

Where Is Socks?

PM Level 5

Red

Text Type Narrative

Running Words 103



Preparing for Guided Reading

Orientation to the Text

- Invite students to talk about their pets.
- Read the title of the book. Introduce the characters Rosa and Socks, and write their names on a whiteboard. Explain that Rosa is wearing a caliper and that she cannot walk quickly. Assure students that the caliper only makes her movements a little slower than her peers'.

Prior Knowledge

- This is the first of three stories about Rosa and her new pet cat, Socks. In this story, Socks is frightened when he is taken out of the cat carrier and runs outside. Mum and Dad help Rosa to look for Socks.

Key Language Structures

- The book features bold words for emphasis.

Building the Balanced Reader

Concepts About Print

- Reinforce correct left-to-right eye movements when reading return-sweep sentences.
- Use details evident in the illustrations to predict or infer meaning.

Vocabulary

Key High-frequency Words

away, into, running, where

Content Words

away, garden, leaves, Rosa, Socks, tree

Decoding

- Encourage quick recognition of high-frequency words.
- Build upon students' developing knowledge of phonemes. Encourage them to use this knowledge to predict and decode consonant-vowel-consonant words, e.g. *S-o-ck-s*, *r-a-n*, *b-e-d*.

Fluency and Phrasing

- Encourage students to search for details in the illustrations that support meaning, e.g. note Socks's changing expressions as the story unfolds and what they tell the reader about how the little cat is feeling.

Focusing on the Book – Guided Reading

- Discuss how the problem of looking for Socks is solved. Provide opportunities for students to express their opinions about how Rosa feels when Socks is found asleep on her bed.
- Provide opportunities during shared and guided reading, and in oral sentences, for students to use the past-tense verbs *shouted*, *ran*, *went* and *looked*.
- Write *Mum looked for Socks in the leaves* on a whiteboard. Ask students to suggest other places where Mum or Dad could have looked. Write the new sentences on a whiteboard, e.g. *Mum looked for Socks in the garage*. Ask students to write the high-frequency words *for*, *in* and *the* from visual memory.
- Discuss high-frequency words that begin with visually different upper- and lower-case letters, e.g. *Come, come; Look, look; He, he*.
- Scan across these words and notice how they begin: *away, asleep*.
- Recall that names begin with a capital letter, e.g. *Rosa, Socks, Mum, Dad*.
- Draw students' attention to exclamation marks and question marks. Model how to read these sentences with appropriate fluency, e.g. *Where are you, Socks?*
- Explain the meaning of the ellipses in *Sh ... ! Sh ... ! Sh ... !*

Comprehension

- What is the name of Rosa's cat? (*Literal*)
- Where did Mum look for Socks? (*Literal*)
- Where did Rosa find Socks? (*Literal*)
- Why did Socks run away? (*Inferential*)
- Why did Rosa say "*Sh ... ! Sh ... ! Sh ... !*" to Mum and Dad? (*Inferential*)
- Why do you think Socks went to sleep on Rosa's bed? (*Inferential*)

Follow-up Activities

- Encourage students to share their prior experiences of caring for pets.
- Share with students the book *Cats* from the **PM Library Non-fiction Animal Facts** series (PM levels 14/16). Ask for students' participation in making a shared book about cats.

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

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Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I change my voice to show that there are quotation marks and words printed in bold in the text.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up