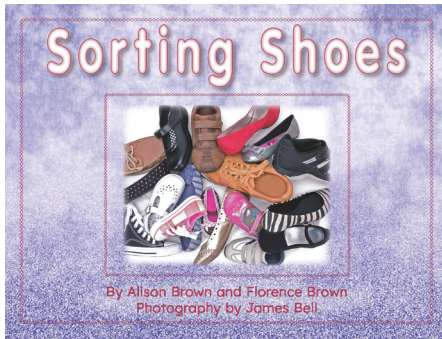


# Sorting Shoes



## Ontario Language Expectations Addressed

**A1.1; A1.2; A3.1; B1.1; B1.2; B1.3; B1.4; B2.1; B2.3; B2.4; B2.5; B2.6; B2.7; B2.8; B3.2; B3.3; C1.1; C1.2; C2.1; C2.2; C2.3; C2.6; C2.7; C3.2; C3.8; D1.1; D1.2; D1.3; D2.2; D2.3; D3.3**

**Some High Frequency Words:** some, have

**Some Interest Words:** Velcro, bows, laces, heels, spots

**Theme:** Clothing/math

**Building Anticipation:** Have a basket of shoes and discuss the things that make them different. Sort the shoes by the different features. Present word cards with the different features: velcro, bows, laces, stripes, holes, heels and spots. Have children look at their shoes and tell which of the features they have. Have children place one of their shoes under the correct heading. Discuss what features most of their shoes have and the purpose of each feature.

**Book Introduction:** Introduce the book and guide children through a book walk having them find the sight words. Have children use their phonetic skills to help decode the interest words. Discuss other strategies they could use to discover unfamiliar words.

**Discussion:** Share and reinforce the strategies the children used. Discuss which shoes they like best and why. Have children talk about the purpose of the different features. Study the graph on the last page to discover which shoes were the most and least popular.

## Responding Creatively:

**Math:** Sort and classify the students' shoes using different ways of recording results, including Venn diagram, concrete graph, pictograph, bar graph. Discuss results.

**Art:** Have children design their favourite shoe thinking about colour, fastening, and decorations.

Make a collage of different shoes using pictures.

**Social Studies:** Discuss different kinds of shoes and people who might wear them, eg.: construction worker, dancer, basketball player, etc. Have students give reasons why shoes are important in different circumstances. Play a matching game of shoes and people who wear them.

Explore different shoes from around the world.

Inform students of the history of different shoes.

**Science:** Investigate the materials that different shoes are made of and discuss.

**Drama:** Play a game of Charades by having children select a pair of shoes and dramatize who would wear them.

# Language Foundations: Focused Teaching

<p>Phonemic Awareness</p> <p>Phoneme isolation</p> <p>Blending sounds (<i>phonemes</i>)</p>	<p>s-some, v-velcro, l-laces h-holes, h-heels, b-bows</p> <p>sh/oe, l/a/ces, h/ave, str/ipes, sp/ots</p>	<p>Students isolate the first sound in spoken words.</p> <p>Students orally blend phonemes to form spoken words.</p>
<p>Alphabetic Knowledge</p>	<p>Alphabet Chart and alphabet cards</p>	<p>Using the Alphabet Chart children sing and name the letters of the alphabet in order.</p> <p>Play alphabet games with chart to locate letters both capital and lower case in random order.</p>
<p>Phonics</p> <p>Decodable words</p> <p>Word-level reading and spelling</p>	<p>Velcro, bows, heels, spots, holes</p>	<p>Using phonetic skills taught, children decode the words orally.</p> <p>They use magnetic letters to practice making the words quickly and accurately.</p> <p>Students read and use words orally in a sentence.</p>
<p>Language Conventions</p> <p>Plurals: adding s to make words plural</p> <p>Beginning capitals and ending punctuation</p>	<p>shoe-s, bow-s, lace-s, stripe-s, hole- s</p> <p>Simple sentence with capital and period</p>	<p>Using movable letters students make given words plural by adding s.</p> <p>Children orally give other examples of plurals and use them in a sentence.</p> <p>Have students locate capitals and periods in the text and note their purpose.</p> <p>Students add the appropriate punctuation (capitals and periods) to sentences on a chart.</p>
<p>Reading Fluency</p> <p>Accuracy, rate and prosody</p>	<p><i>Sorting Shoes</i></p>	<p>Have students read the text aloud and encourage the use of punctuation, pacing, expression and intonation.</p>