

The Sock

🗣️ = Language comprehension

📖 = Word recognition

Group/Guided reading

Introducing the story

- 🗣️ (*Questioning, Imagining*) Read the title together. Ask: *What are they going to do with a sock? What do you think they could make from it?*
- 📖 Read the title together. Help the children to sound out and blend all the sounds in *s-o-ck*. Talk about the grapheme “-ck”, where two letters are code for a sound. You may want to talk about the /k/ sound and the different graphemes that are code for this sound, “c” as in cat, “k” as in key and “-ck” as in duck.
- 🗣️ (*Questioning*) Ask: *What other things could you do with clothes that are old, or have holes in?* Talk about how you could mend them, pass them on to somebody else or give them to a charity shop.
- 📖 Pay attention to the tricky words (the, I, go, to, was, my, put, this, went, see) used in the book. Read these words for the children if necessary, to help build familiarity before they read the story independently.

Strategy check

Remind the children to use their knowledge of phonics to sound out and blend new words.

Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read.
- W On page 88-②,③, support the children as they read *b-u-tt-o-n-s*, encouraging them to sound out and blend the word. If appropriate, remind the children that “*tt*” is a single sound /t/.
- C (Imagining) Talk about what Grandpa Chen is doing on page 88-③. Ask: *What do you think the buttons on the sock could be?*
- W On page 89-⑤, help the children to read the word *c-ow-b-oy*. Tell the children any sounds that they may not have learned at this stage. Encourage them to use this information to sound out and blend the word. If the word is too difficult, read the words for them.
- C (Imagining) Ask: *What other things could the children put on the sock puppet?* (For example, a hat, a crown, ribbons, horns, etc.)
- C (Questioning) Look at page 89-⑥ and check that the children understand that Lee and Lin’s mum is looking for her sock. Ask: *Can you guess where Mum’s sock might be?* At the end of page 90-⑦, ensure that the children understand that Lee and Lin’s mum was looking for the holey sock, which is now the sock puppet. Ask: *Were you right?*

Observing Did the children point to each word as they read? Can they use their phonic knowledge to decipher new words?

Returning to the story

- C (Summarising) Ask the children to re-tell the story in their own words.
- C Ask: *Have you ever made a toy out of something that was going to be thrown in the bin?* For example, an old sock, a cardboard tube or a box.
- C (Imagining) Look again at page 89-⑥ and ask: *What do you think the children are saying to each other here? Are they making up a play?*

- © (*Imagining*) Look again at page 90-⑦ and talk about the expressions of the different characters on this page. Ask: *What are they all thinking? What about Button the dog?*

Independent reading

Objective Read a range of familiar and common words and simple sentences independently.

- W As they read, encourage the children to sound out and blend new words, for example *g-e-t, f-u-n, h-a-d, g-o-t*.
- W Support children with reading challenge words:
Grandpa Chen has hole Lee Kipper cowboy
- If a word is too difficult, simply read the word for them.
- Remind the children that the text in speech bubbles shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.

Observing Did the children read independently from left to right? Did they read with emotion and confidence?

Speaking, listening and drama activities

Objective To speak clearly and audibly with confidence and control and show awareness of the listener.

- Ask the children to work in pairs to re-tell the story in their own words.
- Divide the children into pairs. Ask each pair to talk about the story together, thinking about what happened at the beginning, middle and end of the story.
- Ask the children to report back to the group.

Writing activities

Objective To write for various purposes, using features of different forms such as instructions.

- Write some instructions for making a sock puppet together, with you acting as a scribe for the children's ideas. Where appropriate, encourage the children to use their phonics skills to help you to spell words.
- Start with a list of 'what you need'. Ask: *What other types of sock puppet could you make? What about a snake or a dragon? What would you need to make these puppets?*
- Ask: *What are the steps in the process that need to happen to make the sock puppet?*
- Write down the instructions and number them. You could ask children to come up and number the steps themselves.

Cross-curricular suggestion

Art – Make your own sock puppet! Ask the children to bring in old or odd socks. Help them to make their own puppets, using the socks. They can draw on a face, stick on buttons and add ribbons or wool to make hair. Use the sock puppets to perform a puppet show!