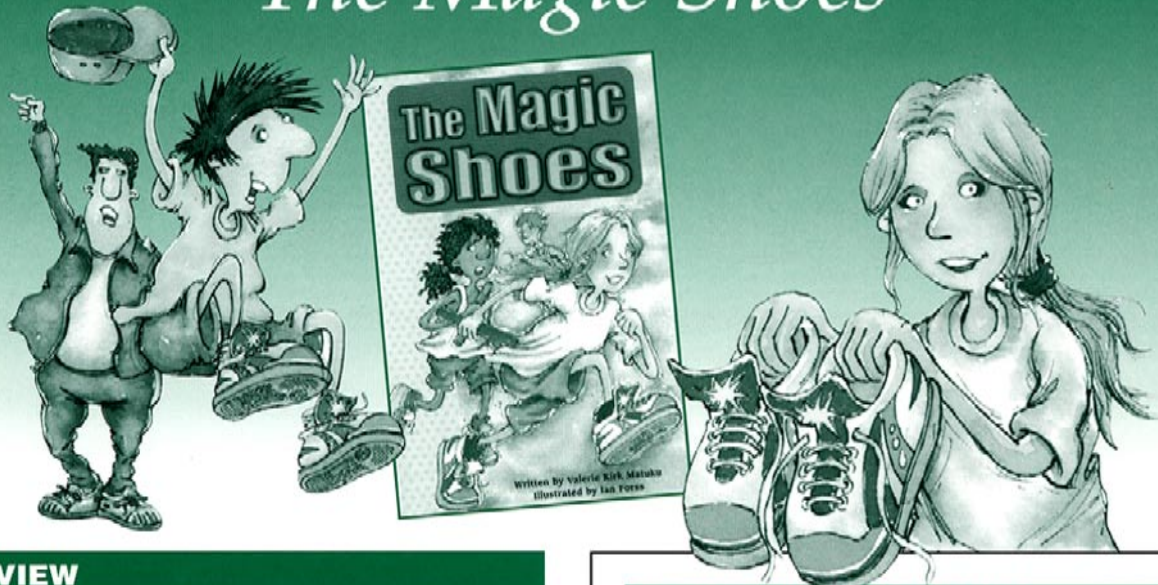




The Magic Shoes



OVERVIEW

When the members of the West School athletics team arrive for an athletics competition, they are dismayed to see that the other teams all have team uniforms and really cool shoes.

But Jade isn't worried. She thinks she has the most special shoes of all. When the other children try them on, they suddenly become winners. Are these really magic shoes, or is there another explanation?

LEARNING OUTCOMES

During this unit, the students will:

- write real and imaginative definitions for terms that incorporate the word *shoe*
- locate action verbs and write appropriate synonyms
- recall and record significant events in the form of a newspaper article

WORDS TO WATCH FOR

announcement	athletics	championships
convention	energized	escort
hurdles	jittery	jogged
nervous	rambled	reassuringly
schedule	springy	triumph

INTRODUCING THE BOOK

- Read the title to the students and get them to look through the illustrations. Ask, *What do the illustrations suggest this story is about?*
- Discuss the idea of shoes being magic. Ask, *How could shoes be magic? What would they do? How would they be different from normal shoes?*

BEFORE READING

- Ask, *What other shoes have you read about in stories? What was special about them?* The students might mention *Cinderella*, *The Twelve Dancing Princesses*, *The Red Shoes*, and so on.
- Discuss the two meanings of the word *magic*. (It can also mean *terrific*, *great*, and so on.)

READING THE TEXT: COMPREHENSION

Read with any
students needing help.

Chapter 1 (pages 5–11)

- Ask the students to look at the illustration on pages 4 and 5. Ask, *What do you notice about these children?* Read page 5 to the students and discuss how the athletics team is feeling, and why this could make a difference to their performances.
- Remind the students that the story will be told from one point of view. Discuss whose point of view that will be.
- Prepare the students to read the rest of the chapter independently. Say, *Read to the end of page 11 and find out how Jade tries to help Krystal, and what Mr Flores said to help his team.*

Chapter 2 (pages 12–17)

- Ask, *Why do you think Jade lent her shoes to Krystal? How do you think they will make a difference?* Say, *Read pages 12 and 13 to find out how Krystal felt.*
- Ask, *What do you think will happen in Krystal's race?* Ask the students to read the rest of the chapter independently, and then discuss the question posed by Mr Flores at the bottom of page 17.

Chapter 3 (pages 18–25)

- Ask, *Now that Krystal has been so successful wearing Jade's shoes, what do you think will happen with the other team members?* Discuss the students' responses to these questions, encouraging them to justify their answers.

- Provide guidelines to assist the students in reading to the end of the chapter independently. For example:
 - Pages 18–21: Find out how the shoes change Jason's attitude, but not that of the coach.
 - Pages 22–25: Find out how well Jason did and how Mr Flores reacted.

Chapter 4 (pages 26–33)

- Review the events of the story to date. Ask, *Why do you think the coach is really smiling?*
- Ask the students to read pages 26 and 27. Pause there and ask, *What could be the way to solve the problem of only one pair of shoes and two events?* Then ask the students to read page 28 and discover Jade's solution.
- Ask, *How well do you think Jason and Krystal did in their field events?* Read to the end of the chapter and find out. Discuss the surprising results.

Chapter 5 (pages 34–45)

- Say, *Jade's solution to the last problem was a good one, but what do you think she can possibly do about the relay?* Get the students to read the entire chapter independently.
- Talk about the ending and ask the students to discuss whether or not they think the relay team won the race. Ask, *What do you think the author was really trying to tell us?*
- Ask the students to read the *From the Author* and *From the Illustrator* sections and discuss the information.

AFTER READING

- Review the students' understanding of the author's message in this text.
- Ask the students to reflect on and talk about their ability to take increasing responsibility for reading the text, throughout the unit.
- Help them to understand that, as they continue to read, they can use previous information to anticipate upcoming events.

- Ask the students to search the text for action words, such as *sprang*, *tumbled*, and so on. Explain the concept of synonyms. Make a chart headed *Verb* and *Synonyms*. Challenge the students to find synonyms for their list of action verbs. Display the chart.

Verb	Synonyms
<i>sprang</i>	<i>jumped, leaped</i>
<i>tumbled</i>	<i>fell, rolled</i>

- With the students, generate a list of terms related to *shoes*. For example: *shoelace, shoemaker, shoebox, shoe polish, shoehorn, shoeshine, shoestring*.
- Choose one of these and demonstrate how to locate and record an actual definition and an imaginative definition. For example:
 - shoehorn: an implement that helps you put on a tight shoe
 - shoehorn: a wind instrument shaped like a shoe
- Ask the students to recall and discuss any previous work done on writing newspaper articles. Display and discuss newspaper reports of several competitions. List the types of information they include.
- Help the students to recall the main points in the story that should be included in an article. These could include:
 - the team's original anxiety
 - Jade's optimism
 - Jade's solutions to the team's problems
 - the coach's reaction
 - the actual performances of each of the children
 - a possible ending

INDEPENDENT ACTIVITIES

The students could try these activities.

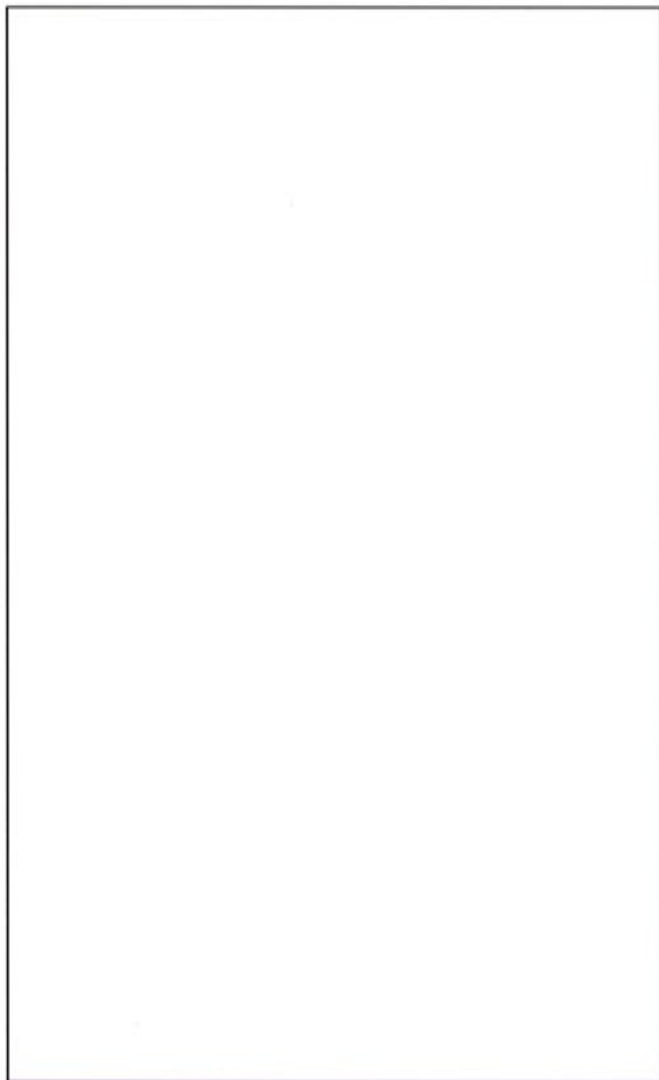
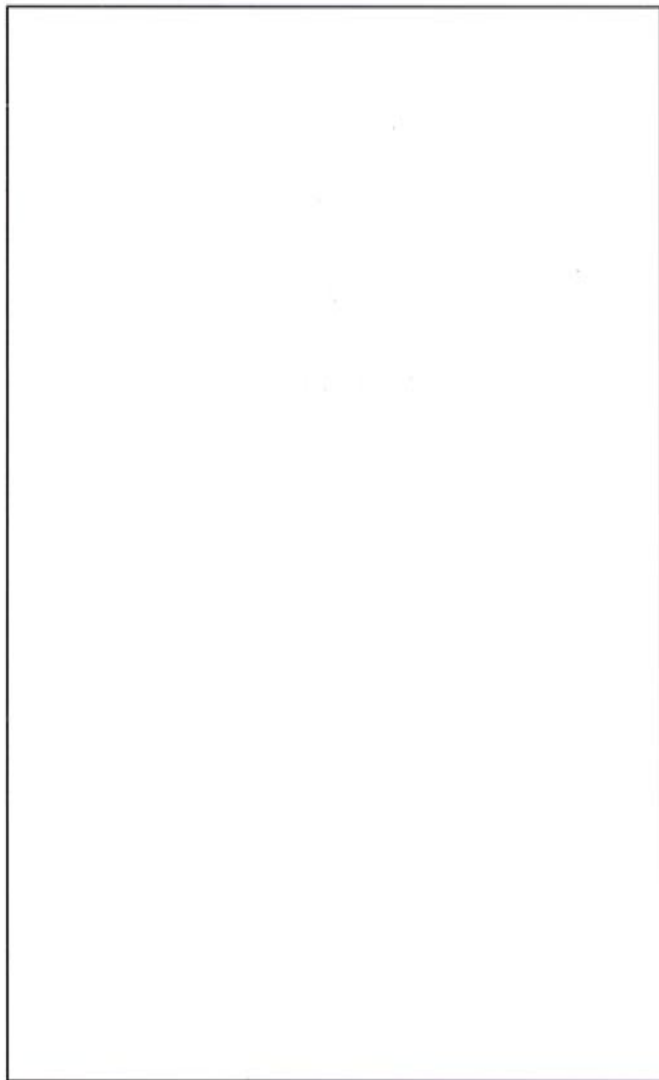
- Complete the **copy master** at the end of these notes by writing a report about a real or imaginary sporting competition in which they took part. When they have finished, they could share their newspaper articles with the rest of the class. The articles could then be combined into a booklet for others to read.
- Research other stories where shoes are important. (See *Before Reading*.) The students could share these with the class.
- Write about their favourite pair of shoes and why they like them.
- Write a paragraph about one character from the book, using as many action verbs as possible.



Newspaper Article

1. Write the headline in the first space and your name in the second space.
2. Write your article over the two columns (working top to bottom), leaving enough space for an illustration at the bottom of the right-hand column.
3. Finish by drawing a "photograph" in the right-hand column.

by _____



Use with *The Magic Shoes*.

NAME _____