

The Orange Shoes  
By Trinka Hakes Noble  
Illustrated by Doris Ettliger  
Copyright date 2007  
Sleeping Bear Press

**About the author:**

Trinka Hakes Noble grew up on a farm in Michigan as part of a large family. She said she knew she wanted to be an artist from an early age when she discovered a love for the smell of crayons. Ms. Noble graduated from Michigan State University in 1967 with a BA in fine arts, and then went on to teach in Michigan, Virginia, and Rhode Island. She moved to New Jersey where she studied illustration of children's books. Trinka Hakes Noble currently resides in New Jersey where she still enjoys writing and drawing and still loves the smell of crayons.

**Author's Homepage:** <http://www.trinkahakesnoble.com/index.html>

**Publisher's webpage:** <http://www.sleepingbearpress.com/>

**Publisher's webpage for the author or author's books:**

[http://www.sleepingbearpress.com/authors\\_illustrators/trinka\\_noble.htm](http://www.sleepingbearpress.com/authors_illustrators/trinka_noble.htm)

**Other Web Resources:**

More information on Trinka Hakes Noble

<http://www.jacketflap.com/persondetail.asp?person=155206>

Original Essay by Trinka Hakes Noble

<http://www.powells.com/essays/noble.html>

**Awards:**

- New York State Charlotte Primary Book Award Nominee 2010
- Arkansas Diamond Primary Book Award Nominee 2009-2010
- Indiana Hoosier State Book Award Nominee 2009-2010
- Missouri Show Me Readers Award Nominee 2009-2010
- Nebraska Golden Sower Award Nominee 2009-2010

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- Tennessee Volunteer State Book Award Nominee 2009–2010
- International Reading Association Teacher's Choice Award 2008
- Best Books of the Year 2008, The Children's Book Council of Bank Street College
- Nominated for the prestigious Jefferson Cup Award 2008
- BookSense Children's Picks List 2007–2008
- National Parenting Publications (NAPPA) Honors Award 2007

Annotation:

The author uses the likeable character, Delly Porter, to create a story the reader can connect to and enjoy. Delly is an ordinary child with an extraordinary gift and resolve that many adults would envy. Hakes Noble weaves an incredible tale about a little girl and a special pair of shoes that Delly makes even more special. As with any good yarn there is an adversary, a not so nice little girl named Prudy, but Delly overcomes anything Prudy can throw at her with grace and poise. Delly, although poor, has a spirit that does not give up. Delly is as incredible and unusual as the orange shoes she wears on her feet. Delly finds an ingenious way to conquer over the school bully by painting her shoes to match the beautiful box her family donated to the shoebox social for a fundraiser at the school. Delly is almost as surprised as the classroom bully when her box not only raises the most money for the school, but that the box was bought by Delly's family.

Genre:

This book is written is realistic fiction.

Point of View:

The book is written in the first person point of view.

Theme:

The theme from the story is overcoming an obstacle and being the better person in any situation.

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**Conflict:**

Delly is the oldest in a large family of children. Since there are so many children in her family they must wear hand me downs, and there is not a lot of money. Delly is picked on at school by a bully who ruins her new shoes her parents bought, although they really couldn't afford them.

**Conflict Resolution:**

Delly taps into her inner artist and turns a bad situation into a triumph when Delly paints her shoes to match the shoebox she has created for the shoebox social fundraiser at her school. Delly not only overcomes the bully, but she raises the most money for the school.

**Characters:**

Delly: The resilient main character who overcomes the class bully to triumph using her artistic talent.

Prudy Winfield: The bully in class who likes to make Delly feel like she is not good enough.

Miss Violet: Delly's creative teacher who comes up with the idea of the shoebox social to raise funds for the class.

Momma and Daddy: Delly's parents who somehow scrape up the money to buy the special shoes for Delly.

Elder Browning: The man who was in charge of the auction.

**Setting:**

There were two main settings.

Classroom: Much of the story takes place here, including the shoebox social.

Delly's home: Some of the story takes place here, this is where Delly creates her shoes and the shoebox for the social.

**Interest level/Reading Level:**

RL 3.1 Interest Level: 1 - 3

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Booktalk:

Have you ever wanted something, but knew it was near impossible to have?

Delly Porter desperately wants the orange shoes she sees in the window of the department store in town. But, she also knows that there are things her family needs more than new shoes for her. Miraculously her father gets the shoes for her! When she wears them to school, the class bully, Prudy, and her friends ruin them! What is Delly to do? If you want to read a great story about a smart and clever girl who overcomes a bully and triumphs in the end, then this is the story for you!! Read *The Orange Shoes* by Trinka Hakes Noble for more of the story.

Discussion questions:

Pre -reading questions:

- What is so special about the orange shoes?
- Why doesn't the girl on the cover have any shoes on?

Post -reading question:

- How do you think Delly felt after the shoebox social?
- Tell me about one lesson you learned from the story. Why is important?

During reading questions:

Pages 1- 2 Why doesn't Delly have any shoes on?

Pages 3 - 4 Does Delly's classroom look like ours? Why or why not?

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Pages 5 –6 I think Delly is pretty smart for ripping up old envelopes and using them for drawing paper. Why do you suppose she does this?

What do you think a shoebox social is?

Pages 7 – 8 How are Delly and Prudy different?

Pages 8 – 9 Look at Delly’s face on this page. What sort of emotions do you see?

Why do you suppose she looks so worried?

Pages 10 – 11 At supper Delly’s family talks about Delly’s need for new shoes. Why would it be more important for the family truck to have new tires before Delly had new shoes?

Pages 12 – 13 When Delly describes the shoes, she says that they were the color of the soft side of a pumpkin where it lay in the garden dirt. What conclusion can you draw from her description of the shoes?

Pages 14 – 15 What happens when Delly is asleep that night?

What is her reaction the next morning?

Pages 16 – 17 All we can see in the picture is shoes. Who do you suppose was the mastermind behind destroying Delly’s shoes?

Pages 18 – 19 How do you think Delly is going to fix her shoes?

Pages 20 – 21 What kind of a person is Delly’s mother?

Give an example from the story that tells you.

Pages 22 – 23 Why do you suppose Delly painted the same pattern on her shoes as on the box?

Pages 24 – 25 Look at the decorations in the school house. What time of year does it seem to be?

Pages 26 – 27 So far, Prudy’s box has brought in the most money. What do you think will happen when it is time for Delly’s box to be auctioned?

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Pages 28 – 29 The look on the elder's face says that he is overwhelmed.  
Why would this be?

Pages 30 – 31 Who is the man that paid three dollars for Delly's box?

How do you think that made Delly feel?

Whose box brought more money, Delly's or Prudy's? How did this make Prudy feel?

Pages 32 – 33 Does Delly feel like an outsider now?

Pages 34 – 35 Why did Miss Violet have Delly stand on the stool?

What did she mean when she said that this is why the school needed art supplies? What did that have to do with Delly's shoes?

Pages 36 – 37 How did Delly feel at the end of the story as opposed to the beginning?

Pages 38 – 39 The entire family looks so happy on their way home.  
Why?

Definitions:

- Road scraper: a machine that keeps a dirt road in good shape (pg.1)
- Frostbite: to be hurt by extreme cold (pg.3)
- Patent leather: material that shoes are made of that is shiny (pg. 4)
- Dazzle: sparkle or shine (pg. 5)
- Jeered: taunt, make fun of (pg. 7)
- Lurched: to move quickly (pg. 7)
- Pedestal: a stand to make something stand higher (pg. 9)
- Blurted: said quickly (pg. 11)
- Hissed: said quietly and in a hateful tone (pg. 11)

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- Scuffing: putting scratches on something (pg. 11)
- Quill: a feather pen (pg. 13)
- Auctioneer: a person who conducts an auction (pg. 14)
- Snooty: stuck up, thinking one better than another (pg. 16)

Indiana Academic Standards:

Mathematics:

3.2.1, 3.2.7, 3.2.8, 2.2.2, 2.2.3

English/Language Arts:

2.2.4, 2.2.5, 2.2.6, 2.2.1, 3.2.2, 3.2.3, 3.2.6

Anticipation Statements:

- Being the oldest child is always the best.
- It is better to get back at a bully.
- Have creative ability can help you in many situations.
- Parents have life so much easier than children.
- It is always better to use your head to find a solution to a problem than your fists.
- Life is better with lots of money.

Art Medium used:

After much searching, it appears that the art mediums in the book are colored pencils and possibly watercolors. Watercolors seem to be used for the background, where less detail is necessary. Where there is more detail needed it looks as if there is a mixture of colored pencil drawing and watercolor. These mediums would be something students could easily have access to, and could use in the classroom to try and recreate the illustrations from the book. I think

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the medium was chosen because it lends itself to a certain softness, but there is a detail that can be achieved with the mediums. It softens the illustrations and adds to the overall coziness of the book and story.

“If you like *The Orange Shoes*, you’ll love:

*Badgers Fancy Meal* by Keiko Kasza

*Hair For Mama* by Kelly Tinkham

*The Boy Who Was Raised by Librarians* by Carla Morris

*The Perfect Nest* by Catherine Friend

*Snow Day!* By Lester Laminack

*Mama, I’ll Give You the World* by Roni Schotter

*Dogku* by Andrew Clements

**Cross-Curricular connections:**

Mathematics

Activity 1:

Students need to work the word problems on the sheet that have to do with the story. Students will only need their pencil and the sheet that goes along with the story with the math problems related to the story on it.

IN standard: 3.2.1 Add and subtract whole numbers up to 1,000 with or without regrouping, using relevant properties of the number system.

Writing

Activity 2:

Students will be able to write Delly a letter about how to handle a bully. I will give the students a template for the letter found at the website below:

<http://www.gale.cengage.com/pdf/TeachersGuides/orangeshoes.pdf>

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It will be necessary to have a class discussion on the ways to positively handle a bully.

Materials: Template of letter

Writing utensil

Chart paper for class discussion

IN standard: 3.4.2 Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.

**Book Activities:**

Activity 1: Partner work

Each group will have a shoebox to decorate, just as Delly did in The Orange Shoes. The partners will have to look at MyPyramid.org to plan a nutritious meal. Each meal should have a balance that goes along with the guidelines outlined on the health website. Students will then decorate their shoebox and either cut pictures out of magazines to represent their foods, or draw their foods and put them into their shoeboxes. Each group will present their shoebox supper to the rest of the class.

IN standards: Science 3.2.6, 3.4.7, 3.4.6

Activity 2: Whole group

Students and I will create a Venn diagram about Delly's one room school house and school experience compared to our school experience. We will create a large diagram to post in the classroom.

IN standards: Language arts 3.4.2,

**Bibliography:**

<http://dictionary.reference.com/browse/>

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<http://www.gale.cengage.com/pdf/TeachersGuides/orangeshoes.pdf>  
unit for use with the book\*\*

\*\* an excellent

## HOW TO HANDLE A BULLY

After reading the wonderful book The Orange Shoes, find a friend and discuss the bullying that took place in the story. Think about ways to stop bullying.

Write a letter to Delly giving her some strategies she could use to stop Prudy from bullying her.

Dear Delly,

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