

# Socks Gets a Boy

## GOALS

### Comprehension

**Making predictions:** Help students to use the title of book and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning. Who was doing the choosing?

### Vocabulary

**High-frequency Words:** a, and, are, as, ask, at, by, call, came, can, come, do, down, get, good, he, here, his, how, I, in, into, it, jump, know, like, look, me, my, new, of, on, out, play, ran, ride, said, take, thank, the, they, think, this, to, up, want, what, with, yes, you

**Content Words:** ball, bark, boy, buddy, cage, car, curl, dad, dog, does, drop, fed, feet, hand, head, home, hug, knew, lap, lick, love, Mum, pat, pick, rode, shelter, sign, socks, thought, threw, took, us

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /th/

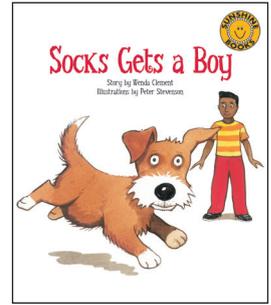
### Phonics

**Letters and Sounds:** /th/ thank

**Words to Blend and Segment:** thin, think, thud, thing, thick

### Fluency

Model fluent reading of the story with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending. Is it satisfying?



Socks is a little dog and he really wants to have a boy to play with.

## Before Reading

- Listen to the title and the name of the author and illustrator. Ask: Who is Socks? Why does it have that name? Have they ever owned a pet? What was its name? Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture.
- Look at the title page illustration. Ask: Who is in the picture? What does the expression on the dog's face tell you? What do you think might happen in the story?
- Talk/walk through the pictures. Include words like *sign*, *cage*, *thought*, *shelter*, *buddy*, *patting*, *curled* and *lap* in the conversation.
- Discuss the setting and what is happening with the characters (Socks, the boy, his Dad) on each page. On page 12, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2–3 look at the sign on the cage. What does it say? Look at the thought bubble. What is Socks thinking? Find the words *sign* and *dog* on page 2. Look for the initial letters s and d. Read the words together.
- Follow this pattern for each page up to page 15, discussing the illustration and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Who was doing the choosing? Did Socks get a nice home? Is this what students predicted? Do they have a pet at home? Where did it come from?
- Retell the text using the pictures on each page as a guide. What happened first, next and so on? What made Socks get a boy?
- Discuss the meaning of words in the book that end in -ed, e.g. *barked, patted, licked, jumped*. Relate them to their root words. Discuss the meaning of past tense. Make a chart of present and past tense verbs.
- Reread the story together. Have students make a chart showing setting, characters and events. They notice how the characters stay the same but the setting and events change.
- Reread page 8 focusing on the punctuation. Teach students the purpose of the full stop, comma, question mark, exclamation mark and speech marks.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same digraph: /th/ (voiceless) Students listen carefully for the /th/ sound in the following words as you read them – thin, think, thud, thing, thick. They repeat after you, emphasising the /th/ sound. They think of more words starting with /th/ to say, e.g. thank, thought, threw.

## **Phonics**

- Discuss the sound of the digraph /th/. Write the words thin, think, thud, thing, thick on the board to practise blending and segmenting the sounds together as a group, e.g. /th/ /i/ /n/ thin. Illustrate using alphabet letters, touching them as the sounds are made for the word.

## **Word Study**

- Talk about the words *do, thank, ask, new, as, into, came, want*. Read the flash cards from the inside front cover together. Ask students to locate the words in the text. Print multiple sets of the cards and use them to play a game of matching the words.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentences to a partner. e.g. *The sign on the cage said, Socks. "I want a boy," thought the dog.*

## **Fluency**

- Model fluent reading of the text with expression, attending to the punctuation and change of characters for students to repeat. Discuss the ending. Is it satisfying?

## **Writing**

- Students rewrite the story from Socks' point of view using thought bubbles. They use these to retell the story.
- Students write a new sentence about Socks using the pattern from the story. They draw a picture and write the sentence. e.g. Thank you, Mum. Thank you, Dad. I love my new pet cat.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.