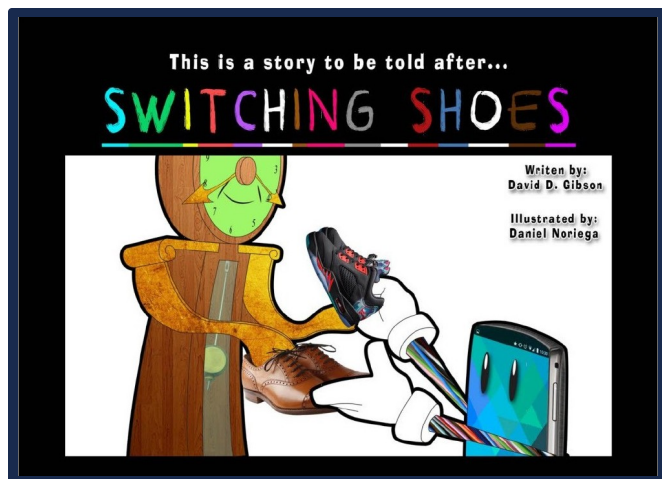


Switching Shoes

A picture book built entirely around one of English's most useful idioms — and a ready-to-teach unit for English learners, newcomers and read-aloud classrooms.



Ages 4–8

CEFR A1–A2

WIDA 1–4

Read aloud

Narrated video 4:43

WHY IT WORKS FOR ENGLISH LEARNERS

- **The whole book teaches one idiom.** *To be in someone else's shoes* is high-frequency, opaque to learners, and almost impossible to picture — this book makes it literal on every page.
- **The characters are objects, not people.** Clocks are the old ones; phones are the young ones. No cultural background knowledge is assumed, so newcomers are never behind before page one.
- **Short, rhyming, repeated structures.** Predictable syntax is what lets a beginner join in on the second reading.
- **A narrated video exists.** 4 minutes 43 seconds of clear, paced English — the listening half of the lesson is already made.

WHAT'S IN THIS PACK

Pre-teaching routine and vocabulary · comprehension stops keyed to the text · a listening lesson built on the narrated video · grammar focus on comparatives and *wish + could* · differentiated speaking frames for three proficiency bands · one photocopiable student page.

PERMISSION TO COPY

This companion is free. Print it, photocopy it and share it with colleagues in your school. The book itself is sold separately — see the last page.

Before reading

TEACH THE IDIOM FIRST — IT IS THE WHOLE BOOK

Hold up a shoe. Ask a student to hold up theirs. Swap them. Then say the sentence slowly and write it on the board:

"Put yourself in my shoes."

Ask what it means literally (wear my shoes) and what it means really (imagine being me). Most learners will have an equivalent in their first language — invite them to say it. That two-minute exchange is the single most valuable thing in this lesson, and it is the reason the book lands.

KEY VOCABULARY — PRE-TEACH THESE SIXTEEN

shoes	sneakers	slippers	boots
switch	swap	young	old
clock	phone	playground	slide
wish	please	breeze	bliss

The first twelve are concrete and can be taught with objects or the illustrations alone. The last four are the stretch words — teach *wish* before reading, and leave *bliss* and *breeze* to be met in context and explained on the second pass.

FIVE-MINUTE WARM-UP · WORKS AT ANY LEVEL

Two columns on the board: **YOUNG** and **OLD**. Students sort words and pictures into them — *baby, grandmother, playground, walking stick, slide, armchair, sneakers, slippers*. Keep the columns up; the book fills them in.

Newcomer variation: hand out the words on cards and let students place them physically. No speaking required to participate.

SET THE PURPOSE

Tell the class, in one sentence, what to listen for: *"The old ones and the young ones are going to trade shoes. Listen for what each one wishes for."* Purpose-setting is what turns a read-aloud into a lesson.

IF YOU HAVE THE FREE PREVIEW

The six-page color preview at umedia.fun is enough to run this entire page. Project it or print the playground spread — the visual contrast between clocks and phones does the pre-teaching for you.

During reading — where to stop

Four stops. Each one is a line from the book, a question pitched at beginners, and a stretch question for students who are ready for it. Read straight through the first time; stop on the second reading.

THE LINE	ASK EVERYONE	STRETCH
<i>"Ladies and gents, boys and girls, young and old please be amused!"</i>	Who is talking? Where are they standing?	Why does the book start on a stage with a curtain?
<i>"For this story is to be told after you switch shoes..."</i>	Point to the clock. Point to the phone. Who is old?	What do you think will happen when they switch?
<i>"Oh! the bliss of being young..."</i>	Are the phones happy or sad? How do you know?	Who is saying this line — a young one or an old one?
<i>"As a child everything is about FUN!"</i>	Name three fun things on this page.	Is that true for grown-ups too? Why not?

THE LISTENING LESSON — USE THE NARRATED VIDEO

The narrated edition runs 4:43. It is the cleanest listening text you will get for this age band, because the pacing is slow and the vocabulary is already taught.

- **Pass 1 — eyes closed.** Play it through with no pictures. Ask one question afterwards: *"How many voices did you hear?"*
- **Pass 2 — listen and point.** Students follow along in the book or on the projected preview and point to each character as it speaks.
- **Pass 3 — pause and predict.** Stop at each of the four lines above and let the class finish the sentence before the narrator does.
- **Dictation, for stronger groups.** Play one line three times. Students write what they hear. Compare with a partner before you show the page.

NEWCOMERS AND SILENT-PERIOD STUDENTS

Every activity on this page can be answered by pointing. Do not require speech. A student who points to the correct character on pass 2 has comprehended, and you can record that.

Language focus

1 · COMPARATIVES — THE BOOK IS BUILT ON A CONTRAST

Every spread pairs an old character with a young one. That is a free, illustrated comparative drill.

*The clock is **older than** the phone.*

*The phone is **younger than** the clock.*

Extend with pairs the illustrations give you: *fast / slow · tall / short · loud / quiet · new / old*. Students find each pair in the pictures before they say the sentence.

2 · WISH + COULD — THE GRAMMAR THE STORY TURNS ON

Two lines in the book carry the same structure, once from each side:

*"You **wish you could** drive the car and go wherever you please"*

"But when you're old you wish you could sit back and enjoy the breeze"

This is a hard structure taught easily, because the book supplies both halves of the contrast. Drill the frame — **I wish I could** _____ — and then let students fill it for themselves, not for the characters.

PROMPT	EXPECTED FRAME
Something a young person wants	I wish I could <i>drive a car / stay up late</i> .
Something an older person wants	I wish I could <i>run fast / play outside</i> .
Something you want	I wish I could _____.

3 · QUESTION FORMS — FROM THE STOPS

Recycle the comprehension stops as a question-formation exercise. Give the answer, ask students to build the question:

- Answer: *On a stage.* → Question: **Where** are they?
- Answer: *The clock.* → Question: **Who** is old?
- Answer: *Because they switched shoes.* → Question: **Why** ...?

ONE THING TO SAY OUT LOUD

Tell the class that "*in someone else's shoes*" is something adults say all the time and rarely explain. Naming an idiom as an idiom — as a thing that does not mean what it says — is a skill that transfers to every English text they will read after this one.

Speaking & writing, by proficiency

One activity, three entry points. Bands are given in both WIDA and CEFR terms so the same page works in a US newcomer classroom and an international English academy.

BAND	WHAT THE STUDENT DOES	FRAME YOU GIVE THEM
Entering / Emerging WIDA 1–2 · CEFR pre-A1–A1	Points, matches, labels. Sorts character cards into YOUNG and OLD. Copies one sentence.	<i>This is a _____. He is _____. Word bank supplied.</i>
Developing WIDA 3 · CEFR A1–A2	Completes the frame aloud with a partner, then writes it.	<i>I wish I could _____. The clock is _____ than the phone.</i>
Expanding / Bridging WIDA 4–6 · CEFR A2–B1	Writes a short paragraph and reads it to the group.	<i>If I switched shoes with _____, I would _____ because _____.</i>

THE ROLE-PLAY — "SWITCH SHOES FOR FIVE MINUTES"

- Pair students. One is the **clock** (an older person), one is the **phone** (a young person). Give each pair one prompt card: *bedtime · homework · the playground · the car · the phone*.
- Each partner says one sentence in role, starting with "**I wish I could...**".
- Then they physically swap chairs and say the other side's sentence.
- Two pairs join up and report: "*He wishes he could _____.*" — third-person reporting is the assessable outcome.

WHAT YOU CAN ASSESS FROM THIS

Comprehension of a read-aloud text · use of comparative adjectives · production of a target structure with modal *could* · third-person -s in reporting · turn-taking in a paired exchange. Enough for a graded speaking task without writing a rubric from scratch.

EXTENSION — THE COLORING EDITION

Every illustration in the book also exists as line art in a separate coloring edition. Students color the page they wrote about and pin the two together. For newcomers, coloring while listening to the narration is a legitimate, low-anxiety second exposure to the text.

If I switched shoes...

Name: _____ Date: _____

WORD BANK

shoes

switch

young

old

clock

phone

wish

could

older

younger

playground

drive

1 • FINISH THE SENTENCES

The clock is _____ than the phone.

The phone is _____ than the clock.

I wish I could _____.

2 • WRITE ABOUT IT

If I switched shoes with somebody, who would it be? What would I do?

3 • DRAW YOURSELF IN SOMEONE ELSE'S SHOES

WHERE THIS BOOK LIVES

Switching Shoes by David D. Gibson, illustrated by Daniel Noriega. Picture book, narrated video and coloring edition at umedia.fun — where you will also find a free six-page preview, three more picture books, and free companions like this one.