

Using a Story to facilitate speech and language: Week 3

This week's story: Shoes from Grandpa by Mem Fox

What the story is about: Grandpa kicks off the plot by buying Jesse a pair of **shoes**, which of course, need a pair of socks to go with them...and soon the whole extended family is pitching in to buy something "to go with the **shoes from Grandpa**."

If you HAVE the book, that's great. Otherwise, you can access someone reading the book as the pages are turned if you simply google the title of the book. You can also access an audio version by following the link <https://stories.audible.com/>

If you have the book,

- point to the words as you read the title (the NAME of the book) and then have your child point to whom they think is grandpa and Jessie; describe what they're doing ("Jessie is hugging her grandpa; I bet she loves her grandpa").
- On one of the first pages, Jessie's whole family is pictured – see if you can figure out who all of them are (see if your guesses are correct as you read the story).
- As you read through the book, the illustrations are wonderful and filled with details. Make sure you point out the item in the illustrations, make a short comment about them or ask simple questions about what is happening in the illustrations. Make sure you mix COMMENTS with questions; too many questions can tire a child and disrupt the flow of the story.
- At the end of the story, there is a picture of Jessie dressed in all the clothing items her family would like to give her. Notice her expression – she looks a bit frustrated and not necessarily very happy! Why is that? You'll discover the answer on the very last page. Talk a little bit about how you liked the story, what you liked best; wonder aloud if Jessie's family members will ACTUALLY buy her all those things!

If you're watching a video of the story, you can stop it at certain intervals (not too many) and talk about the illustrations (same as above). Remember, for very young children or for children who are not yet talking or using many words, just having them POINT to a picture that YOU name, is good!

AFTER READING, WATCHING OR LISTENING:

- Try to remember all the PEOPLE (characters) in the book and all the CLOTHING items they wanted to give her. Thinking up these things teaches your child about CATEGORIES (people, clothing) and is good for developing thinking skills. You can think up lists of all kinds of categories as part of your ongoing teaching/learning at home. Related to THIS story: think of all the clothing one usually wears on a cold, snowy, rainy or sunny day; all the people in your extended family; all the pets your extended family or friends have (Jessie's family had a pet dog, as seen in the illustrations). If you have photos of any of these things or people on your phones or in a family album, bring those out to illustrate items in the categories.
- Play a dress-up game – see how many different items of clothing you or your child can put on, to pretend to be "like Jessie".
- Draw a relatively large picture of a figure and then draw clothing items or have your child draw them on the figure, noting what clothing items go on which body part.