grandma puts a new pair of snow boots in my closet and doesn’t say a word about my too-big feet shuffling around in my too-small shoes.

“Sometimes shoes stretch,” I say.

Grandma gives me a hug.

I check every day, but those shoes don’t stretch. I have to wear my Mr. Alfreys to school instead.

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

After school, I head to the park to think.
Antonio is there—the only kid who didn’t laugh at my Mr. Alfrey shoes.

We shoot baskets—a loose piece of tape on Antonio’s shoe smacks the concrete every time he jumps.

I think, *I’m not going to do it.*

We leap off the swings. *I’m not going to do it.*

We race from one end of the playground to the other—*“I’m not going to do it!”* I say.

*“Do what?”* Antonio asks, breathing hard.
Grandma calls me for supper and invites Antonio over, too. After supper, he spies my shoes.

“How come you don’t wear them?” Antonio asks.

I shrug. My hands are sweaty—I can feel him wishing those shoes were his.

That night, I am awake for a long time thinking about Antonio. When morning comes, I try on my shoes one last time.

**shrug:** to raise your shoulders to show that you’re not sure or you don’t care about something
Before I can change my mind, the shoes are in my coat.

Snow is beginning to fall as I run across the street to Antonio’s apartment. I put the shoes in front of his door, push the doorbell—and run.

At school, Antonio is smiling big in his brand-new shoes. I feel happy when I look at his face and mad when I look at my Mr. Alfrey shoes.
But later, when it’s time for recess, something happens. Everywhere, there is snow.

“Leave your shoes in the hall and change into your boots,” the teacher announces.

Leave your shoes in the hall. It’s then that I remember what I have in my backpack. New boots. New black boots that no kid has ever worn before.

Standing in line to go to recess, Antonio leans forward and says, “Thanks.”

I smile and give him a nudge...
“Let’s race!”
The Land of Nod

Robert Louis Stevenson

From breakfast on all through the day
At home among my friends I stay;
But every night I go abroad
Afar into the land of Nod.

All by myself I have to go,
With none to tell me what to do—
All alone beside the streams
And up the mountain-sides of dreams.

**abroad**: when you go abroad, you travel to a faraway place outside of your own country

**afar**: a long distance away
The strangest things are there for me,
Both things to eat and things to see,
And many frightening sights abroad
Till morning in the land of Nod.

Try as I like to find the way,
I never can get back by day,
Nor can remember plain and clear
The curious music that I hear.

curious: strange or weird
Assessment and Reflection

Assessment and Reflection
When children speak, draw, write, and dramatize in response to stories and poems, they make their thinking visible. Observing and gathering information through these activities will enable you to assess your students’ progress in a developmentally appropriate way and to set goals. You may wish to use the Shared Inquiry Observation Form (in the online resources for this Teacher’s Edition) to note students’ performance levels and related behaviors.

Student Learning Spectrums
Each core activity has a student learning spectrum that describes behaviors for students approaching, meeting, or exceeding objectives for each activity. Use the student learning spectrums to make quick assessments of your students individually or as a group.

Reflection Forms
Each orientation unit ends with a reflection form that helps students think about how well they carried out one of the key Shared Inquiry skills—listening, wondering, or sharing. There is also a reflection form that combines the three skills. Because these forms ask students to reflect on their performance as a group, it works well if you lead students in completing them. Consider using the teacher reflection form from time to time to assess your own progress developing an inquiry stance in the classroom.

Rubrics for Critical Thinking, Interpretive Drawing, and Evaluative Writing
The critical thinking rubric describes student behaviors in the three key Shared Inquiry skills. Because students engage in critical thinking in all Shared Inquiry activities, this rubric can serve as a general assessment tool throughout work on the story and poetry units. The interpretive drawing and evaluative writing rubrics assess the content and ideas in students’ art and written work.

Portfolios
To assess progress in Junior Great Books over time, collect examples of students’ work in individual portfolios. Include activity pages (or copies of them) from students’ books, sticky notes on which you’ve noted students’ shared questions and ideas, and photos of children involved in dramatic play and discussion. Choose mostly typical work and some “best work.”

Involve each student in filling out a portfolio reflection form for three or four items in the portfolio. Then have students share their portfolios with their families during conferences. These activities develop in students the habit of reflecting on their learning.
Critical Thinking Rubric

Children think critically in all Shared Inquiry activities. This rubric can be used to conduct a general assessment of your kindergarten or first-grade students as they engage in story or poetry units. The behaviors on this chart correlate with the goals on the “How Did We Do?” reflection forms.

LISTEN

Look for students to:

• Listen consistently to and maintain focus on the read-aloud or the person speaking.

WONDER

Look for students to:

• Ask questions to clarify or express curiosity.

SHARE

Look for students to:

• Share ideas (in discussion, in response to others).

• Offer a reason or evidence for an answer without prompting.

• Agree or disagree with others’ ideas without prompting.

• Occasionally ask others questions.

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Interpretive Drawing and Evaluative Writing Rubrics

You may wish to use these rubrics to assess students’ responses to the interpretive drawing and evaluative writing prompts on their activity pages.

Interpretive Drawing

Because students have varying degrees of artistic ability, it is important to ask students questions to see how their drawings relate to the text.

Evaluative Writing Rubric

Students are asked to circle a response to an evaluative question and explain the reason(s) for their choice. The student chooses a response and:

• Offers a detailed explanation related to the story or poem.

• Offers a brief explanation related to the story or poem.

• Offers an explanation that is unrelated to the story or poem.

• Offers no explanation or an explanation that is not understandable.

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Portfolio Reflection

Student:

This piece shows that I

Teacher:

This piece shows me that you

Family:

This piece shows me that you
Junior Great Books®

Series K

VOLUME 1
Cornelius
Leo Lionni
Big Wolf and Little Wolf
Nadine Brun-Cosme
Jamaica’s Blue Marker
Juanita Havill
The Stray Cat
Eve Merriam

VOLUME 2
The Three Wishes
Margot Zemach
Me First
Max Kornell
The Fire Cat
Esther Averill
Every Time I Climb a Tree
David McCord

VOLUME 3
Screen of Frogs
Sheila Hamanaka
Down the Road
Alice Schertle
The Tin Forest
Helen Ward
Where Would You Be?
Karla Kuskin

Series 1

VOLUME 1
City Mouse and Country Mouse
Aesop
Under the Lemon Moon
Edith Hope Fine
Those Shoes
Maribeth Boelts
The Land of Nod
Robert Louis Stevenson

VOLUME 2
Stone Soup
Marcia Brown
The Big Orange Splot
Daniel Pinkwater
The Mud Family
Betsy James
Blue
Claudia Lewis

VOLUME 3
Skunny-Wundy’s Skipping Stone
Joseph Bruchac
Best Friends for Frances
Russell Hoban
Yoshi’s Feast
Kimiko Kajikawa
Dinky
Theodore Roethke