



SHOES BY TWOS

You can use Poster 5 with this storybook.

LITERACY ELEMENTS

rhyme
action words: e.g., clap, spin
exclamation point
“ing” words: spinning,
marching

MATH CONNECTIONS

PATTERNING AND ALGEBRA
counting by 2's

WORDS TO DISCOVER

shoes
come
twos
loves
choose
whistle



ESL CONSIDERATIONS

Model the actions and encourage students to join in.

Story Synopsis

The patterning story begins with Sheila in her shoe store. Each person who enters the store wants shoes to match his/her clothes. Kiri comes into the store clapping and tapping. She buys shoes. Next, Matt comes into the store, marching and clomping. He buys shoes. The pattern continues until Sheila has sold 10 shoes. Children will have the opportunity to count by 2's and join in on the action patterning.

Overall Learning Opportunities



-  Students will:
 - explore patterns and pattern rules
-  Students will:
 - communicate messages, and follow basic instructions and directions
 - read a variety of simple materials for different purposes
 - use some conventions of written materials to help them understand what they read

ACTIVITY MENU


Investigation: Counting Patterns, page 68

Guided Reading, page 69–70



As a Group, pages 71–72

-  • *Counting by Twos*: exploring counting patterns through counting by 2's
- *Extending the Counting Pattern*: investigating counting patterns
-  • *Rhyme Time*: creating rhymes by changing consonants on words
- *Verbalize*: acting out action words from the story

Home Connections, page 73

-  • *BLM 31*: doing tasks such as making lists to estimate and count

Independent Work, pages 74–78

-  • *BLM 32*: exploring a hundreds chart
- *BLM 33*: filling in the missing numbers in a counting pattern
- *BLM 34*: engaging in thinking about patterns of 2
-  • *BLM 35*: practising reordering sentences
- *BLM 36*: unscrambling names and recalling events from the story

Counting Patterns

LEARNING OPPORTUNITIES

Students will:

- count by 2's
- talk about a pattern rule
- identify a counting pattern

YOU WILL NEED

- large sheets of paper
- pencils and drawing materials

OBSERVING FOR ASSESSMENT

Visit children as they work and ask them to count aloud by 2's. Can the student

- count by 2's independently?
- extend the counting-by-2's pattern?

TEACHING TIP

Keep the list posted so that children can continue to add ideas later.

You may want to provide additional sheets of paper for those children who are interested in creating an extended counting-pattern chart.

Reading the Story

Read the story aloud. As you read, indicate which child should come forward to take on the role of each customer. After each customer enters the story, ask:

- How many pairs of shoes did you buy? (1) How many shoes in all did you buy? (2)

At the end of the story ask:

- How many customers bought shoes? (5) How many shoes are there in 5 pairs? (10)

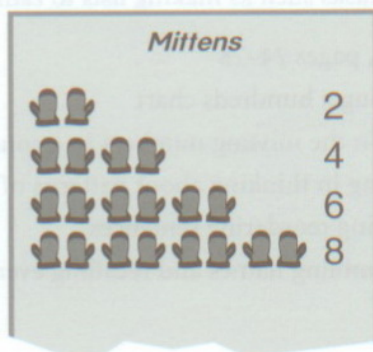
Starting the Investigation

Have children consider the question on page 16 of *Shoes By Twos*: "I wonder what else comes in twos?" Have children tell the things Sheila identifies. List those items on chart paper (socks, shoelaces, drum sticks, gloves, paws, pigtails). Encourage children to think of additional items that come in twos. Ask:

- What other things come in twos?

List responses. Choose one of the items from the list. Create a counting-pattern chart like the one shown here. Have children read the counting-by-2's pattern. Ask:

- What number do you think comes next in this counting pattern?



Working on the Problem

On large sheets of paper have children create their own counting-by-2's pattern charts. They begin by choosing an item from the posted chart. In a following lesson, provide **Blackline Master 32**, which is a hundreds chart. Have children circle the numbers they recorded on their counting-by-2's pattern charts. Ask:

- What numbers do you think come next in the counting pattern?

Children circle numbers on their hundreds chart to extend the pattern.

Sharing Solutions

Have children meet to present their illustrated charts and hundreds charts. Ask:

- How are the charts the same? How are they different?
- Do all of the charts show counting-by-2's patterns?
- Would the number 15 ever appear on one of these charts? Why not?
- Look at the numbers you circled on your hundreds chart. What does the pattern look like?

Select several illustrated charts and have children think about what would come next if the charts were longer. The experience of making predictions allows children to see the power of patterns.

Extension

Together create a list of things that come in 5's. Interested children can create illustrated charts, following the same procedure as the counting-by-2's charts. Provide additional hundreds charts for them to record the counting pattern.



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LEARNING OPPORTUNITIES

Students will:

- use simple sound patterns to learn new words
- predict what may happen next in a story, and revise or confirm predictions
- understand the use of some conventions of spelling

TEACHING tip

Assign BLM 35 for homework.

Children are asked to reorder the sentences, using the capitals and periods to assist them.



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Setting the Scene

Engage children in a discussion about things that come in pairs, such as shoes, eyes, ears, hands, feet, and socks. Tell children that this story is about shoes.

Invite them to talk about the shoes they're wearing.

Tell the children the title of the book. Encourage them to listen to the rhyme of the title. Write the 2 words on the chalkboard and point out that the words don't look alike, but they sound similar.

Show the book cover, focus the children's attention on the cover art, and ask:

- What do you think the story will be about?

Encourage many predictions. Explain to the children that this is a very busy shoe store and that all the people who come in want different shoes. Ask:

- Which ones would you choose?

Reading the Text

• Have the children turn to pages 2–3. Discuss the different shoes they see in the picture. Say:

- Let's read this page together to find out about some of the shoes that are sold in this store.

Point to page 3. Say:

- This is Sheila. What do you think Sheila sells? That's right, Sheila sells shoes.

Turn to pages 4–5. Say:

- Notice how tidy the shoe store is. What makes it look tidy?
- How does Sheila keep it like that?
- Look at the picture. What does Kiri love to do?
- Which shoes will she choose? Why do you think that?

Turn to pages 6–7. Ask:

- Are those the shoes you thought Kiri would choose? Why or why not?

Point to page 7. Say:

- This is Matt. Read this page to find out what he likes to do. Which shoes do you think he'll choose? Why?

Turn to pages 8–9. Ask:

- Were you right?
- How many shoes has Sheila sold already?
- Yes. And there are the 4 shoes marching, tapping, and clomping.

Point to page 9. Ask:

- Which shoes will Jack choose? Read this page to find out what he likes to do. Then make your choice for Jack.

Turn to pages 10–11. Ask:

- How many shoes have been chosen now?

➤ Don has to choose his shoes. Let's read this page together to find out what Don loves to do.

Turn to pages 12–13. Say:

- Read the words below each person who's chosen shoes and tell what sound they make.

Point to page 13. Say:

- Read this page to find out what Lucy loves to do.

➤ Look at the shelf. Which shoes do you choose for Lucy? Why?

Turn to pages 14–15. Ask:

- Were you right?
- We had 8 shoes that went tap tap, clomp clomp, squeak squeak, and squish squish. Now we have 10 shoes. What's the new sound?

OBSERVING FOR ASSESSMENT

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

- show interest in reading the book independently?
- ask for help after trying to sort out the difficulty independently?
- show evidence that speed of reading is increasing commensurate with increased reading ability?

TEACHING tip

As you spell out words, print them on chart paper so the children have both the oral and the visual clues to help them.

Turn to page 16. Ask:

- What is Sheila thinking about?
- Now it's your turn to read the story on your own.
- Have the children read the whole book independently.

After Reading

Say to the children:

- In the story, each character had a favourite pair of shoes. Do you have a favourite pair of shoes of your own? Tell us about your favourite pair. What do they look like? Where did you get them? Why are they your favourites?

Revisit the Story

Discuss the story using open-ended prompts to engage children in talk. Ask:

- How did you enjoy this story?
- Do you have a favourite illustration? Which one? Why?
- Do you have a favourite pair of shoes from the story? Which ones?

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

- How did each customer look different from the others?
- What different things did each customer love to do?
- Can you describe the different shoes everyone chose?

Using Blackline Master 36, invite children to unscramble the names of the characters and then match the character to the action.



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Focus children on the way the story is told through language. Ask:

- Were there any words that gave you a struggle? Which ones?
- How did you figure them out?
- What is the word a-l-l? How can I change it to ball, call, fall, and tall?
- What is the word j-u-m-p?
- How can I change it to bump, dump, hump, and lump?

Reinforce the Story

Invite children to look back through the story and choose the pair of shoes that they would choose for themselves. Encourage children, in turn, to share their choice with the group and to explain their selection.

LEARNING OPPORTUNITIES

Students will:

- count by 2's
- talk about a pattern rule
- identify a counting pattern

OBSERVING FOR ASSESSMENT

Can the student:

- count by 2's independently?
- tell how the number of children and the number of shoes are related?

LEARNING OPPORTUNITIES

Students will:

- count by 2's
- talk about a pattern rule
- identify a counting pattern

YOU WILL NEED

- paper and pencil
- large hundreds chart

Activity: Counting By Twos

Ask:

- How many shoes do you think there are in our class right now?

Record estimates on a chart and ask:

- How did you decide on your estimate?

Have children sit with shoes extended. Talk about why counting by 2's seems a good way to count. Touch pairs of shoes as you walk around the circle and encourage children to count by 2's with you. Repeat, moving in the opposite direction.

Record the actual count on the chart.

Ask:

- Will we get the same number if we count the shoes by 1's?

Check by counting the shoes by 1's. Invite 5 children to stand. Ask:

- How many shoes do you estimate are on this group of children?

Record and count as before. Continue for other groups of children. Record several entries before focussing children's attention on the number of children and the number of shoes. Ask:

- What pattern do you see?
- How does the number that is the number of children change into the number of shoes?

Responses will vary: the number doubles, the number of shoes is 2 times bigger, the number is added to itself.

Extension

Use Blackline Master 33 to engage children in identifying missing numbers in a counting pattern. It can be filed in the students' portfolios.



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Activity: Extending the Counting Pattern

Have children join together to chant the text on page 14 of *Shoes By Twos*. Post a hundreds chart and have volunteers identify the numbers from the chant (2, 4, 6, 8, 10) on it. Depending on the type of chart you have, they might circle the numbers or place sticky notes on them.

Ask:

- What number do you think comes next in this counting pattern? (12)
- How are we counting? (by 2's)

Have volunteers continue to extend the counting pattern until at least 20. (You might continue further if children are comfortable.) Continue to mark the extended pattern on the hundreds chart. Chant the counting by 2's pattern aloud.

Encourage children to refer to the hundreds chart to answer questions such as:

- Suppose there are 4 children wearing shoes. How many shoes is that?
- What if 7 children are wearing shoes. How many shoes is that?

Extension

Blackline Master 34 presents groups of children standing behind fences. Children see the number of children and tell how many shoes there must be.



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LEARNING OPPORTUNITIES

Students will:

- notice and respond to unusual features of language

OBSERVING FOR ASSESSMENT

Can the student:

- hear rhyme?
- offer rhyming words?
- discriminate rhyme from non-rhyme?

TEACHING tip

To help children understand that rhyme is aural, focus them on the sound of the words rather than how they look in print.

Activity: Rhyme Time

The story introduces the “twos,” “shoes,” and “choose” rhyme. Using these words, talk with children about rhyme and how rhyming words have a similar sound.

Together, build an oral collection of words that rhyme with “one” (fun, sun, gun, run, ton, bun).

Print the initial consonants on the chalkboard as the children build the rhyme bank. Continue with “two” (knew, blue, cue, flew, dew, few, new).

Continue with “three,” “four,” and “five.” Using the base word and the rhyme lists, develop various poems to give the children the oral experiences of hearing rhyme. For example:

One one / one is fun / one is sun /
one is run / one is bun /
but most of all / one is one.

Two two two is new new new /
two two two is you you you /
two two two is few few few.

Three’s a knee / three’s a tree /
three is free.

Four and door / four and floor /
four and pour / four and store /
four and war / four and boar /
four, four, four, and more!

Extension

When children are secure in their understanding that rhyme is sound, print the poems on chart paper to illustrate how words that rhyme don’t have to look similar (four/door), but can look similar (four/pour).

LEARNING OPPORTUNITIES

Students will:

- interpret and respond appropriately to non-verbal cues
- comment positively on the contributions of others in group discussions

PLANNING AHEAD

Book the gym for this activity.

YOU WILL NEED

- a tambourine

Activity: Verbalize

Shoes by Twos is filled with action verbs. Children can “feel” these verbs and internalize their meanings by acting them out.

Use a tambourine to indicate when children should move (tap a beat on the tambourine), when they should prepare their actions (a shake), and when they should stop (shake and final tap).

Call out various action verbs from the story: clap, spin, march, shout, laugh, jump, whistle, dance, sing, and leap.

Extension

When the children appear comfortable with the activity, have half the class observe while the other half dramatizes. Then reverse the parts. Following, invite children to talk about some of the interesting ways they saw others dramatize the verbs. Encourage them to make positive comments about the dramatizations.



Shoes by Twos

Dear Family,

We've enjoyed reading the book *Shoes by Twos*. 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:

- Ask your child to estimate the number of shoes in your home. Record the estimates. Have other family members share their estimates as well. Then go on a shoe hunt. Count the shoes by twos as you find them. Compare the actual number of shoes to the estimates. And remember, estimates are only high or low—they are never wrong!
- Next time you are folding laundry, ask your child to estimate the number of socks. Offer an estimate as well. Your child can then help out by matching socks into pairs and then counting the socks by twos. Talk about whether your estimates were high or low. Repeat on other laundry days and see whether your estimating skills improve.
- Together, make a list of things that come in pairs. Keep the list posted somewhere and add to it as you find other groupings of two items.
- Get some small items, such as pieces of macaroni, dried beans, or pennies. Each of you can grab a handful and then estimate how many you are holding. Release the items and group them by twos. Count the items by twos to find out how many you grabbed. Then, calculate how many the two of you together grabbed in total. Try this with other small items as well.

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

My name is _____

A Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

My name is _____.

Print the missing numbers.
Say the counting patterns out loud.

1, 2, 3, _____, _____, 6, 7, 8, _____, _____.

16, 17, 18, _____, _____, 21, _____, 23, _____.

0, 2, 4, _____, 8, _____, 12, _____, 16.

10, 12, 14, 16, _____, 20, _____, _____.

0, 5, 10, _____, _____, 25, 30, _____.

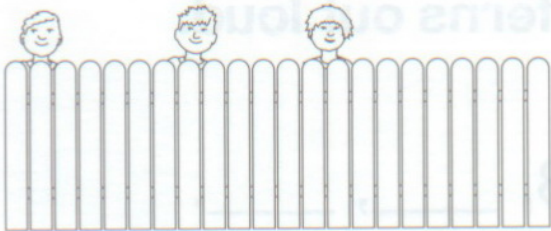
20, 25, 30, _____, _____, 45, _____, 55.

10, 20, 30, _____, _____, 60, _____, 80.

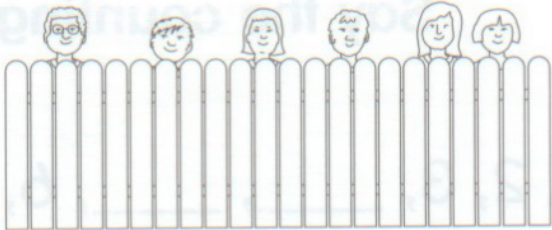
10, _____, 30, _____, 50, _____, 70, _____.

My name is _____

There are 3 children.



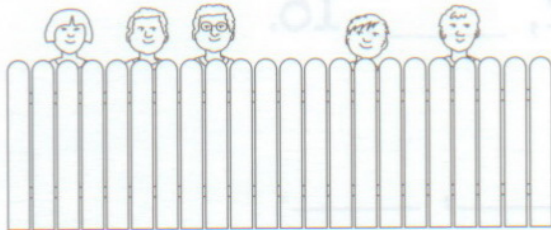
There are 6 children.



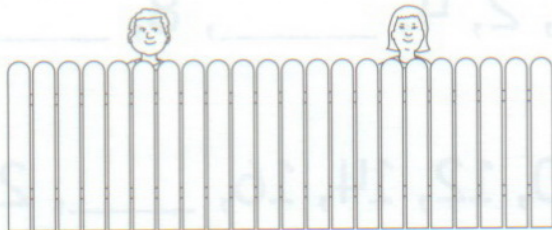
There are _____ shoes.

There are _____ shoes.

There are 5 children.



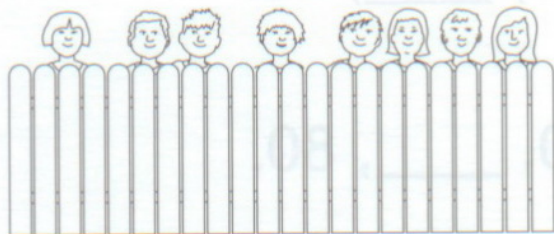
There are 2 children.



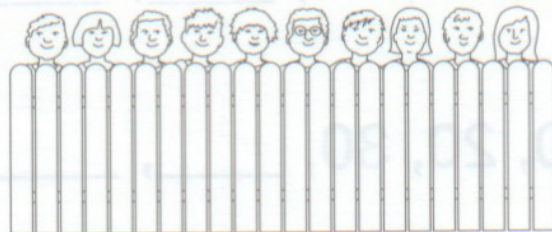
There are _____ shoes.

There are _____ shoes.

There are 8 children.



There are 10 children.



There are _____ shoes.

There are _____ shoes.

My name is _____.

Put the words in order to make sentences.

1. Sheila shoes. sells

2. Kiri clap. loves to

3. Kiri. Here is

4. loves march. to Matt

5. Jack to loves laugh.

My name is _____.

Reorder the names and print in the spaces.

iriK _____

laeihS _____

noD _____

ttam _____

ucyL _____

akeJ _____

Who?

1. _____ loves to sing and leap.

2. _____ loves to clap and spin.

3. _____ loves to laugh and jump.

4. _____ loves to whistle and dance.

5. _____ loves to march and shout.

6. _____ sells shoes.