



IF THE SHOE FITS

You can use Poster 2 with this storybook.

LITERACY ELEMENTS

rhyming words: e.g.,
said/shed, blues/shoes.
quotation marks
question mark

MATH CONNECTIONS

MEASUREMENT
estimating and comparing

WORDS TO DISCOVER

shoes
found
fit
wide
narrow
tight

Story Synopsis

This story about measurement begins with Prince Peter unable to find his shoes. The maid brings in some shoes, but they're too wide. The king brings in some shoes, but they're too small. The guard, cook, and queen all bring shoes, until finally the dog brings in the shoes that Peter wants. Children will have the opportunity to watch Peter consider whether the shoes fit.

Overall Learning Opportunities

- 12₃ Students will:
 - demonstrate an understanding of and ability to apply measurement terms: length
 - compare the areas of shapes using non-standard units
- A_B Students will:
 - read independently, using reading strategies appropriate for Grade 1
 - read a variety of simple written materials for different purposes
 - use and spell correctly the vocabulary for Grade 1

ACTIVITY MENU

Investigation: Area, page 44

Guided Reading, pages 45–46

As a Group, pages 47–48

- 12₃
 - *Shoe Comparisons*: using shoes as non-standard units to compare and measure
 - *How Big Is Your Shoe?*: using a variety of non-standard units to compare and measure
- A_B
 - *I Spy*: using descriptors and comparisons to select items
 - *What's Missing?*: using descriptors to recall a missing item

Home Connections, page 49

- 🏠 • *BLM 19*: using objects and playing games to measure

Independent Work, pages 50–54

- 12₃
 - *BLM 20*: tracing and measuring an object
 - *BLM 21*: practising comparing objects
 - *BLM 22*: comparing objects using non-standard units
- A_B
 - *BLM 23*: matching characters to actions
 - *BLM 24*: reading short phrases and drawing pictures to show understanding

Area

123

LEARNING OPPORTUNITIES

Students will:

- demonstrate that a non-standard unit is used repeatedly to measure
- estimate and count the number of uniform and non-uniform shapes that will cover a surface
- use mathematical language to describe dimensions

YOU WILL NEED

- a collection of shoes of varying sizes and styles

OBSERVING FOR ASSESSMENT

Visit children as they work, to observe how they are measuring the area of their shoes. Can the child:

- count the number of whole squares within the outline accurately?
- count the partial based on the decision made by the class?
- use mathematical language to describe the measures and make comparisons?

Reading the Story

Read the story aloud. Ask children to recall why the different shoes didn't fit Prince Peter. Display a collection of shoes of varying sizes and styles. Ask:

- Which of these shoes do you think would be too long for you? Too short?
- Which do you think would be too wide? Too narrow?

Have children check out their estimates by trying the shoes on.

Starting the Investigation

Distribute **Blackline Master 20**, which is a sheet of 2-cm-grid graph paper, to each child. Say:

- Imagine tracing your shoe on this piece of paper. About how many squares do you think would be in the shoe outline?



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Children can respond by printing their name and estimate on a large sticky note. The estimates can then be posted on the chalkboard. Together, work out a way to put the estimates in order from smallest to largest number.

Working On the Problem

Have children remove one shoe and trace it on graph paper. (Children can work in pairs and hold the shoes in place for each other.) Ask:

- Now that you can see your shoe on the graph paper, do you have a different estimate for the number of squares inside the outline?

Children then count the number of squares inside their shoe outline to figure out the area of their shoes. Before they begin though, have a discussion about what to do with partial squares. Ask:

- How do you think you should count the squares that are not completely in the outline?

Together, agree on a way to handle the partial squares so that everyone is following the same procedure.

Sharing Solutions

Have children present their findings to the large group. They can print their name and actual count on a large sticky note. These can be posted and used as a basis for the following discussion:

- Was your estimate higher or lower than the actual count?
- Does anyone in the class have a shoe that covers the same number of squares?
- Who has a shoe that covers more squares than yours? Fewer squares than yours?

Extension

Children choose an object that they think will cover about as many squares as their shoe does. They then trace that object onto another sheet of 2-cm-grid graph paper. Encourage comparison statements to describe the relationship. For example: "My shoe covers more squares than the dictionary. The dictionary covers fewer squares than my shoe."

TEACHING TIP

Throughout the activity, model the correct terminology (for example, "Your shoe covers 8 squares. The area is 8 square units.") for measuring area, but do not expect children to use such language in their own descriptions.

LEARNING OPPORTUNITIES

Students will:

- reread all or parts of a written piece to clarify their understanding of its meaning
- predict what may happen next in a story and revise or confirm predictions
- use punctuation to help them understand what they read

YOU WILL NEED

- chart paper
- drawing materials
- scissors and glue

Setting the Scene

Engage children in a discussion about times when they feel kind of “down.” Tell them that there is a colour that is used to describe when you feel that way—blue. So, when you’re feeling down and low, you’re said to have “the blues.”

Explain to the children that Prince Peter had the blues. Then show them the cover art and ask:

- Can you figure out why he was feeling down?

Tell children the title of the book. Ask:

- What do you think the story will be about? Why do you think that?

Encourage many predictions.

Reading the Text

- Have the children turn to pages 2–3.

Ask:

- How is Peter looking? Why do you say that?
- It was time to go out but there was something he couldn’t find. What was it?
- Any idea where they might be?

Turn to pages 4–5. Ask:

- What is the maid holding?
- Do you think they’ll fit? Why or why not?

Point to page 5. Say:

- The Prince turned the shoes from side to side. Why do you think they won’t fit?

Turn to pages 6–7. Say:

- The king found some shoes in the closet above his head. Let’s read this page to find out what he asks the prince.

Point to page 7. Say:

- These shoes had a heel so tall. Why didn’t they fit?

Turn to pages 8–9. Say:

- Read this page to find out where the guard found these shoes.
- The shoes the guard found had points like an arrow. Why do you think they don’t fit?

Turn to pages 10–11. Say:

- The cook says that these shoes were in a drawer with something. Read this page to find out what it was.
- What do you think? Will they fit?

Point to page 11. Say:

- No they don’t. As the Prince sang a song, he told the cook that the shoes are too ____.

Turn to page 12, without showing page 13. Say:

- Maybe the queen has found some that will fit. She found them, she said, in her sewing kit near the ____.
- Will they fit?

Before turning the page, say:

- The Prince looks at the shoes “under the light.” What do you think will be wrong with them?

Point to page 13. Read the page. Ask:

- Were you right? Were they too tight?
- Who do you think might come in next?

Turn to pages 14–15. Ask:

- Were you right?
- Where are the shoes that the dog is bringing in?
- Would these be the ones to fix Prince Peter’s blues? Why?

OBSERVING FOR ASSESSMENT

During independent reading, observe and make note of the student's specific reading behaviours. Does the student:

- show an interest in reading the book independently?
- appear to "feel" the metre of the poem and read it as such?
- make use of the metre and rhyme to help with the words?

Turn to page 16. Ask:

- Did they fit? How do you know?
- What is Prince Peter doing?
- Now it's your turn to read the story on your own.
- Have the children read the whole book independently.

After Reading

Ask:

- Who remembers why Prince Peter had the blues?
- And who remembers why he couldn't find his shoes?

Engage children in a discussion:

- Does your bedroom ever get in a mess?
- Have you ever lost anything in there?
- Prince Peter had a maid, the king, a guard, a cook, the queen, and a dog to help him find his shoes. Did anyone help you to find what you'd lost?

Revisit the Story

- Discuss the story using open-ended prompts to engage children in talk. Ask:
 - How did you enjoy this story?
 - What made the story so funny?
 - Do you think anyone's bedroom could get as messy as Prince Peter's did?

Engage children in recalling specific information from the selection. Say:

- One of the pairs of shoes was too long. What other problems did Prince Peter have with the shoes that were brought to him?

Make a list on chart paper: too wide, too small, and so on. Encourage children to help you spell the words. Ask:

- Who brought him the different shoes? Where did each person find the shoes he/she brought to the prince?

Focus children on the way the story is told through language. Encourage children to look for rhyming words as you record them: blues/shoes, said/bed, side/wide, said/head, tall/small, said/shed, arrow/narrow, said/bread, song/long, said/thread, light/tight, and dog/jog.

Challenge children to look for parts of rhyming words that are the same (arrow/narrow) and point out those that are different (said/bed).

- Use **Blackline Master 23** to confirm that children understand the story. Encourage them to match the description of the shoes to the person who found them.



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Reinforce the Story

- Pair children and invite them to read the story to each other in sections. Children can alternate pages and then switch.
- Invite the children to use **Blackline Master 24** to demonstrate understanding of the story's vocabulary. Encourage them to match the words and draw pictures of everyday items that "don't fit."



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TEACHING tip

In *Reinforce the Story*, remind children to attend to the punctuation as they read aloud together.

LEARNING OPPORTUNITIES

Students will:

- represent the results of measurement activities using concrete materials and drawings
- use mathematical language to describe dimensions

YOU WILL NEED

- a large adult's shoe and a small child's shoe
- paper and drawing materials

LEARNING OPPORTUNITIES

Students will:

- measure with a non-standard unit
- select an appropriate non-standard unit to measure length
- estimate, measure, and record the length of objects using non-standard units, and compare and order objects by length

YOU WILL NEED

- paper and drawing materials
- non-standard units for measuring length, such as craft sticks, paper clips, and cotton swabs

OBSERVING FOR ASSESSMENT

Does the student:

- place non-standard units end-to-end?
- record a unit with the measure?
- compare dimensions according to measures?

Activity: Shoe Comparisons

As you reread *If the Shoe Fits*, ask children to listen for words that tell how the shoe fits. As they hear a word they should raise their hand. Stop to record the words they identify (wide, small, narrow, long, tight).

Display a large adult shoe and a small child's shoe. Ask:

- Which of these shoes would be too wide for you? Too narrow for you? Too long? Too small? Too tight?

Invite children to draw or trace their own shoe. Have them make a chart with the headings longer, shorter, wider, and narrower. Challenge children to find things in the room, compare them to the length and width of their shoe, and record the results.

Extension

Children can continue to compare measures and record them in chart form on **Blackline Master 21**.



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Activity: How Big Is Your Shoe?

Introduce the idea of using non-standard units to measure shoes. Have a volunteer display a shoe. Ask:

- How could you tell about the length of this shoe to someone who isn't here?
- How could you use these paper clips to find the length?

Through this discussion establish correct techniques for measuring using non-standard units: no overlap of units, units placed in a straight line, and no gap between units.

Invite children to remove a shoe and trace it on a sheet of paper. Provide non-standard units for children to use to measure the length and width of their shoes. Make sure they record their measures and units. When complete, use

the records to make further comparisons, such as:

- What is the length of your shoe? The width?
- Who has a shoe that is longer? Shorter? Wider? Narrower?

Extension

Have children estimate and measure the items noted on **Blackline Master 22** using a non-standard unit of their choice. Provide such items as craft sticks, paper clips, and cotton swabs for this task. Children should record their unit of measure before they begin.



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LEARNING OPPORTUNITIES

Students will:

- use linking words to connect ideas in speech
- present ideas in speech in a coherent sequence

OBSERVING FOR ASSESSMENT

Look for:

- precise and accurate description
- successfully matched descriptors and selection.

Activity: I Spy

Engage the children in conversation about shoes, using descriptive words (dark, light, bright), features (Velcro, snap, lace closures), shape (rounded, square), and colour. Invite children to sit in a circle and have 10 of them put 1 of their shoes in the middle where they can be seen easily by all.

Ask a student to select in his/her mind a shoe and to say, "I spy with my little eye, a shoe that's __ and __."

As the student gives the clues, record them on the chalkboard or on chart paper. When he/she finishes the description, read the descriptors aloud.

Invite another student to select what he/she thinks is the shoe described, read a word or phrase from the list, and then confirm that it describes the shoe selected.

Extension

- To make the selection more difficult and therefore necessitate more precise and accurate descriptions, increase the number of shoes in the circle.
- Play a game of similarities and differences. Hold up 2 shoes and ask:
 - What's the same? What's different?

LEARNING OPPORTUNITIES

Students will:

- use linking words to connect ideas in speech
- allow others to speak, and wait their turn in class discussions

OBSERVING FOR ASSESSMENT

Does the student:

- describe accurately and completely?
- use precise vocabulary, such as dark blue, bright green, and so on?

Activity: What's Missing?

Invite children to sit in a circle. Have 2 children put 1 of their shoes in the centre. Engage the class in a conversation about the 2 shoes that includes what they look like, how the 2 shoes are the same, and how they are different.

When the children's eyes are closed, take away 1 of the shoes. When the children open their eyes, have a volunteer describe the missing shoe. Show the shoe and talk about the success of the description, such as anything that wasn't accurate or anything that could have been added to the description. Repeat the activity,

adding a shoe to the centre until no one can manage to identify the missing shoe.

Extension

Spread a collection of familiar objects on the floor in the middle of the circle. Use the same routine as above by having the children look over the collection and then close their eyes while you take away 1 object. When they open their eyes, challenge them to look over the collection and identify the missing object as quickly as possible.



If the Shoe Fits

Dear Family,

We've enjoyed reading the book *If the Shoe Fits*. This storybook is part of a series called *Side By Side*. This series connects mathematics and language through reading. Spending time reading and doing math activities at home helps your child develop solid skills and concepts. Enjoy reading the story with your child.

Choose some or all of these activities to enjoy together:

- Have your child compare his or her shoe to yours as well as to those belonging to other family members. Encourage the language of comparisons such as, "My shoe is shorter than your shoe and your shoe is longer than my shoe."
- Together, estimate the number of heel-to-toe footsteps it takes to go from one side of the room to the other. Invite your child to then take heel-to-toe footsteps to actually measure the length (or width) of the room in shoe steps. Was the estimate high or low? Together, next estimate the number of shoe steps it would take for you to measure the same length. Measure and again compare estimates. You can do this in other areas of your home. Have fun with this challenging activity. You may notice that your child's estimates become more accurate with additional experiences.
- Play a version of the game "I Spy" with your child. Use the terms longer, shorter, wider, and narrower in your clues. For example, you might say "I spy something that is red and longer than my arm" or "I spy something that is yellow and shorter than your shoe."

Remember to send the storybook back to school with your child.



My name is _____

Trace an object.

If the Shoe Fits

My name is _____

Compare.

Things shorter than I am	Things as tall as I am	Things taller than I am

Things shorter than my pencil	Things as long as my pencil	Things longer than my pencil

If the Shoe Fits

My name is _____.

I am using _____ to measure things.

I am measuring	My Estimate	My Measure
this paper		
my pencil		
a book		

My name is _____

Match the kind of shoes with who found them.

the maid	
the king	
the guard	
the cook	
the queen	
the dog	



too long

too wide

This pair fits!

too tight

too narrow

too small

If the Shoe Fits

BLM 24

My name is _____

Match, glue, and draw pictures.

		the maid
too small	too wide	the king
		the guard
too long	too narrow	the cook
		the queen
too tight	fits	the dog

Scissors icon

too long	too narrow	too wide
too tight	too small	fits

Scissors icon