

Strand: Matter

Theme: Physical Properties

Purpose for Reading: To build understandings about why people wear shoes and what shoes are made of.

Comprehension Strategies: Making connections to self, recognizing factual text structures, visualizing, synthesizing, classifying and categorizing.

Vocabulary

Dictionary Words: ballet shoes, gumboots, ski boots, slippers, soccer boots

Vocabulary Words: boy, black, bootlace, girl, hard, lining, patches, puddles, ribbon, sole, toes, white

High-Frequency Words: day, do, have, her, made, make, of, out, people, some, they, what, when, your

Before Reading

- Invite students to talk about the reasons people wear shoes. *What different types of boots and shoes can you think of?* Record them on the board.
- Read the title and discuss the cover photo. *What sort of shoes is this boy wearing? Why do people wear slippers? Do his slippers look as if they would be summer or winter slippers? What tells you?*
- Read the title page together and invite students to discuss the photo. *Where has this photo been taken? What kind of shoes is this boy wearing? How are boots and shoes different? What is special about these boots?*

Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask students to describe the boots or shoes in each

photo. Use questions such as, *What do they look like? What are they made of? What special use do they have?*

Take a Photo Walk

- Pages 4–5: Invite students to look at these pages and discuss what boots and shoes can be made of. Explain that a Venn diagram shows things that are different and the same. *What does this Venn diagram compare?* Discuss the materials in the Venn diagram. Have students say if the materials are hard or soft.
- Pages 6–7: Ask students to look at these pages and describe what is happening in the photo. *What kind of footwear is this girl wearing?* Read the label and discuss where the sole of the shoe or boot is found. Have students find the sole of their shoe or boot. Read the caption and have students talk about why rubber boots are useful for wet weather. *When else might people wear rubber boots?*
- Pages 8–9: Have students examine these pages and talk about the shoes this girl is wearing. Have them describe the colour, material, and design. Read the label and caption. Have them infer why ballet shoes might have hard toes.
- Pages 10–11: Have students look at the photo and predict which sport this boy might like. *What other interesting or funny slippers have you seen?* Read the label and discuss what patches are. *Why would soccer slippers need patches?* Discuss whether these slippers look hard or soft. *What might they be made of?*
- Pages 12–13: Invite students to look at these pages and describe how this boy is dressed. *What are these boots made of? Would plastic be comfortable*

to wear? Read the label. *What is lining?* Read the caption. *How and why do ski boots clip onto skis?*

- Pages 14–15: Ask students to look at these pages. *What kind of boots is this girl is wearing? What do soccer boots look like? What are they made of? What is the purpose of the tags or studs on the sole?* Read the label and caption. *How do soccer boots protect the toes?*

Read the Book

- Have students turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point only if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Revisit the book then discuss each pair of shoes or boots and note the material they are made from. Have students think about other shoes or boots that might be made from the same material.
- Make a list of the types of footwear students are wearing and list the materials these are made from. Draw a vertical bar graph on the board to compare the most common school footwear worn.
- Return to the brainstormed list of footwear. Sort on a Venn diagram under the headings *Soft Materials, Hard and Soft Materials, Hard Materials.*

Vocabulary and Word Recognition

- Have students find the letters that make the *sh* sound in the word *shoes*. *What other words can you*

think of with the sh pattern? Write their responses on the board. Prompt them to words with *sh* at the beginning or end. Have students write the words *shop, shin, shed, smash, crash*. Stretch out the sounds in each word to support students to hear and record.

- Have students find the letters in the words *soccer* and *rubber* that make the *er* sound. Ask students to think of other words with this spelling pattern. List their suggestions on the board. Prompt them with *teacher, feather, shower, mother, father*, etc if they need help. Have students search the book and write other words they can find that have this spelling pattern.

Oral Language

- Have students tell a partner about their favourite shoes or boots. *What do your favourite shoes look like? What they are used for? What are they made of?*

Writing

- Have students think of a pair of shoes or boots that are not in the book. *Write three clues about your shoes: What they are made of? What are they are used for? What do they look like? Share your clues with a partner to see if they can guess which shoes they are.*

Creative Extension Activities

- Have students invent a pair of shoes for walking on clouds and walking on water. Have them draw or paint a picture of these shoes.
- Discuss different kinds of shoe fasteners. Have students invent a new kind of shoe fastener.

Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopyable activities.

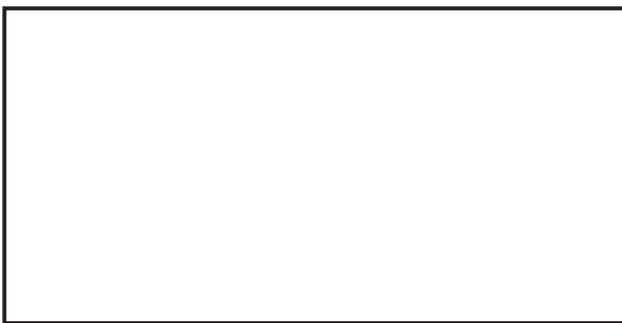
Name: _____

Shoes can be made of:

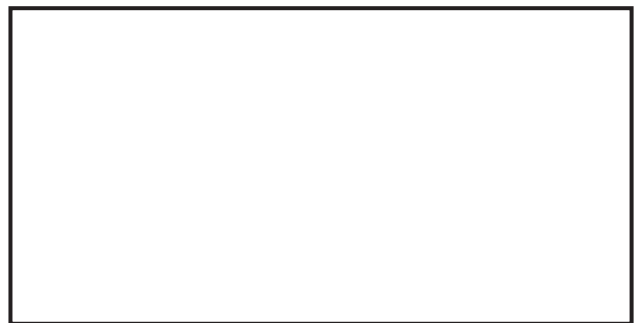
satin velvet leather plastic
canvas rubber wood

Write the words in alphabetical order.

Draw two pairs of shoes. Use different material for each pair of shoes. Write the type of shoes. Write the material the shoes are made of.



Type and material:



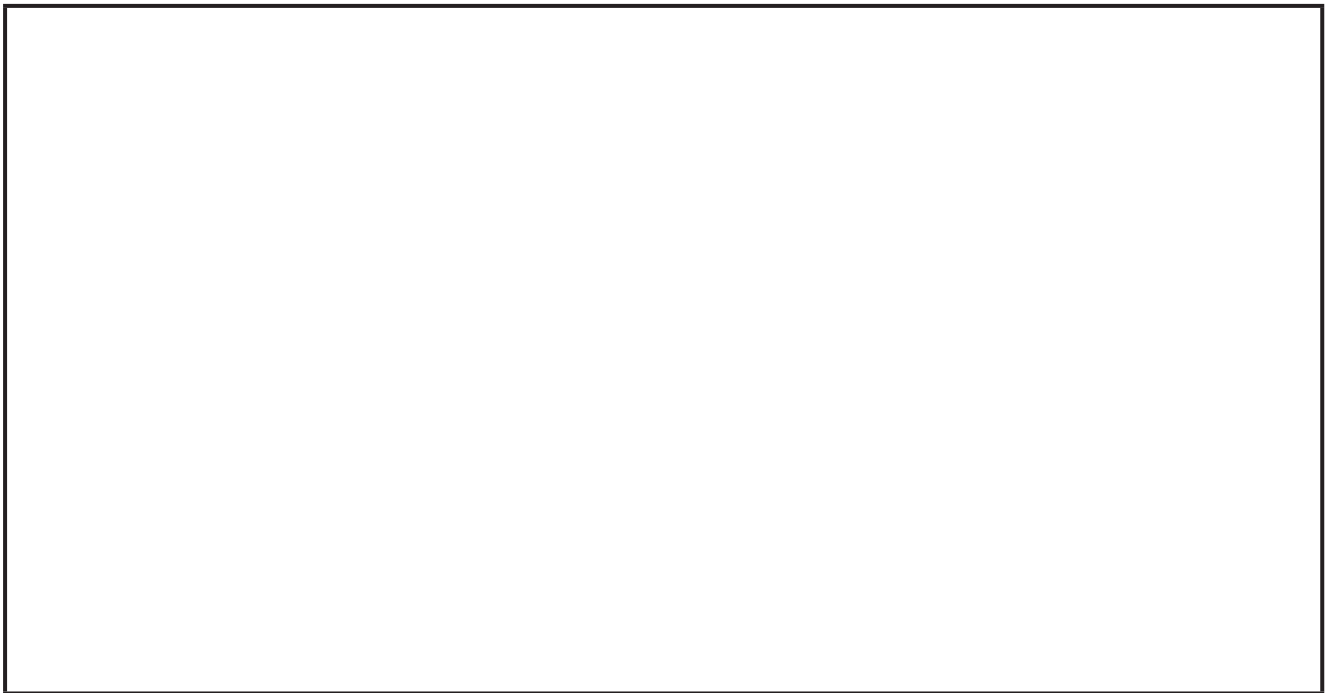
Type and material:

Name: _____

Imagine you have a pair of magic shoes.

Draw your magic shoes.

Draw some of the magic things they do.



Write about the magic things your shoes do.
