



Children's Defense Fund  
Freedom Schools®



# SUMMER INTEGRATED READING CURRICULUM GUIDE

VOLUME 17

## DAY: 5

**BOOK:** *From Where I Stand in the City*

**AUTHOR:** Cheryl Willis Hudson

**ILLUSTRATOR:** Nancy Devard

**DAILY THEME:** perspective

**FOCUS SKILL:** drawing conclusions

**COMMON CORE STANDARDS:**

- RL.2.1 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
- RL.2.3 Describe how characters in a story respond to major events and challenges.
- RL.K.10 Actively engage in group reading activities with purpose and understanding.
- W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**FOCUS PERFORMANCE OBJECTIVES:** Student should be able to:

- Interpret story details and draw conclusions, revising predictions as necessary and/or formulating additional questions.
- Discuss how characters respond to major events and challenges in the story.

**MATERIALS:** chart paper/markers/magazines/scissors/glue/construction paper/paper bags/index cards

**OPENING ACTIVITY:** Ask students to hold up one hand in front of their face so they are looking at their palm. Have them share what they see. Can they see both the dark and fine lines on their palms? Then ask students to pull their hands as close to their eyes as possible. What do they see now? Do the dark and fine lines on their palms look the same? What happened? If the lines have not changed why do the palms of our hands look different depending on how close your hand is to your face? Define and explain the word “perspective” and ask students to think about perspective as they read the story.

**MAIN ACTIVITY:** Read and discuss the book *From Where I Stand in the City*.

Recommendations for discussion:

- How old do you think the little boy in the story is? Why?
- Why does he only notice feet, socks, and shoes? What is his perspective of people in the city?
- When you are holding an adult’s hand and walking, do you mostly look up or down? Why?
- What did the little boy in the story notice about people’s shoes? Have you ever noticed people’s shoes as you were walking? What did you notice about them?
- What do shoes tell us about what is happening with a person? Do you wear different shoes for different occasions? Give an example.
- From the little boy’s perspective, why was it a treat to see the little girl?
- How does this story show us that there are lots of different kinds of people in a community?

## COOPERATIVE GROUP ACTIVITIES:

**Required:** Take a picture walkthrough of the book, and have students draw conclusions about what kind of person matches the shoes shown. Have students select a pair of shoes from pictures in magazines. Be sure to provide a variety of shoes (i.e. boots, sneakers, sandals, open-toe, closed toe, etc.). Have them draw the whole person to go with the shoes and then write a sentence or paragraph describing who the person is.

**Choose at least two:** Have students write an extended ending to the story. Do the little boy and girl become friends? Does he see more people his size? What other kinds of shoes does he see?

Have students create a drawing focused on perspective. Divide the paper into two sections. On one side of the paper draw an object from the perspective of being up close to the viewer. On the other side of the paper draw an object from the perspective of being far away from the viewer. To prepare students for this activity, you can position objects around the room and then have students stand in different locations. They should describe how the object looks to them from their location.

Have students brainstorm a list of different people in their community (i.e. mail carrier, firefighter, banker, teacher, truck driver, farmer, waitress, etc.). Have them select one person from the list and create a “Guess Who” bag. Give each student a paper bag and have them write or draw at least four clues (including what kinds of shoes this person wears) to place in the bag that describe their selected community person. After students have completed their bags, allow them to present their clues to the class. Whoever guesses the community person with the least amount of clues gets to share next.

The story was written in rhyme. Have students create four-line rhyming poems that describe a person and their pair of shoes.

**SOCIAL ACTION ACTIVITY:** Inform students that there are many people in their community and around the world that cannot afford to buy shoes. Research local charities that focus on providing people in need with shoes. Work with students to devise a plan for collecting shoes to give to the organization/charity.

**CLOSING ACTIVITY:** Have students share their drawings and descriptions of people from the required activity.



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