



On your feet

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Focus phonics

ee as in feet, need, keep, teeth, heel, heels, queen, seen, queens, see, deep, been

or as in short, sort, worn, cord, formed, sorts, morning, born, for, cork

air as in pair, hair, pairs

Tricky words

all, are, as, be, by, do, go, has, have, he, her, his, I, is, my, no, of, oh, old, one, out, said, she, so, the, there, they, to, was, you, your

Book summary

This book explores modern day and historical footwear, including what astronauts wear, geta from Japan, boots, heels and socks.

Learning intention

Phonics: Work on exposure to words in the book with long vowel digraphs: /ee/, /or/ and the trigraph /air/. Extend this to other words with the same graphemes for those vowel sounds.

Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context

Fluency:

- Read with appropriate emphasis and intonation to support the meaning of the text

Before reading

Story discussion: Look at the cover and read the title together. Ask: Do you think this is a fiction or non-fiction text and why? Why do you think five shoes are shown on the cover? Are they in pairs? Compare to the title page image. Ask: What do you see there? (odd socks - not a pair) What different types of footwear can students think of? Flip through the book to get a sense of the contents.

Quick phonics warm-up: Read the /air/ words on the inside front cover. Look on p 2 for the word with the /air/ trigraph (*pair*). Ask: What does *pair* mean? (a pair means two; shoes usually come in pairs, one for each foot) Ask: Think of a word that rhymes with *pair*. (*hair*) Flip through the book to find *hair* and *pairs*. Read the words again.

Vocabulary check:

darn p 23 to mend a hole in a wool garment with a needle and wool

matted p 20 tangled or woven

Morphology: *Fingerless* on p 24 has the suffix *less*, meaning *no*. So, fingerless mittens have no fingers. Ask students to tell a partner an easy way to make a pair of fingerless mittens.

Etymology: *Woollen* on p 22 comes from the root word *wool* and means 'made of wool'. The old English version of *wool* was *wull* which was of Germanic origin. (The suffix *-en* means 'made of'.)

Tricky word practice: Display the tricky words *do* and *out*. Ask students to point to the tricky parts. (o which says /oo/ in *do* and ou which says /ow/ in *out*) Practise writing and reading the words.

During reading

Read the story: If two reading sessions are needed to read the text, then p 13 is a good place to break and students could read the remainder at home or on day 2.

Reading could follow one or more of the following approaches:

- Start by reading the text with students, then ask them to take over, reading aloud at their own pace. On p 4 ask: What is the difference between what astronauts wear in a rocket ship and on the moon? (big boots for the moon and hopping sandals for the rocket ship) How do you think the astronaut feels in all the gear? (warm, important, brave, protected?) Students continue reading, aiming for a smooth and fluent reading, but pausing to sound out and blend any words that they cannot read on sight. Practise segmenting and blending the word *pair* /p/ /air/
- Divide the book up between students; it can be split into seven sections (Off to the moon, Geta, Footgear for fishers and Hard-cap boots, Summer gear, Boots, All sorts of heels, and Socks), which could be shared in pairs. Each pair reads a section and then reports back on it. (Boots is a longer section and may need three or four students reading and reporting back on it.)

Phonics support: Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy especially in words with the phonemes /ee/, /or/ and /air/.

Comprehension support: Pause occasionally to talk about the book and encourage students to work out the most important information on a given page. For example on p 6 check students understand how long the fishers' boots are and why. (they go up to mid-thigh height to keep legs dry) On p 20, check that students can understand why most people didn't have socks before the 1700s. (socks were expensive) What else did rich people wear on their feet? (p 19 - heels)

After reading

Apply learning: Discuss the book. Ask: Now that you've read this book, do you think it would be fun to live in the 1700s? Why or why not?

Comprehension: Find words in the text that are opposites or antonyms, e.g. up/down; high/low; short/long. Take turns to say them in a sentence to show the difference.

Discuss the questions on the inside back cover.

Describe a kitten heel. (a low heel on a shoe)

What makes hard-cap boots useful? (the solid tip protects the foot from harm)

Words that have a hyphen between them are a type of compound word as the meaning of both words combine to make one, as in hard-cap. Find and discuss these in the text: quick-witted, mid-thigh, not-so-high.

Fluency: Choose a passage from the book and model how to read it fluently with appropriate accuracy, rate and prosody. Students read the same passage, copying your reading. Students then choose another brief passage and read it fluently with expression to their partner. They practise speed-reading the focus words from the inside front cover to encourage automaticity.

Spelling and writing through dictation: Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 15)

The queen said she had better things to do than do up lots of buttons. So, in 1837, this pair of boots was formed for her. Not one button to do up!

The queen was seen out morning, noon and night in her boots. She popped them on and off. So quick! There are lots of boots such as this in the shops now – all thanks to the queen!

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

Create new words.

Worksheet 2: Comprehension

Complete the sentences.

Worksheet 3: Maths

Complete the timeline.

Worksheet 4: Design and technology

Design footwear for a job from the list.

On your feet

Worksheet 1: Phonics

Name: _____ Date: _____

1. Pick a sound from each column to write /ee/ words. You can use the sounds more than once. One has been done for you as an example.

| | | |
|----|----|----|
| f | | p |
| sh | | n |
| qu | ee | t |
| m | | th |
| t | | d |
| d | | |
| s | | |
| w | | |

feed

On your feet

Worksheet 1: Phonics - continued

Name: _____ Date: _____

2. Pick a sound from each column to write /or/ words. You can use the sounds more than once. One has been done for you as an example.

| | | |
|----|----|---|
| f | | t |
| w | | d |
| c | or | k |
| sh | | |
| l | | |
| p | | |

fort

3. Write two sentences that rhyme, using these words: weed, seed

4. Write two sentences that rhyme, using these words: fort, short

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Worksheet 2: Comprehension

Name: _____ Date: _____

1. Complete the sentences below using words from this word bank.

| | | | | | |
|-------------|--------------|--------------|-------------|--------------|--------------|
| deep | boots | short | worn | teeth | heels |
|-------------|--------------|--------------|-------------|--------------|--------------|

Geta have _____ to keep feet out of the mud.

Rubber boots can go in _____ rivers.

Some boots are long and some boots are _____.

A queen in the 1800s used to wear _____.

Rich men in the 1700s used to wear _____.

Up until the 1800s, socks were _____ only by the rich.

2. What is your favourite thing to wear on your feet, and why?
Here are some ideas, or choose your own: skates, boots, skis, trainers, wellingtons, sandals, slippers.

On your feet

Worksheet 3: Maths

Name: _____ Date: _____

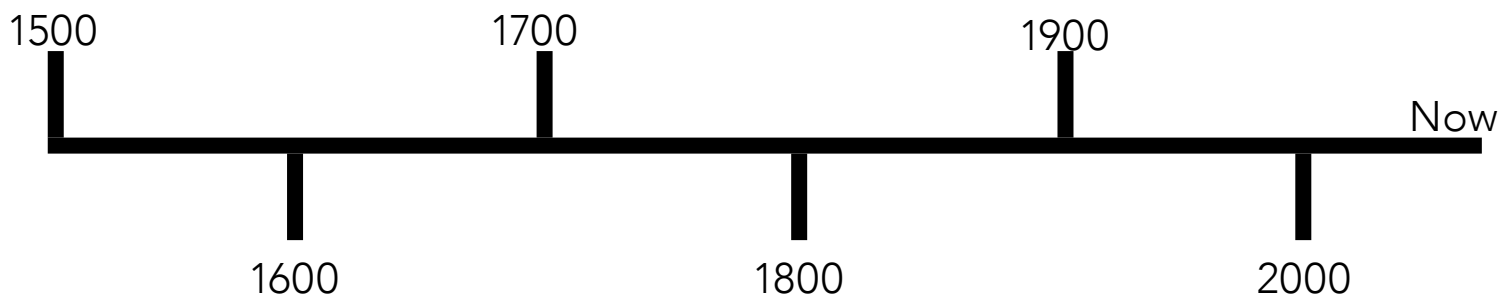
1. This book tells us about footwear over time. Cut and paste (or write) the events below onto the correct place on the timeline:

Men went to the moon for the first time in 1969.

A queen in the 1800s had boots.

Rich men in the 1700s had heels.

Men in the 1600s wore long boots.



On your feet

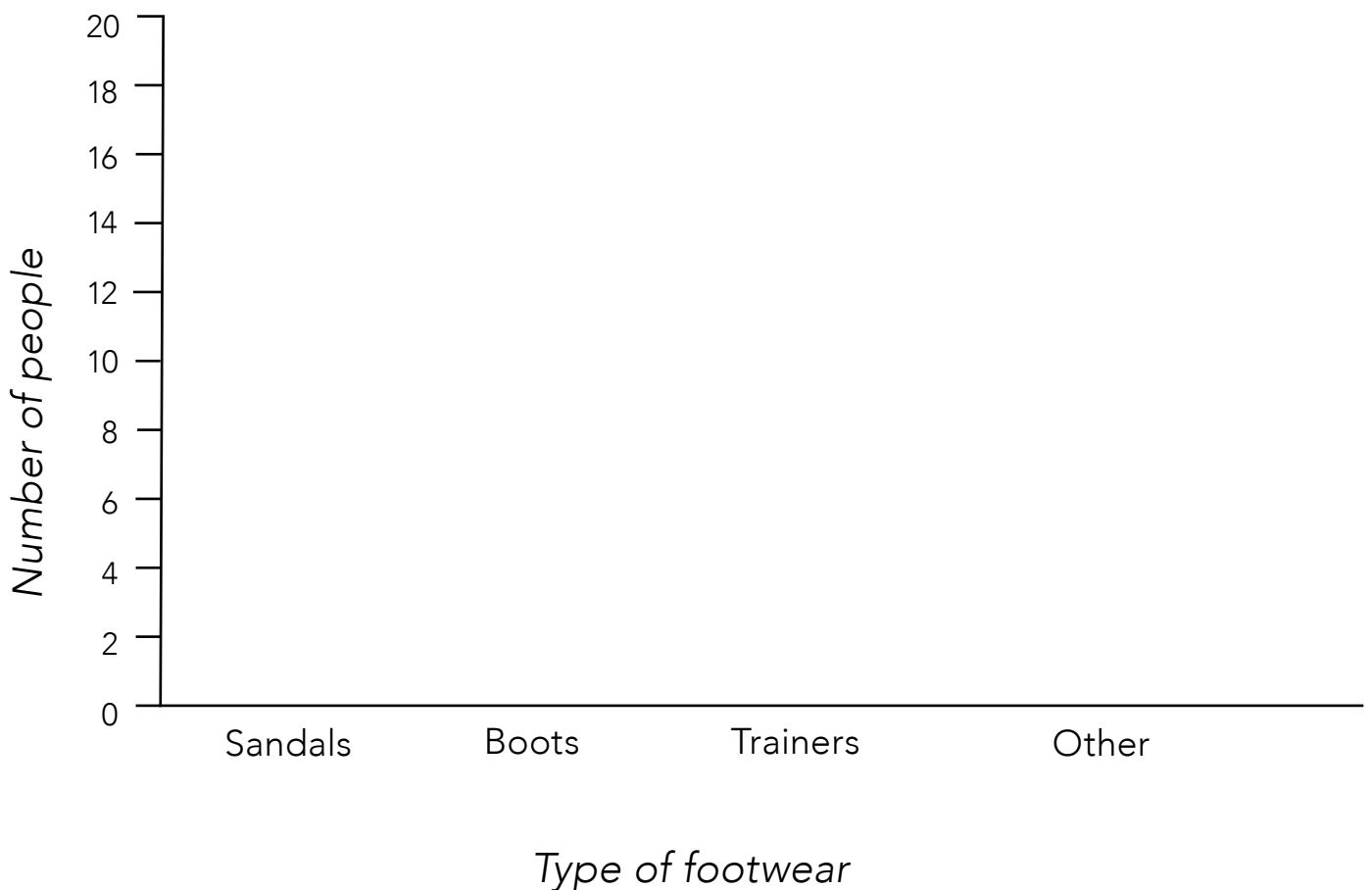
Worksheet 3: Maths - continued

Name: _____ Date: _____

2. Ask students in your classroom what kind of footwear they like to wear. Complete the tally chart. This will show you which is the most popular.

| sandals | boots | trainers | other |
|---------|-------|----------|-------|
| | | | |

3. Create a bar graph to display your data.



On your feet

Worksheet 3: Maths - continued

Name: _____ Date: _____

4. Write a sentence to tell what your research found out about the footwear worn by your classmates.

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Worksheet 4: Design and technology

Name: _____ Date: _____

1. Imagine you have been asked to design footwear for one of these workers:

- An explorer
- A zookeeper
- A pop singer
- A sports coach
- A movie star

Choose a worker. Draw a picture of the footwear, below, and label the features that make it useful to the worker.

