

## Those Shoes

### Big Ideas:

Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

Complex global problems require international cooperation to make difficult choices for the future.

### Curricular competencies:

Thinking critically, creatively, and reflectively to explore ideas within, between, and beyond texts.

Responding to text in personal, creative, and critical ways.

**Driving Questions:** What is homelessness? What is poverty? Why should I care? How are people all over the world making a positive difference in their communities? What can we learn from them? How can I make a positive difference in my community?



**Learning Targets:** I can investigate stories for poverty. I can explore this issue within a text and respond in personal, creative, and critical ways.

### Establishing a Need to Know:

Share the video clip “*What child poverty means to kids*” (1:18)

<https://www.youtube.com/watch?v=iSja87uCILc>

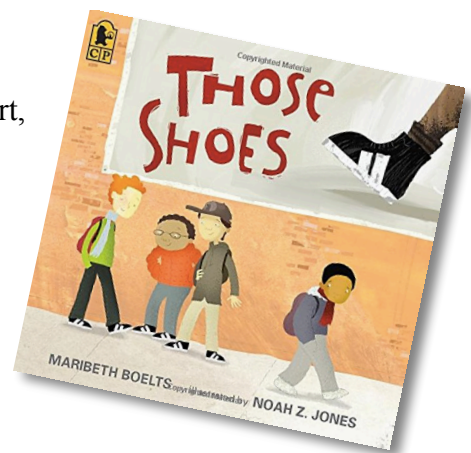


**Post-video clip partner Turn and Listen:** What did you notice? What do you think? What is the issue you are alerted to in this clip? What do you wonder?

### Shared Read:

Before reading: Co-constructing ideas - on a two column chart, invite learners to think about and share the things they need, vs. the things they need. Establish a purpose for listening/viewing: investigating the story for deeper themes using the *Feel, Imagine, Do* framework (share an anchor chart that will be used for co-constructing ideas after reading the story).

Activate background knowledge. This can be done by asking for predictions about the story based on the title and cover picture, and/or by offering a general statement about the book and asking if students have ever experienced the topic.



## *Those Shoes*

**During Reading:** Show the first full-page spread. Ask, “What is the main character looking at?” (He’s looking at a billboard ad.) Read aloud the first several pages. Discuss how Jeremy is feeling. (He feels frustrated, sad, embarrassed, left out.) Read about Jeremy’s visit to Mr. Alfrey and when he returns to the classroom. Ask, “What clues in the illustrations help us to know how Jeremy is feeling?”

Partner Turn and Listen: How would you feel if you were Jeremy and you realized that your grandmother thinks those shoes are too expensive? Do you think Jeremy made a wise decision buying those shoes at the thrift store? Post-story partner Turn and Listen:

**After reading:** Return to the co-constructed ideas of needs and wants. In a different colour, list Jeremy’s needs and wants as we know them from the story.

Partner conversations: discuss the friendship between Antonio and Jeremy, and the qualities of a true friend. Do you think Jeremy is an everyday hero?

**Use the *Feel, Imagine, Do* framework to prompt thinking and conversation, invite students to turn and listen with a partner.**

**Co-constructing ideas:** Invite a whole group conversation and brainstorm using the following framework-

***Feel*** - What is the issue? Why is this a problem? Who does this affect? What are your personal experiences with this topic?

***Imagine*** - Who are the different people connected to this issue? Who are the people making a difference? What can we learn from others about this topic? (the struggles, the people, the ideas, the events that have helped with the issue).

***Do*** - What happened? What actions were taken? What were the results of this person’s actions? What could we do that would call attention to this issue in our school; in our community? (thinking globally, acting locally).

*\*make time for the books within this kit to be shared among students in an informal way. For example, books from this kit and from those gathered at your school library could be shared in a casual buddy reading/info circles format using the following framework:*