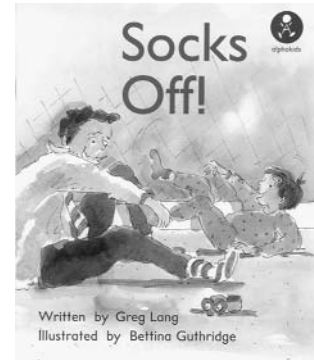


Socks Off!

Written by Greg Lang

Illustrated by Bettina Guthridge



Getting ready for reading

Ask: *Do you play any 'before going-to-bed' games at home.* Discuss and compare children's responses. Ask: *Have you ever tried to win the game by outsmarting the other people?* Discuss responses.

Talking through the book

You could introduce the book by saying: *This is a book about a going-to-bed game called Socks Off. How do you think the game might be played?*

Turn through the book looking for clues about how the game is played. You might ask: *Who is playing the game? What do they have on their feet? Who wins? What are the mother, sister and brother talking about? Why isn't Dad included?* and so on.

Reading the book

Children read the book independently while the teacher observes the children's reading behaviours.

Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

Being a meaning maker

Discuss these questions. Encourage children to support their responses with evidence from the book.

Why did Dad always win Socks Off?

How did the rest of the family manage to beat Dad at Socks Off?

Would Dad have been upset about losing the game? Why? Why not?

Being a code breaker

Vocabulary

- High-frequency words: *when, I, was, little, a, with, my, we, this, before, went, to, our, and, on, had, go, am, big, now, him, his, play, all, of, were, it, get*
- Word families: *socks – blocks, clocks, locks, knocks, rocks, shocks*

Sounds and letters

- Hearing sounds: Children listen to the short /o/ sound – *socks, off, of, on*

TEXT FEATURES

- **This book is a recount telling about a family game.**
- **Written in the first person.**
- **Between three and seven lines of text on a page.**
- **Line breaks support phrasing.**
- **Colour illustrations support the text.**
- **Some of the story is carried in the illustrations.**

Writing conventions

- Punctuation: capital letters, full stops, exclamation marks, quotation marks, commas
- Grammar: use of past tense – *was, played, went, took, sat, tried, won, made, dived, tickled, grabbed, did, were*

Being a text user

Discuss:

How do you play Socks Off?

Does this book teach you any other games to play?

Being a text critic

Discuss:

How is the family in Socks Off like yours? How is it different?

Do all families play games like this?

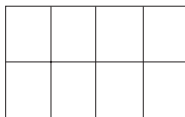
Literacy learning centres

Writing centre 1

In cooperative groups, children write a book about games to play before going to bed, for example: *The 'how to tidy the bedroom game'*.

Writing centre 2

Children retell *Socks Off!* in comic-strip format. Fold a piece of paper into eight parts as a guide for the retelling.



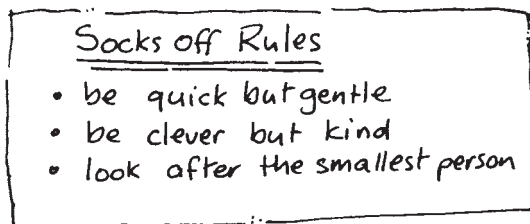
Children then compare their retelling with the book and each other.

Word centre

Children make, break and record words using onset and rime:
socks blocks clocks docks flocks locks mocks knocks rocks shocks
stocks

Interactive literacy centre

Play the Socks Off game. Before they play, children will need to compile a list of rules.



Keeping track

Children's progress can be moderated with other teachers by comparing work samples over time. Once moderated, assessments can be charted to demonstrate the child's learning.