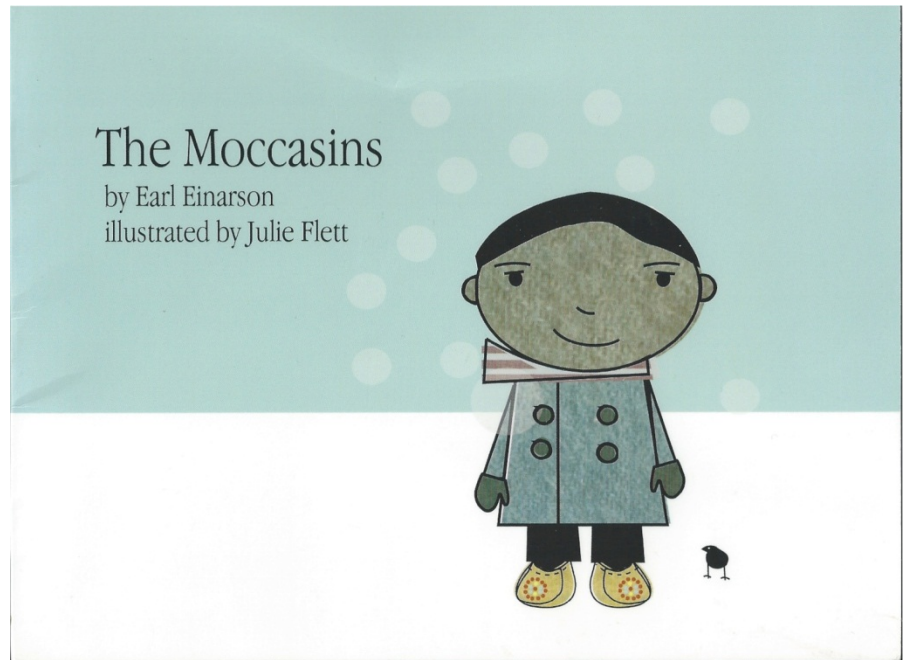


**Book Title:** *The Moccasins*

**Author:** Earl Einarson

**Illustrator:** Julie Flett

**Annotation:** In this story, the author shares his personal life with a foster mother who keeps his culture alive with a pair of lovingly made moccasins. The illustrations follow the boy from childhood through adulthood, when he in turn becomes a parent. The foster mom taught the author well because he becomes a loving and affectionate parent who wants his own child to experience the feel and smell of the moccasins.



**Concepts at a Glance:**

- ✚ Acceptance, self esteem, love
- ✚ Belonging-differing family groups
- ✚ Identity

**Text Set on Shoes:** Two Pairs of Shoes, Kokum's red shoes, Cinderella

**Projects, Ideas and Activities:**

1. What does it mean to walk in someone one else's shoes?
2. Teach vocabulary related to shoes and the materials of which shoes are made: sole, heel, tongue, lace, arch, leather, plastic, vinyl, mesh, cork, wood.
3. Estimate various distances, than measure using shoes.
4. Look for the story told by the illustrations, rather than the print.
5. Have students take off their shoes. Use them to teach counting by twos. Sort shoes on the basis of their materials and characteristics.
6. Note the patterns throughout the book. Use them to develop art lessons on patterns and on creating images based on 3 main shapes: circle, rectangle, triangle.
7. Walk and map the school yard.

## The Moccasin-Curricular Links

**Science** Grade 1: Topic C: Building Things

### Social Studies

- ✚ K.1 *I am Unique*/K.1.3 Examine what makes them unique individuals by exploring and reflecting upon the following questions for inquiry: How do culture and language contribute to my unique identity?
- ✚ 1.2 *Moving Forward with the Past: My Family, My History, My Community*/ 1.2.1 Appreciate how languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging.

### Mathematical Strands:

#### Patterns and relations

- ✚ (1) Demonstrate an understanding of repeating patterns (2-4 elements) by: describing, reproducing, extending, creating.
- ✚ (1) Sort objects using one attribute and explain the sorting rule.

#### Shape and space

- ✚ (1) Demonstrate an understanding of measurement as a process by: identifying attributes that can be compared, ordering objects, making statements of comparison, filling, covering or matching.
- ✚ (2) Describe, compare and construct 2-D shapes including: triangles, squares, rectangles, circles.

**Mathematical Processes:** Problem Solving, Reasoning

### English Language Arts

#### 1.1 Discover and Explore

- ✚ (K) Talk about ideas, experiences and familiar events.
- ✚ (1) Make observations about activities, experiences, oral, print and other media texts.

#### 2.1 Use Strategies and Cues

- ✚ (K) Understand that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewed.
- ✚ (1) Use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media text.

#### 2.2 Respond to texts

- ✚ (K)(1) Participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tale, rhymes, photographs, illustrations and video programs.

### Art: Level One: Depiction-

**Component -4A:** All shapes can be reduced to basic shapes; i.e., circular, triangular, rectangular

**Component -4C:** Shapes can be made using different procedures; e.g., cutting, tearing stitching

**Component -6B:** Textures form patterns.

### Art: Level One: Expression

**Component - 10A:** Everyday activities can be documents visually.

**Component -10C** Family groups and people relationships can be recorded visually.