



Summarize Comprehension

Objective

To summarize a story

Materials

Read-Aloud Anthology, "How Tortoise Grew a Tail," pp. 4-7

Review

SUMMARIZE Remind children that they can summarize a story by telling the important things that happen in it. Explain that summarizing as they read or listen can help them understand a story better.

Recall with children that you summarized *Something Special* by telling about the important things that happened. Say: Everyone in Sam's family has a special ability. Sam wants to do something special too. At the end of the story, Sam finds out that he can paint.



Read-Aloud Anthology
"How Tortoise Grew a Tail,"
p. 4

Read Aloud

Read-Aloud
Card
17

PREVIEW THE SELECTION Tell children that today you will read them a folktale told by the Yoruba people of Africa, a far-away place. Explain that a folktale is an old story that has been told over and over for years and years. Many folktales teach a lesson. Tell children a bit about the story before reading it to them.

Think Aloud This story is about a tortoise named Ijapa and a snake named Ojola. The story takes place first at Ojola's home and then at Ijapa's home.



T80 Theme: All About Me



CALIFORNIA STANDARDS
ENGLISH-LANGUAGE ARTS STANDARDS—Reading 2.1 Connect to the experiences, the information and events in texts. 2.5 Ask and answer questions about essential aspects of a text. Also History-Social Science II.1.0 Know bodies and related behaviors of characters in stories from their past and understand the consequences of the characters' actions.

Practice/Apply

DURING READING As you read, pause occasionally to summarize what has happened so far in the story.

AFTER READING Discuss the story with children. Ask:

- What parts of the story surprised you? Why? (Possible response: I was surprised when Ojola didn't share the food with Ifapa.)
- Do you think Ojola learned his lesson? Why or why not? (Possible response: Yes, because he was ashamed after Ifapa did the same thing to him.) **RE.5**

Then model for children how to summarize the story.

Think Aloud First Ojola invites Ifapa to dinner, but when it is time to eat, Ojola wraps himself around the bowl and Ifapa doesn't get any food. Ifapa decides to teach Ojola a lesson, and invites Ojola to dinner at his house. Ifapa makes himself a tail and wraps his homemade tail around the food so Ojola doesn't get any food to eat. Ojola realizes what he did to his friend and is sorry.

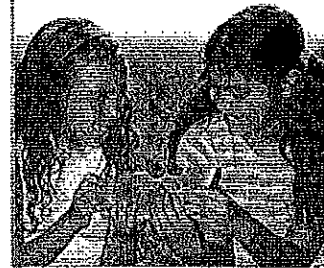
RESPOND Help children understand the lesson that Ifapa teaches Ojola. Discuss why Ojola was ashamed. Then have children act out what Ojola might say to Ifapa. Then ask:

- Do you think Ojola will act the same way the next time he invites Ifapa for supper? Why or why not?

Read aloud the proverb at the end of the story. Talk about what it means in relation to the story. Say: Ifapa learns from Ojola how it feels to be short, or small, because his friend didn't care about his feelings. Ifapa then teaches Ojola how Ojola was wrong. This will help Ojola to be tall and think about how what he does affects his friends. Call on children to share things they have learned about being a good friend. **RE.3**

SSK.1.3**SUPPORTING STANDARDS**

CONSEQUENCES OF ACTIONS Use the story to discuss with children the idea that people's actions have consequences. Ojola decides not to share with his friend Ifapa. Later in the story, Ojola faces the consequences for his actions when Ifapa refuses to share with him. Ask questions such as the following: How does it feel when someone shares with you? How does it feel when someone doesn't share? What are some other consequences of not sharing?





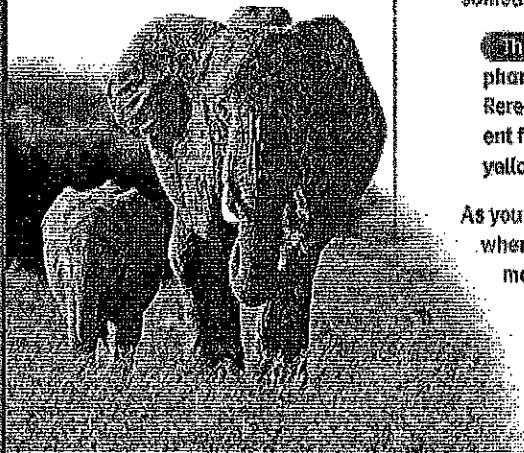
Monitor Comprehension: Reread Comprehension

Objectives

- To listen to and respond to a story
- To learn to use strategies to comprehend text
- To learn the vocabulary of school

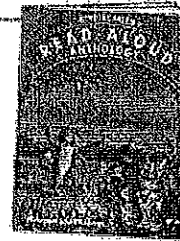
Materials

- Read-Aloud Anthology, "Elmer," pp. 8-11
- yellow, orange, red, pink, purple, blue, green, and black markers or crayons
- drawing paper



Review

REREADING FOR COMPREHENSION Recall with children that sometimes it helps readers to better understand what is happening in a story if they go back and reread parts that they don't remember well.



▲ Read-Aloud Anthology
"Elmer," p. 8



PREVIEW/SET PURPOSES Tell children that today you will read them a story about an elephant named Elmer, who looks different from the other elephants. Ask:

- What do you know about elephants? **EB R2.3**
- What would you like to know about the elephant Elmer?
- What will you listen for as I read you the story?

Practice/Apply

DURING READING Read from the beginning of the story through the part where Elmer's appearance and personality are described. Then model for children how to reread when you don't remember something.

Think Aloud The story says that Elmer is a patchwork elephant. I can reread that part to remember what colors Elmer is. Reread the description of Elmer's colors. Elmer is certainly different from most elephants, who are only one color, gray. Elmer is yellow, orange, red, pink, purple, blue, green, black, and white.

As you continue to read, stop at appropriate points in the story or wherever children have questions about what is happening, and model rereading for comprehension. **EB R2.5**

TT50 Theme 1: All About Me



CALIFORNIA STANDARDS
ENGLISH-LANGUAGE ARTS STANDARDS— Reading L.3.7 Identify and sort common words in basic categories (e.g., colors, shapes, foods); **R2.3** Connect to life experiences the information and events in texts; **R2.5** Ask and find answers

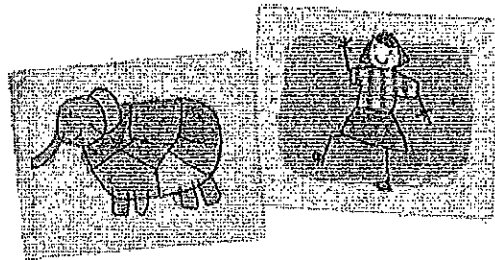
Discuss with children key story events as you read.

- Point out how the animals in the jungle greet colorful Elmer by name when he walks by on his way to the berry bush and then just call him "Elephant" after he is gray.
- Talk about how serious the elephants are without Elmer's jokes and games.
- Discuss the elephants' reaction when Elmer's elephant-color washes away.

AFTER READING Discuss the story with children. Ask:

- Why is Elmer unhappy at the beginning of the story? (Elmer doesn't like being the only patchwork elephant in the herd.) **RI.2.5; RI.2.3**
- Do you think Elmer's idea to make himself elephant-color was a good one? Why or why not? (Responses will vary.) **RI.2.3**
- What is your favorite part of the story? Why? (Responses will vary.) **RI.2.3**

RESPOND Point out that there are many color words in this story. Call on children to name colors that they remember from the story. Make a simple chart of colors and color words. Then recall with children the elephant parade in which the other elephants decorate themselves with many colors and Elmer colors himself gray. Have children draw a picture of multicolored elephants or of themselves in clothes of many colors. Ask them to share their work, naming the colors they used in their drawing. Collect the pages for a class book or a bulletin board display. **RI.1.7; RI.2.3**



Answer questions about essential elements of a text. **RI.2.3** Identify characters, settings, and important events. **RI.2.3** Students know stories and events and animals attributes they do not really have.

EL LANGUAGE SUPPORT

Beginning/Early Intermediate
Use the completed color chart to help children learn and pronounce the English words for colors. Then say a color name and ask children to point to the color on the chart. Call on volunteers to point to and name colors on the chart.

SC2b

SUPPORTING STANDARDS

GRADE 2 Animals in Stories

Talk with children about all the ways in which Elmer is like and not like a real elephant. For example, Elmer is not the same color as a real elephant, and real elephants cannot talk. Point out that the other animals in the story are not like real animals because they, too, can talk. Discuss the idea that in some stories, animal characters can do what real animals can't do. Have children compare what they know about real elephants to the elephants in the story.



Lesson 2 T131



Make Predictions

Comprehension ①

Review

BEFORE READING Remind children that they can use clues in the words and pictures to make a prediction about what might happen next in a story. Tell children that today you will read the story "Elmer." Ask children what they remember about the story and about Elmer the elephant.



▲ Read-Aloud Anthology, "Elmer," p. 8

- How is Elmer different from the other elephants? (Elmer has many colors, and the other elephants are only gray.)
- What else do you remember about the story? (Possible response: Elmer is sad because he is different from the other elephants. In the end, he is happy to be himself.) **RI.2.5**

Practice/Apply

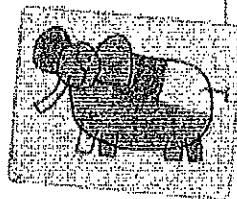
CHECK UNDERSTANDING **DURING READING** As you read "Elmer" aloud, pause to ask children about story clues that help them predict what might happen next in the story. **RI.2.2**

AFTER READING Discuss the story with children. Ask:

- What do you learn about Elmer at the beginning of the story? (Elmer makes the other elephants happy, but he is not happy.)
- What does Elmer do to be more like the other elephants? (He covers himself with berry juice to be gray like the others.)
- Does Elmer's plan work? Why? (No, because he is not like the other elephants.)
- What does Elmer learn? (The other elephants like him the way he is.) **RI.2.5**

Respond to Literature

DRAW PICTURES Have children draw to show how Elmer feels at the end of the story. **RI.3.3**



Questions about essential elements of a text. RI.3.3 Analyze characters, settings, and important events. Writing and Oral English Language Conventions 1.3 Recognition and use complete, coherent sentences when speaking.

Objectives

- To listen to and respond to a story
- To make predictions about a story

Materials

- Read-Aloud Anthology, "Elmer," pp. 8–11
- drawing paper
- crayons

DIFFERENTIATE INSTRUCTION

CHECK UNDERSTANDING
If children need extra support, THEN scaffold instruction.

Extra Support: Choose a part of the story to model for children how to use story clues to make a prediction. Then read it, and talk about whether your prediction was correct.

Enrich/Accelerate: Page 11
Children will pantomime actions; others will predict what happens next.

"Elmer"
READING



Generate Questions

Comprehension

Objectives

- To listen to and respond to a story
- To ask questions about a text

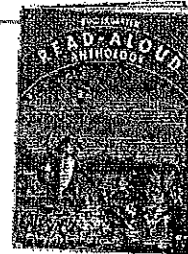
Materials

- Read-Aloud Anthology: "Who Will Tuck Me In Tonight?" pp. 12-15
- chart paper
- marker

Review

GENERATE QUESTIONS Remind children that they asked and answered questions while reading *What Will Mommy Do When I'm at School?*

Tell children that you are now going to read another story. Explain that as you read, you will stop to have children ask questions about this story, too.



▲ Read-Aloud Anthology
"Who Will Tuck Me In Tonight?" p. 12



PREVIEW Read the title of the story to children. Ask:

- What do you think the story will be about? **RS 2.2**
- Who do you think needs to get tucked in? Explain that you will read the story to find out the answer to this question. **RS 2.5**

As you read aloud, model for children how to generate questions about the story. Stop to answer the questions with information you find out.

Think Aloud Mrs. Cow wants to help Woolly. Will she tuck Woolly in?



T286 Theme 2: Families

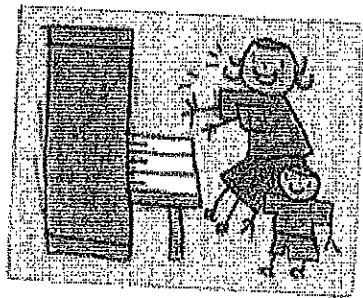


CALIFORNIA STANDARDS
SKILL-BASED ASSESSMENT—Reading 2.2 Use pictures and context to make predictions about story content. 2.5 Connect to life experiences for information and events in texts. 2.5 Ask and answer questions (repeated)

Practice/Apply

DURING READING. As you read, call on children to ask questions about the story. As the text answers children's questions, discuss the answers and where in the story they appear. **RA.2.5**

RESPOND Remind children that Woolly wants his mother to tuck him into bed. Explain to children that parents often sing songs to help children go to sleep. Have children draw and write about ways their mothers or other family members take care of them and times when they sing with family members. Call on children to share their work with the group. **RA.2.3; LS.1.2**



EL LANGUAGE SUPPORT

Beginning/Early Intermediate
Ask yes/no questions about the story. For example, ask, *Does Woolly like the way Mrs. Cow tucks him in?*

Intermediate/Early Advanced
Explain the idiomatic expression *to tuck in*. Tell children that when someone *tucks us in*, the person makes us comfortable in our beds before we sleep.

READING

about essential elements of a text: **Reading and Speaking 1.2** Share information and ideas, speaking audibly in complete, coherent sentences.

Lesson 4 T287



Answer Questions

Comprehension

Objectives

- To listen to and respond to a story
- To answer questions about a text

Materials



- Read-Aloud Anthology, "New Shoes for Silvia," pp. 16-19
- chart paper
- marker
- drawing paper
- crayons
- pencils

Review

ANSWER QUESTIONS Recall with children that they asked and answered questions while reading *Up, Up, Up!*'s *Apple-Picking Time*.

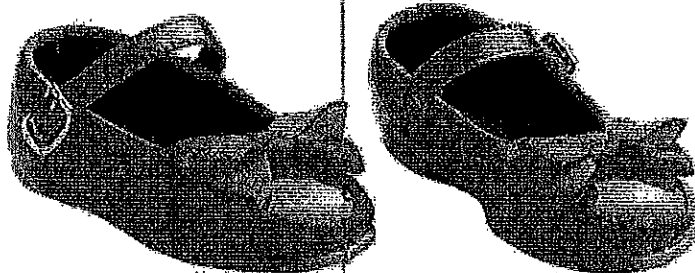


▲ Read-Aloud Anthology
"New Shoes for Silvia," p. 16



Tell children that you will be reading them a story today, and that you will ask and answer questions about this story, too. Read the title aloud, and ask:

- What do you think this story will be about? **RI.2.2**
- What kind of shoes do you think Silvia will get? Have children listen to the story to find out the answer.



T996 Theme 2: Families



CALIFORNIA STANDARDS

DEVELOPING READING SKILLS STANDARDS—Reading 2.2 Use primary and secondary sources to describe people, events, and story content; 2.3 Express their experiences, the information and events in text; RI.5 Ask and answer questions about essential elements of a text; RI.3 Identify characters, settings, and important events; Writing 1.1 Use letters and phonetically spelled consonants

Practice/Apply

As you read the story aloud, model for children how to answer questions about what you read. Remind children of the question about Silvia's shoes.

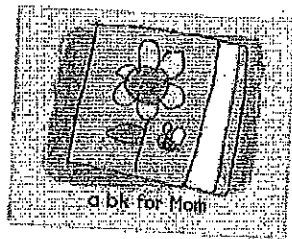
Think Aloud: We wondered about Silvia's shoes. As I began to read, I found out that Silvia gets a pair of bright red shoes with little silver buckles. This tells me exactly what kind of shoes Silvia gets.

DURING READING As you read, stop to have children ask and answer questions about the story. **HSK.2.5**

AFTER READING Discuss children's impressions of the story. Ask:

- What does Silvia do when she finds out that the shoes are too big? (At first, she tries them on every day to see if they will fit. Then she plays with them.) **RS.3**
- What happens at the end of the story? (When Silvia tries on the shoes, they fit. She wears them to the post office.) **RS.3**
- Do you think Silvia likes her shoes? How do you know? (Yes; even when they are too big, she tries them on and finds ways to play with them. When the shoes fit, she wears them right away.) **RS.5**

RESPOND Have children draw something they might send to a friend or family member. Have them write a caption or label for their drawing. As children share their work with the group, ask them why they chose a particular item for a particular person. **RS.3; WI.1; LS.2**



used to write about experiences, stories, people, objects, or events; Writing and Spelling 1.2 Share information and ideas, spelling ability in complete, coherent statements; Analyze Social Science 4.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

LANGUAGE SUPPORT

Beginning/Early Intermediate
Phrase questions about the story so that children can reply with simple yes or no answers. For example, ask: *Do Silvia's shoes fit yet?*

HSK.4

SUPPORTING STANDARDS

SOCIAL STUDIES Latin America

Reread the first paragraph of the story to children. Show them where Central America and South America are on a globe or world map in relation to California. Discuss with children that Silvia's family lives in another part of the world and that Tio Rosita probably lives in the United States. Discuss things that may be different where Silvia and her family live. For example, Spanish is probably the language spoken there; the weather might be different. If possible, display pictures of a town in Central America and have them compare the pictures to their community.



READING

GENRE:
Folktale

How Tortoise Grew a Tail

Tell children that this is an old, old story, first told by the Yoruba people of Nigeria in western Africa, and passed down over the years.

a Yoruba folktale

Ijapa the tortoise had been on a long journey under the hot sun. After walking for many hours he was tired, hot, and hungry. At this point, he was outside the house of his friend, Ojola, the boa. He went to the door and called to him, certain he would get something to eat. Ojola, seeing that Ijapa was hot and tired, invited him in.

“Come in, Ijapa, and rest awhile. You are hot and tired. Please sit down and make yourself comfortable.”

So Ijapa came in and they sat down together to talk. Meanwhile, Ojola’s wife was cooking, and the tortoise could smell the wonderful aroma coming from the pot. He began to groan with hunger.

Tell children that an aroma is a good smell.

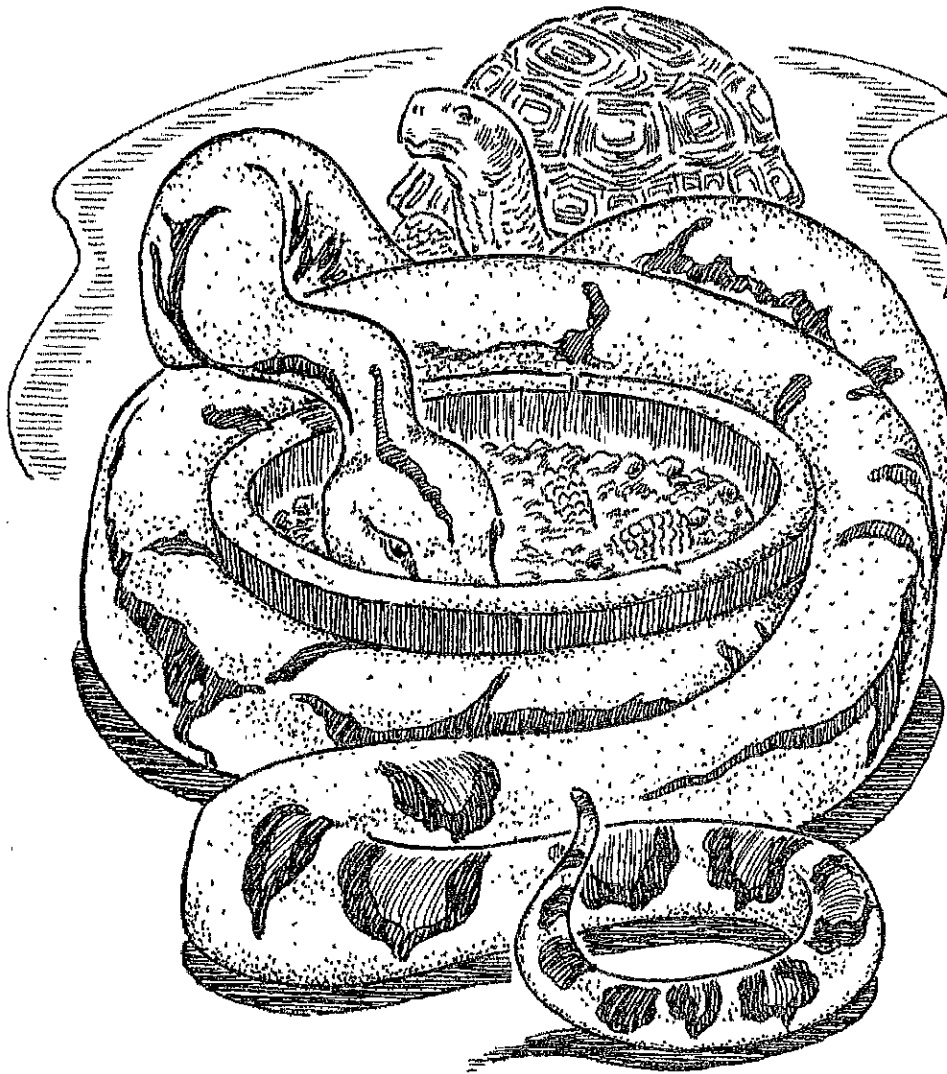
“Does the smell of the cooking bother you?” asked the boa.

“No, it just reminds me of home, where I would be eating a lovely supper cooked by my wife,” replied Ijapa.

“Well, tonight you will eat with us,” said Ojola. “You go and wash and all will be ready.”

So Ijapa went out back to wash in the stream. Feeling refreshed, he came back inside to find that a large bowl of hot steaming vegetables and corn was already set down in the middle of the floor.

“Mmm!” said Ijapa, licking his lips. “That smells good.”



“Just come here and help yourself,” said Ojola wrapping himself around the bowl, and eagerly beginning to eat.

The tortoise, seeing the boa’s thick coils wrapped around the bowl, walked to the other side to find a way in. But on all sides Ojola’s fat coils were piled up around the bowl while he slurped and sipped.

For a moment, Ojola raised his head. “This is delicious, Ijapa,” he said. “What are you waiting for? Do join me before it’s all gone.”

“Yes, I would like to join you, Ojola, but why do you wrap yourself around the food? I can’t get near it.”

Tell children that when Ojola wraps himself around the bowl again and again, he makes coils around the bowl.

Tell children that when an animal scuttles, its feet go very quickly as it moves close to the ground.

Tell children that hospitality is taking good care of a guest.

"This is our custom," said the boa. "We always eat our food like this. Do come quickly and have some."

Poor Ijapa scuttled this way and that and couldn't find a way in. Finally, the boa swallowed the last mouthful.

"Well, it is so nice to eat with friends," said Ojola. "We must do this again."

The tortoise did not complain, but he left Ojola's house in a bad mood—and hungrier than ever. When he got home he thought about how he could teach the boa a lesson. He decided to invite him over to his own house for the next festival day to return his hospitality.

While Ijapa's wife prepared a special festival meal, he busied himself weaving a long fat tail out of grass. When it was finished he stuck it on himself with tree-gum.

When Ojola arrived the tortoise greeted him at the door and invited him in:

"Come in, Ojola, and make yourself comfortable."

So the boa came in and they sat down together to talk. Ojola could smell the wonderful aroma coming from the cooking pot and began to lick his lips.

"That cooking smells good, Ijapa. When are we going to eat?"

"Let's eat right away," said the tortoise. "You go and wash and all will be ready."

So Ojola went out to the spring to wash. Feeling refreshed, he came back inside to find that a big feast was laid out in the middle of the floor.

"Mmm!" said Ojola, licking his lips. "That smells good."

"Just come here and help yourself," said Ijapa as he circled round and round the food until his fat tail surrounded it on all sides. Then the tortoise began to eat.

Ojola, seeing the tortoise's strange new tail wrapped around the food, slithered around to the other side to find a way in. But Ijapa's tail was piled up around the food while he slurped and sipped.

"This is delicious," said Ijapa. "What are you waiting for, Ojola? Do join me before it's all gone."

"Yes, I would like to join you, Ijapa, but where did you get this big new tail? Before you were short, but now you're very long, and your tail is in my way."

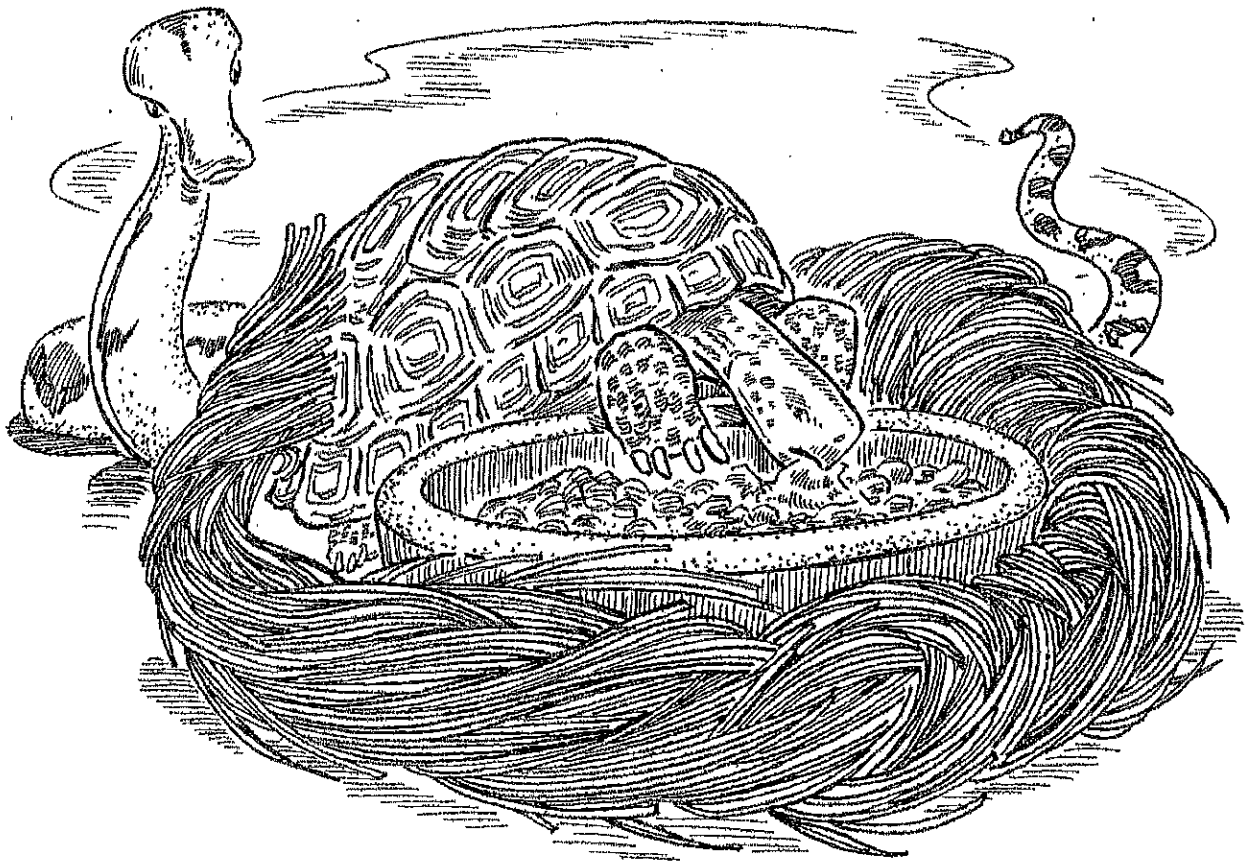
"One learns about such things from one's friends," replied the tortoise.

Then Ojola remembered how when Ijapa was his guest he had wrapped his tail around the food and prevented the tortoise from eating. Ojola was ashamed. Without saying another word he went home.

From that occurrence comes the proverb:

*We learn from our friends to be short
And we also learn to be tall.*

Tell children that a proverb is a saying that teaches a lesson. The Yoruba culture has many proverbs that the people use to share ideas or to make a point.



GENRE:
Animal Fantasy

Elmer

by David McKee

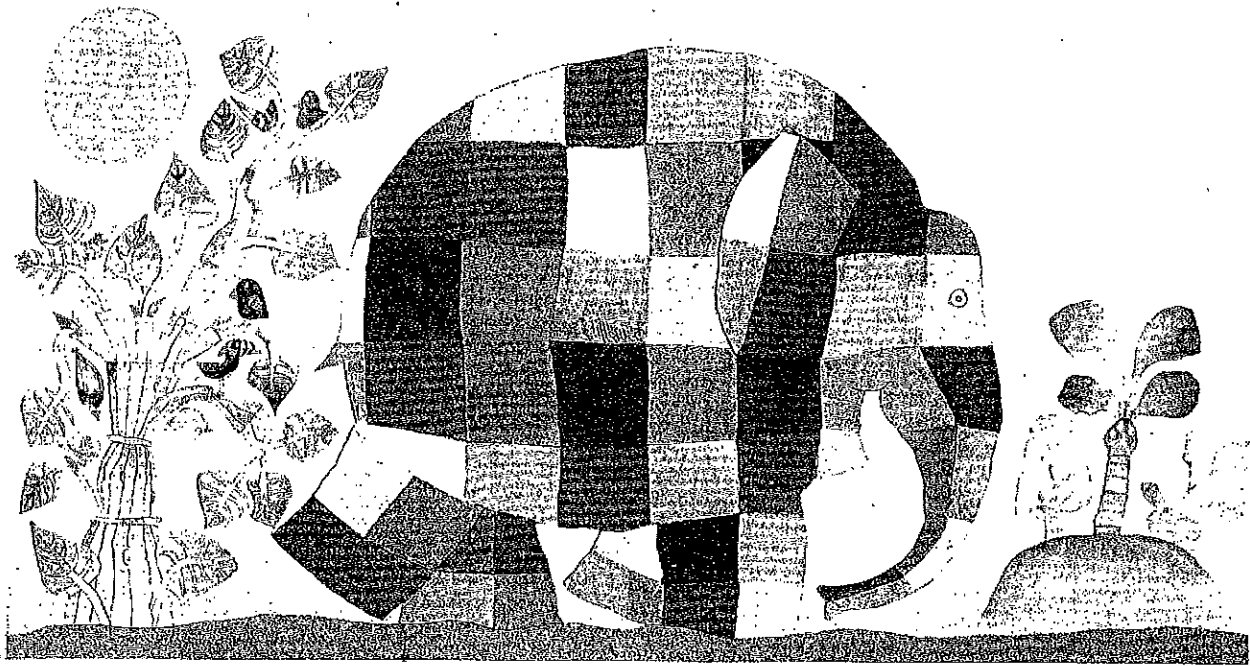
Ask children what they think *patchwork* means. Explain that a patchwork quilt is a quilt made from patches and pieces of fabric with different colors and patterns.

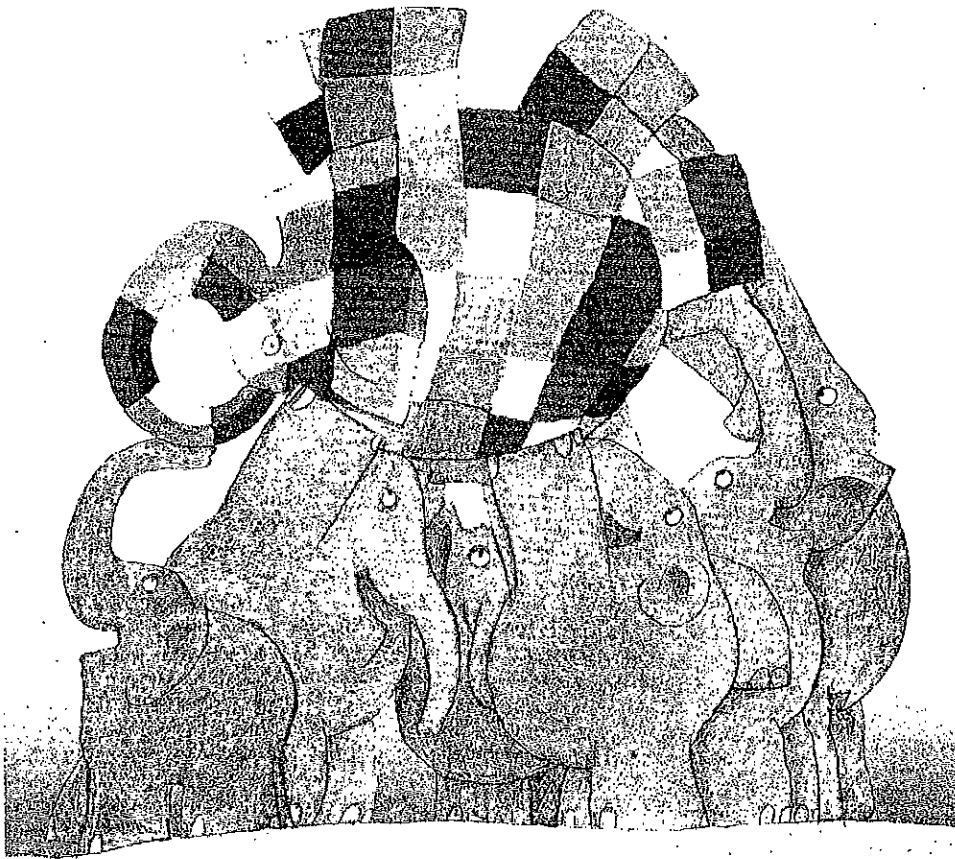
There was once a herd of elephants. Elephants young, elephants old, elephants tall and short, fat and thin. All were different but all were happy and almost all were the same color.

All except Elmer.

Elmer was not elephant color.

He was patchwork.





Elmer was yellow
and orange
and red
and pink
and purple
and blue
and green
and black
and white.

It was Elmer who kept the other elephants happy. Their games and jokes were always his idea. If an elephant was laughing, the cause was usually Elmer.

But Elmer himself wasn't happy. "Whoever heard of a patchwork elephant?" he thought. "No wonder they laugh at me!" One morning, just as the others were waking up, Elmer slipped away.

As he walked through the jungle, Elmer met other animals.

“Good morning, Elmer,” they said.

After a long walk Elmer found what he was looking for—a large bush covered with elephant-colored berries. Elmer caught hold of the bush and shook it until the berries fell on the ground.

Then Elmer lay down and rolled over on the berries, this way and that. He picked up bunches of berries and rubbed himself all over until he was covered with berry juice. When he had finished, there wasn't a sign of any yellow, or orange, or red, or pink, or purple, or blue, or green, or black, or white. Elmer looked like any other elephant.

On his way back through the jungle, Elmer passed the other animals.

“Good morning, elephant,” they said.

When Elmer rejoined the herd, none of the other elephants noticed him.

As he stood there, Elmer felt that something was wrong. But what?

He looked around: same old jungle, same old blue sky, same old rain cloud, same old elephants.

The other elephants were standing absolutely still, silent and serious. Elmer had never seen them so serious before. It made him want to laugh. Finally he could bear it no longer. He lifted his trunk and, at the top of his voice, shouted—

Tell children that *absolutely still* means that none of the elephants were moving at all, and *silent* means they weren't making a sound.

BOOOO!

The other elephants jumped in surprise. Elmer was helpless with laughter. Then the others began to laugh.



“Too bad Elmer isn’t here to share the fun,” they said, laughing harder and harder.

And then the rain cloud burst. When the rain fell on Elmer, his patchwork started to show again. “Oh, Elmer,” gasped an old elephant as Elmer was washed back to normal. “You’ve played some good jokes, but this has been the biggest laugh of all. What would we do without you?”

“We must celebrate this day every year,” said another. “The day of Elmer’s best joke.”

“All of us elephants will decorate ourselves in his honor,” said a third. “And Elmer will decorate himself elephant color.”

And one day each year the elephants color themselves yellow, or orange, or red, or pink, or purple, or blue, or green, or black, or white and have a parade. If you happen to see an elephant in the Elmer’s Day parade who is ordinary elephant color, you will know it must be Elmer.

Tell children that when people *celebrate*, they have a party for a happy occasion.

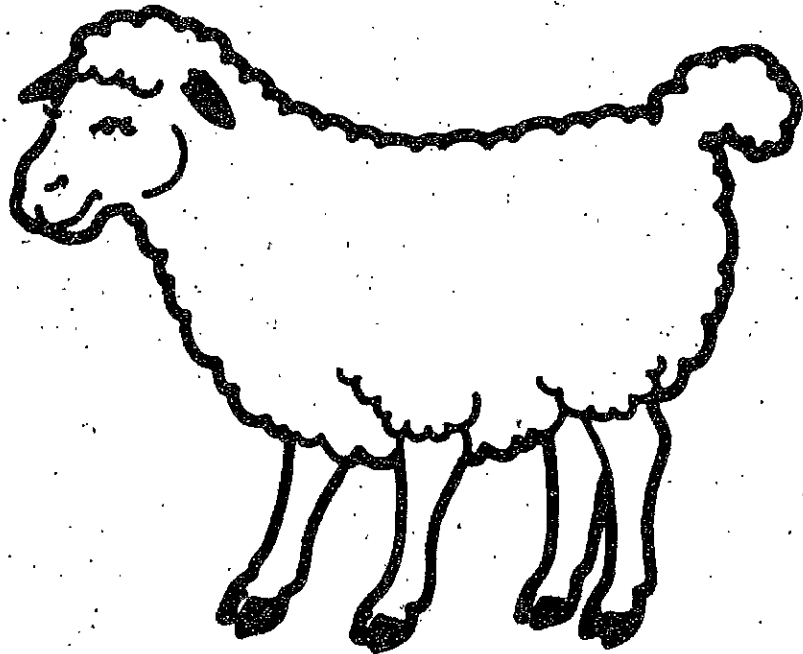
GENRE:
Animal Fantasy

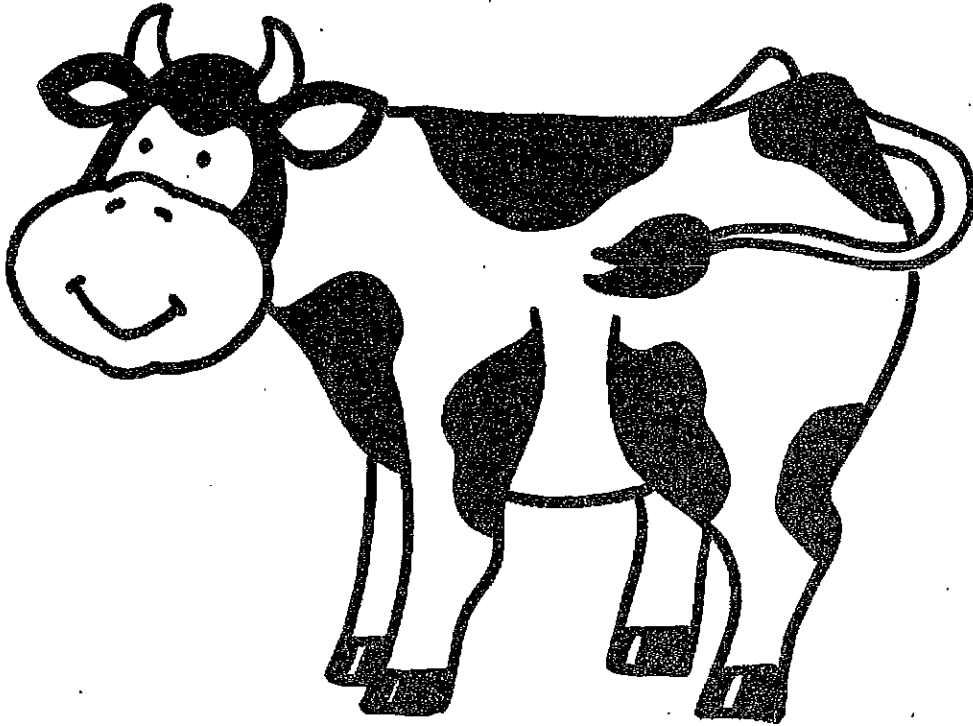
Who Will Tuck Me in Tonight?

by Carol Roth

The sun was setting on the farm, and Woolly, the little lamb, was sleepy. But Woolly couldn't find his mother.

"Oh, who will tuck me in tonight?" he asked sadly.





"I will, I will," said Mrs. Cow.
"Don't you worry, I know how.
Everything will be all right.
I'll tuck you in real snug and tight."

Then Mrs. Cow spread out the blanket and tucked Woolly in so tight that he couldn't move.

"*Stop!*" cried Woolly. "That's not right!
Oh, who will tuck me in tonight?"

"Fancy that," said Mrs. Cat,
"I can do it, just like that!
I think I know just what you're missing.
You need lots of bedtime kissing."

Then Mrs. Cat began to lick Woolly all over his face with her little tongue.

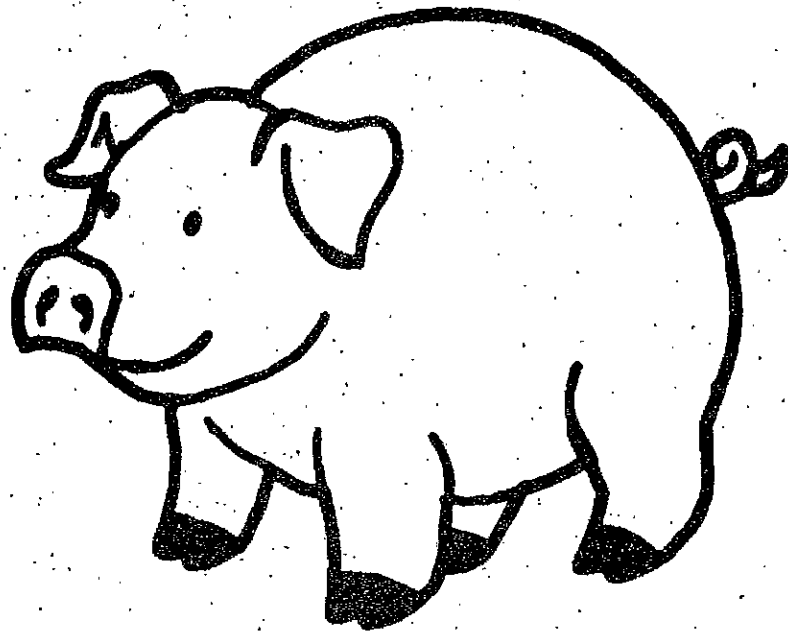
"*Yuck!*" cried Woolly. "That's not right!
Oh, who will tuck me in tonight?"

"Here I come," said Mrs. Horse.
"I can do the job, of course.
When you're in bed all nice and snug,
I'll give you a great big hug."

Tell children that when Mrs. Horse squeezed Woolly with all her might, she squeezed him as hard as she could.

Then Mrs. Horse sat down on Woolly's bed, wrapped herself around him, and squeezed with all her might.

"*Help!*" cried Woolly. "That's not right!
Oh, who will tuck me in tonight?"



"No job's too small, no job's too big!
I can do it," said Mrs. Pig.
"Don't you move, I'll be right back.
I think you need a bedtime snack."

Then Mrs. Pig brought Woolly a pail full of messy, stinky piggy snacks.

"*No, no!*" cried Woolly. "That's not right.
Oh, who will tuck me in tonight?"

"Don't you worry, you're in luck.
I can help," said Mrs. Duck.
"Don't you fret and don't you cry.
I'll sing a lovely lullaby."

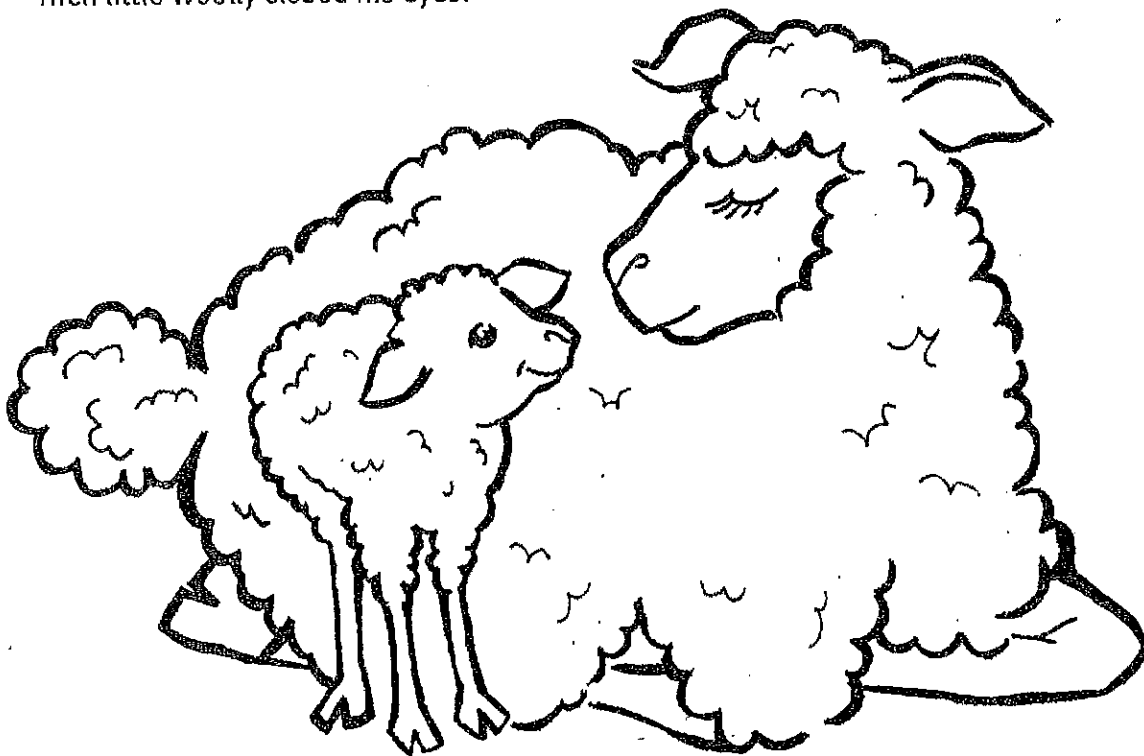
Tell children that
when someone
frets, he or she is
upset and makes
a fuss.

Then Mrs. Duck sang, "Quack, quack, quack . . . quack, quack, quack,"
but it didn't sound very much like a lullaby to Woolly.

"Enough!" said Woolly. "That's not right.
Can't anyone tuck me in tonight?"

"I can," said Mother Sheep.
"You're back!" cried Woolly.
"Yes, my little lamb. I'm so sorry I'm late."

She tucked his blanket in just right,
Not too loose and not too tight.
Gave hugs and kisses soft and sweet,
and something sensible to eat.
She sang some lovely lullabies.
Then little Woolly closed his eyes.



GENRE
Realistic Fiction

New Shoes for Silvia

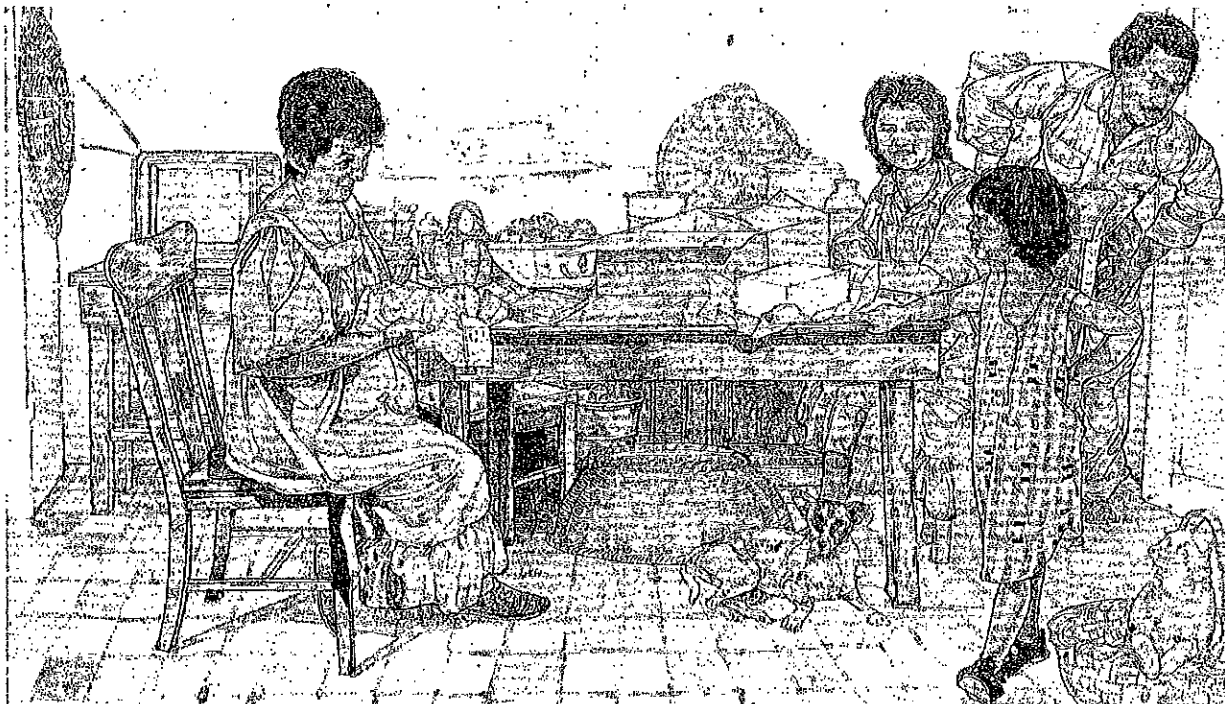
by Johanna Hurwitz
illustrated by Jerry Pinkney

Tell children that the "other America" the author names is a country in South or Central America.

Once, far away in another America, a package arrived at the post office. The package came from Tía Rosita. Inside there were gifts for the whole family.

For Silvia there was a wonderful present—a pair of bright red shoes with little buckles that shone in the sun like silver.

Right away, Silvia took off her old shoes and put on the beautiful new ones. Then she walked around so everyone could see.



"*Mira, mira,*" she called. "Look, look."

"Those shoes are as red as the setting sun," her grandmother said.

"But they are too big for you."

"Your shoes are as red as the inside of a watermelon," said Papa.

"But they are too big. You will fall if you wear them."

"Tía Rosita has sent you shoes the color of a rose," said Mama.

"We will put them away until they fit you."

Silvia was sad. What good were new shoes if she couldn't wear them?

That night she slept with them in her bed.



The next morning Silvia put on the red shoes again. Perhaps she had grown during the night.

No. The shoes were still too big. But she saw that they were just the right size to make beds for two of her dolls. Even though it was morning, the dolls went right to sleep in their new red beds.



A week passed, and Silvia tried on the red shoes again. Perhaps she had grown during the week.

No. The shoes were still too big. But she saw that they made a fine two-car train. She pushed them all around the floor. What a good ride the babies had in their red train!

Another week passed, and Silvia tried on the red shoes again. Certainly by now she had grown big enough, so they would fit.

No. The shoes were still too big. But Silvia found some string and tied it to the shoes. Then she pulled the shoes like oxen working in the field.

Still another week passed, and Silvia tried on the red shoes again. Would they fit now?

No. The shoes were still too big. But she saw that they were just the right size to hold the pretty shells and smooth pebbles that she had collected when she went to the beach with her grandparents.

Another week passed, and another and another. Sometimes Silvia was so busy playing with the other children or helping her mama with the new baby or feeding the chickens or looking for their eggs that she forgot to try on her new red shoes.

One day Mama wrote a letter to Tía Rosita. Silvia thought about the red shoes. She emptied out all the shells and pebbles and dusted the shoes off on her skirt. They were as red and beautiful as ever. Would they fit today?

Yes.

"Mira, mira," she cried, running to show Mama and the baby. "Look, look. My shoes are not too big now."

Silvia wore her new red shoes when she walked to the post office with Mama to mail the letter.

"Maybe there will be a new package for us," said Silvia.

"Packages don't come every day," said Mama.

"Maybe next time Tía Rosita will send me new blue shoes," said Silvia.

They mailed the letter and walked home. Silvia's shoes were as red as the setting sun. They were as red as the inside of a watermelon. They were as red as a rose. The buckles shone in the sun like silver.

And best of all, the shoes were just the right size for Silvia.

Talk with children about the words the author uses to tell about the shoes at the beginning and at the end of the story. Ask how the words help children imagine Silvia's shoes.

