

Demonstration: **Pete the Cat I Love My White Shoes** By: James Dean

Here are some strategies to help your child navigate his/her way through this fun story, **Pete the Cat I Love My White Shoes**. This story is about a cat named Pete and how he reacts when his brand new white shoes turn different colors throughout his journey. \*Using a checklist like this **before** your child reads a book will help with comprehension.

### **Before Reading:**

- Read the title and look at the cover.
  - Ask your child what they see/notice about the cover.
  - Ask them if they think the story will be fiction or nonfiction. "Do cats wear shoes?"
- Take a picture walk through the entire book.
  - Flip through and look at the pictures and talk about what you see and what is going on in the story.
  - Make predictions about what might happen in the story.

**During Reading:** Have students read a page and look at the picture. For example, in this story, the children decide what the cat has stepped in and predict what color his shoes will change before turning to the next page.

- Think Aloud Opportunity
  - Ask... "Why do you think Pete keeps singing his song although he keeps stepping in all kinds of things that change his shoe color?"
  - Make predictions about what might happen in the story every few pages.

### **After Reading:**

- Retell the story (beginning, middle, and end). Include important details.
  - Have your child tell you the story again. The more details they can recall the better they understood the story.
- Ask some comprehension questions.
  - Why does Pete keep **singing** although he continues to step in messes?
  - What is the moral of **Pete the Cat I Love My White Shoes**?
- Write an alternate ending.
  - How could this story have ended if Pete wasn't so positive?
- Talk about the author's purpose of writing this book.  
(PIE: Persuade? Inform? Entertain? ).
  - What was the moral of the story?
- Make a text-self connection.
  - When something "bad" happens to you...do you get upset or remain positive and try to make the **best** of the situation like **Pete the Cat** did?

There are many ways for children to discover new stories and authors. Please review this checklist **before** reading a story with your child. You and your child can work together to discover many new stories. This activity can be used for multiple books you read together.

### Before Reading:

- Read the title and look at the cover.
  - Ask your child what they see or notice about the cover
  - Ask them if they think the story is fiction or nonfiction and “why”.
- Take a picture walk through the entire book.
  - Flip through and look at the pictures and talk about what you see and what is going on in the story.

### During Reading:

While reading at home, encourage your son/daughter to stop and make predictions. \*A correct prediction doesn't have to be what actually happened next, but it needs to make sense. You may want ask these questions.

- Think Aloud Opportunity
  - 1) Ask – was the book fiction or non-fiction? How do you know?
  - 2) Was there a problem in the story? What was it, and how was it solved?
  - 3) Have you ever had a problem and how did you solve it?
  - 4) Who was the main character, and did you like him/her? Why?

### After Reading:

- Write an alternate ending.
  - Work with your child to create a different ending to this story (be creative).
- Talk about the author's purpose for writing this book.  
(PIE: Persuade? Inform? Entertain?).
  - Ask your child why they think the author wrote this book.
- Make a text-self connection.
  - Do you know anyone like the main character? How is he/she like the main character?
  - As you read the book, did you picture what was happening?
  - What was your favorite part of the book? Why?
  - Did you learn anything from the book?
  - Did you learn any new vocabulary words?
  - What was the most important event in the story? Why was it important?
  - Did you make any connections while you were reading (text to text / text to self)? “Does this remind you of anything from your life?”