

**Project Study Environment Planning Form**

**Project/Study Focus: Shoes**

<p><b>Family/Community Connections</b>          1. S Box: Shoes starts with the letter S. Families will fill their child’s shoe box with objects from home that start with the letter S.          2. Create family book about shoes worn by family members.          3. Ask families to bring in shoes for the shoe drive and classroom activities.</p>	<p><b>Blocks</b>          Shoes boxes in various sizes</p> <p><u>Questions:</u>  <i>-How can we use the blocks to build a shoe store?</i>  <i>-What are some other things shoe boxes can be useful for other than storing shoes?</i></p>	<p><b>Dramatic Play</b>          Shoes boxes; cash register; measuring tape; shoe laces; shoe catalog; different styles of shoes; shoe sizer</p> <p><u>Questions:</u>  <i>-Who wears this type of shoe?</i>  <i>-Why are shoes important?</i>  <i>-What are some different types of shoes to wear?</i>  <i>-How do you decide which shoe to wear?</i></p>	<p><b>Sand/Water Table</b>          Different types of fabric; shoe laces; waterproof shoes (boots, water shoes, rubber flip flops)</p> <p><u>Questions:</u>  <i>-What do you think will happen to the fabric if we put it inside the water table?</i>  <i>-How do you think they add different colors to shoes?</i>  <i>-How can we wash our shoes?</i>  <i>-What are types of shoes we can wear on a rainy, wet day?</i></p>
<p>4. Ask families to send in shoelaces from old shoes.          5. Ask families to bring in and talk about special shoes from their work or their culture.          6. Donate items for our shoe store.          7. Visit a shoe store.</p>	<p><b>Math/Manipulatives</b>          Seriation with shoe sizes and laces; foot measurer; shoes lacing cards; buttons; zippers; scales; velcro; shoe sizer</p> <p><u>Questions:</u>  <i>-Why is it important for people to wear the correct size of shoes?</i>  <i>-How do we know the right size shoe to wear?</i>  <i>-How can we group the shoes according to similarities and differences?</i></p>	<p><b>Art</b>          Socks; shoe laces; cardboard; Velcro; sole tracers (cardboard that comes in new socks); zippers</p> <p><u>Questions:</u>  <i>-What other materials can you use to create shoe ties?</i>  <i>- What are some different ways we can use laces, zippers and Velcro with various art materials?</i></p>	<p><b>Nature/Science</b>          Different types of fabric; laces; velcro; different types of materials to create shoe soles (e.g. rubber); color palates</p> <p><u>Questions:</u>  <i>-What types of shoes can we use for different seasons?</i>  <i>-How do the different parts of shoes feel?</i>  <i>- What are some different textures of shoes?</i></p>

<p><b>Library</b>  Whose Shoes (M. Miller)  Shoes, Shoes, Shoes (A. Morris)  Shoes (D. Bailey and S. Huszar)  Birdies Big Girl Shoes (S. Rim)  Helpful Shoelace (M. Twinn and T. Freeman)  Whose Shoes (A. Grossnickle and L. Pham)  One, Two, Buckle My Shoe (H. Collins)  Whose Shoes Are These (L. Purdie Salas)  The Zoo's Shoes (L. Brunelle and E. Chollat)  Hello Shoes (J. Blos)  New Shoes, Red Shoes (S. Rollings)  The Growing Feet (B. Cleariy)  The Foot Book (Dr. Seuss)  Caillou: New Shoes (M. Johnson)  I Like Shoes (C. Ransom)  Shoes: Their History in Words and Pictures (C. and D. Yue)  Lulu's Shoes (C. Reid)  The Shoe Bird (S. Jones)  Shoes (E. Winthrop)  Centipedes One Hundred Shoes (T. Ross)  New Shoes for Silivia/Zapatos Nuevos para Silivia (J. Hurwitz)  My Clothes/Mi Ropa (R. Emberley)  Maisey's Clothes (bilingual edition) (L. Cousins)  Red, Blue, Yellow Shoes (T. Hoban)</p>	<p><b>Literacy/Writing Center</b>  Shoe catalog; pictures of shoes from around the world; measuring tape;</p> <p><b><u>Questions:</u></b>  <i>What are different words for certain types of shoes?</i></p>	<p><b>Computer/Technology</b>  Calculator; iPad; camera;</p> <p><b><u>Questions:</u></b>  <i>-Why do you think adult shoes cost more than children's shoes?</i>  <i>-Are shoes different in other countries;</i></p>
<p><b>Teacher Prep/To Do:</b> Match the weather with the shoes chart, sizing mat, create "What type of shoe did I wear today" graph; set up shoe store in dramatic play, set up obstacle course; create newsletter asking for parents to donate old shoes and new or old clean socks for patterning and other games; contact organization for shoe/clothes drive; collect pictures from shoes from around the world;</p>		

**Project Study Monthly Plan**

**Project/Study Focus: Shoes**

	<b>Whole Group Activities</b>	<b>Small Group Activities</b>	<b>Teacher Resources</b>
<b>Week 1</b>	<p>1. Read: <i>Whose Shoes</i> (M. Miller) and lead discussion by bringing different kinds of shoes for children to explore and compare while discussing the book. Teacher will talk about the attributes of the different kinds of shoes (e.g. which shows have Velcro, laces, etc.) (RL.PK.1; RL.PK.3; RL.PK.4; RL.PK.6; RL.PK.10; RI.PK.2; RF.PK.1,a,b,c,d)</p> <p>2. Students will participate on a shoe drive (used shoes in good condition) to donate to a local organization at the end of the study. (6.2.3)</p> <p>3, 4, &amp; 5. Show and Tell: 5 students each day will bring in their favorite shoe and talk about what they love about their shoes (L.PK.1, f; L.PK.6; RF.PK.1,d)</p>	<p>1. Students will create, compare, and analyze the, “What type of shoe did I wear today” graph (4.1.6; 4.3.2)</p> <p>2. Students will create flyers upcoming shoes drive at the end of the study (1.4.1; 1.4.4; 1.4.6. W.PK.7)</p> <p>3. Students will try on different classmate’s shoes and will observe and discuss how it feels to walk in shoes that are big/small and what happens to their feet and shoes as they grow (4.3.1)</p> <p>4. Students will look at pictures of different types of shoes worn by various cultures or for special occasions then teacher will read <i>Shoes, Shoes</i> (A. Morris) (6.1.3; 6.4.1; RL.PK.1; RL.PK.3; RL.PK.4; RL.PK.6; RL.PK.10; RI.PK.2; RF.PK.1,a,b,c,d)</p> <p>5. Students will assume roles of shoes maker, salesmen, cashier, customer and play different scenarios at the shoe store (0.5.1; 0.5.2; 0.5.3; 0.5.4; 1.3.1; 1.3.2; 1.3.3; 1.3.5; 6.3.2)</p>	<p><a href="http://ecrp.uiuc.edu/v1n1/chard.html">http://ecrp.uiuc.edu/v1n1/chard.html</a></p> <p><a href="https://www.youtube.com/watch?v=JfmBTXLg5wc">https://www.youtube.com/watch?v=JfmBTXLg5wc</a></p> <p><a href="http://www.everythingpreschool.com/themes/shoes/">http://www.everythingpreschool.com/themes/shoes/</a></p> <p><a href="https://theeducatorsspinonit.com/2014/08/shoe-activities-for-preschool-learning.html">https://theeducatorsspinonit.com/2014/08/shoe-activities-for-preschool-learning.html</a></p> <p><a href="http://www.prekinders.com/preschool-shoe-store/">http://www.prekinders.com/preschool-shoe-store/</a></p> <p><a href="https://www.youtube.com/watch?v=76HTNJGF2ro">https://www.youtube.com/watch?v=76HTNJGF2ro</a></p> <p><a href="https://www.youtube.com/watch?v=GHWUrSsnDYM">https://www.youtube.com/watch?v=GHWUrSsnDYM</a></p>
<b>Week 2</b>	<p>1. Invite a local shoe maker or repair shop to visit the classroom and do a small demonstration on how shoes are made (6.3.1)</p> <p>2. Students will bring in and discuss different shoes worn by members of their family (6.1.1; 6.1.2; 6.1.3)</p> <p>3. Parent will read <i>New Shoes for</i></p>	<p>1.Students who are interested will trace their shoes to make a mural (2.4.2; W.PK.1; W.PK.2)</p> <p>2. Teacher will read <i>Centipedes One Hundred Shoes</i> (T. Ross)Students will compare the number of steps it takes to get to a location inside the school while wearing different</p>	<p><b>Key Vocabulary</b></p> <p>Fasten, velcro, tie, lace, size, fabric, leather, sales associate, measure, athletic, occupation, flat, platform, high heel, athletic, buckle, ankle, cleats, clogs, slides, eyelet, foam, insole, heel, sole, tongue, rubber, canvas, casual, dressy, padded, patent leather, waterproof, suede, support</p>

	<p><i>Silvia/Zapatos Nuevos para Silvia</i> (J. Hurwitz) (RL.PK.1; RL.PK.3; RL.PK.4; RL.PK.6; RL.PK.10; RI.PK.2; RF.PK.1,a,b,c,d;)</p> <p>4. Children will sing and dance to Shoes. (<a href="https://www.youtube.com/watch?v=GHWUrSsnDYM">https://www.youtube.com/watch?v=GHWUrSsnDYM</a>) (1.1.6)</p> <p>5. Children will walk on top of bubble wrap during active play as they move to music (1.1.1; 1.2.1; 1.1.5)</p>	<p>types of shoes (RL.PK.1; RL.PK.3; RL.PK.4; RL.PK.6; RL.PK.10; RI.PK.2; RF.PK.1,a,b,c,d ;4.3.2)</p> <p>3. Students will participate in weighing which material used for shoes weighs more, weighs less, etc. (4.3.2)</p> <p>4. Teacher will read <i>Not a Box</i> by A. Portis (RL.PK.1; RL.PK.3; RL.PK.4; RL.PK.6; RL.PK.10; RI.PK.2; RF.PK.1,a,b,c,d). Then teacher will place a variety of shoe boxes in fine motor and block area to allow children to build and explore (9.1.2; 4.4.1; 4.4.2)</p> <p>5. Teacher will provide different types of textures. Children will use their feet to explore their senses and compare the differences between feeling with their feet and their hands (0.1.3; 0.2.4; 0.5.1; SL. PK.1. a,b;5.1.4)</p>	
<p><b>Week 3</b></p>	<p>1. Students will play a listening game with shoes (ex: if you have blue shoes jump, brown shoelaces touch your head) (SL.PK.3)</p> <p>2. Students will go through obstacle course while following cue cards (e.g. Shoe on the shoulder) (0.4.1; 0.5.4; 2.4.1; 2.4.3)</p> <p>3. Teacher will read <i>Shoes: Their History in Words and Pictures</i> (C. and D. Yue) and lead discussion about the book (RL.PK.1; RL.PK.3; RL.PK.4; RL.PK.6; RL.PK.10; RI.PK.2; RF.PK.1,a,b,c,d)</p> <p>4. Teacher will read <i>Pete the Cat. I Love my White Shoes</i> and lead children into creating their rhyme on their favorite shoe (RF.PK.2,a; 7.1.1)</p>	<p>1. Children will create different types of shoes used by various cultures or for special occasions (6.4.1)</p> <p>2. Students will use a measuring tape to measure school's staff and classmates shoes (5.5.1)</p> <p>3. Students will create chart based on their findings from measuring activity (4.3.1; 4.3.2; 4.3.3)</p> <p>4. Teacher will make music/rhythms with children using different kinds of shoes (1.2.3; 1.2.4)</p> <p>5. Children will explore with different textures and explore which one absorbs the most water.</p>	

	<p>5. My Shoes (Sung to: “Skip to My Lou”)  A song to review the colors. At the end of the song, teachers can have the children make a class list of the shoe colors they see in a group writing lesson (0.4.1;2.4.2; W.PK.1; W.PK.5)</p>	<p>Children will draw conclusions on what type of shoe will work best in different kinds of weather (5.1.1; 5.1.2; 5.1.3; 5.1.4)</p>	
<b>Week 4</b>	<p>1. Scavenger hunt: help find t missing shoe to complete the pair while going through an obstacle course during gross motor time (0.4.1; 0.5.4; 2.4.1; 2.4.3)  2. Teacher will lead children on a shoe rhyme “Tie your shoes” and assist children in following the rhyme to tie their own shoes (0.2.1; 1.2.1)  3. 4. &amp; 5. Students will share their S Box during show and tell (RF.PK.1,d)</p>	<p>1. Students will explore different textures to see which  2. Students will predict what type of shoe is in the shoe box by using their sense of touch (9.3.3)  3. Students will create patterns using socks (or pictures of socks) (4.3.1)  4. Children will use a ruler to measure how long a shoe size is. (How long is a shoe size 7) (4.3.2)  5. Teacher will pile up a variety of shoes. Children will have to look for the identical shoe and pair them. (one to one correspondence) (4.1.6)</p>	