

# Socks Off!

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## 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?*

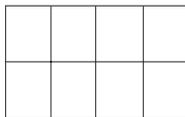
## Literacy learning centres

### 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.



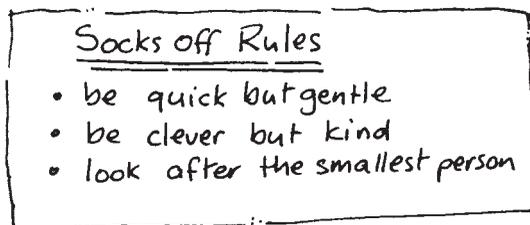
Children then compare their retelling with the book and each other.

### 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.