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| **Grade** | 3 | **Subject** | English Language Arts |
| **Date** |  | **Allotted Time** | 30-40 min. |

**RATIONALE:**

Trying to extend the point of view of the student to an inanimate object - such as a shoe.

Raise social awareness for people around the world.

Push students to consider perspectives outside of their own.

**THEMES:**

There are many different perspectives to consider in any story

Social justice.

Material value is very different depending on the country you come from.

**KEY QUESTIONS:**

What is the perspective of your shoe?

What is a day in the life of your shoe?

Where will your shoe go next?

**CORE COMPETENCIES: Communication (C), Thinking (T), Personal & Social (PS)**

**C -** Through sharing their shoes day with the class they are exchanging different perspectives on the same object.

**T -** In writing and drawing their shoe, they are learning how to add specific details that make their shoe unique. Also to write from an alternate perspective.

**PS -** They are beginning to relate their position in the world and how it becomes connected and affected by everyone else in the world.

**BIG IDEAS:**

- Stories and other texts could be understood from different perspectives

- Language and stories can be a source of creativity and joy

- Curiosity and wonder can lead us to new discoveries about ourselves and the world around us

**CURRICULAR COMPETENCIES/LEARNING STANDARDS:**

* Engage actively as listeners, viewers, and readers, as appropriate to developing an understanding of self identity and community
* Explain role that story plays in personal, family and community identity
* Use personal experience and knowledge to connect to text and make meaning

**ASSESSMENT:**

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| **Learning Standard** | **Sources of Evidence** | **Criteria** |
| Developing an understanding of different perspectives to a story. | A completed image of their favourite shoe and a written response about the life of their shoe. | Details on the drawing that show identification of the shoe as their own.  Writing that expresses the shoe’s perspective fully, |

**RESOURCES, MATERIALS, & PREPARATION:**

Cut out paper shoe outlines for students to draw and colour in their own favourite shoe. Backside of paper shoe will be lined so that students can write a day in the life from the perspective of their shoe.

Copy of *New, Old Shoe* by Charlotte Blessings

**FLOW AND PACING OF INSTRUCTION:**

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| **Pacing** | **Lesson Development** |  | **Assessment Tools** (evidence of learning to be collected) |
| 3 mins  10 mins    2 mins  10 mins  8 mins  5 mins  2 mins | **INTRODUCTION (CONNECTING)**  Introduce ourselves and introduce the project. Include presenting our own shoes and what we drew.  Students draw their favourite shoe.  We bring attention back to the front to discuss writing a day in our shoes. Give examples of our own shoe.  **TEACHING/LEARNING SEQUENCE (PROCESSING)**  Students write out their own shoes experience. What does a day in their shoe look, think, feel, see, do?  Read story - “New Old Shoe”  **CLOSURE (PERSONALISING)**  Ask students about their own perspective with their old shoes.  Ask the students now what they will do with their favourite shoe once it is old and dirty. | - how to be active listeners, viewers and readers.  - understanding of self, identity and community (local and global)    - understand that own personal experience and knowledge connects to text and also make meaning.   * understand the role the story plays in personal family and community identity. | * showing attention in learning and listening (quiet)   - the completion of their own personal favourite shoe - unique to them.  - showing attention in learning and listening (quiet)  - writing in the perspective of the shoe (instead of their own)  - engaged and following along with the images and text of the story. Connecting with the character.  - Through the question: what does your shoe go through in a day? (explain and express their personal shoe they drew).  - If they are engaged in the conversation |

ACCOMMODATIONS/EXTENSIONS:

1. Draw the setting of your shoe - where it comes from. Then add the shoe to that drawing to make it similar to a book.
2. Encourage the students to add onomatopoeia words to their writing description.
3. Instead of creating their own shoe we could give the students a template of a shoe to colour in. Instead of coming up with their own shoe.