

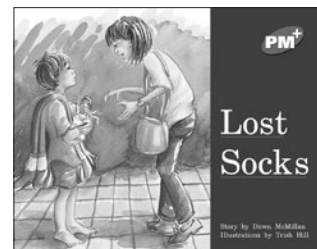
# Lost Socks

PM Level 10

Blue

**Text Type** Narrative

**Running Words** 158



## Preparing for Guided Reading

### Orientation to the Text

- Re-read *Tim's Favourite Toy* (PM level 10). Discuss the very real friendship that is obvious between the two boys.

### Prior Knowledge

- Tim and Michael are characters in the Blue level PM books. Students who know what it is like to lose their socks will relate with understanding to this story. Michael can't find his, then sees Tim wearing them!

### Key Language Structures

- Phrases that tell when or where add meaning to the verbs in the sentences.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*getting, pool, socks, without*

#### Content Words

*dressed, find, jumped, white, without*

### Decoding

- Recognises the high-frequency words in the text.
- Applies knowledge of sound-letter relationships to assist with decoding of unfamiliar words.

### Fluency and Phrasing

- Adjusts the pace of reading to assist with fluency.
- Makes appropriate predictions about the text to assist with understanding.

### Focusing on the Book – Guided Reading

- Read the title. Examine the title page vignette and note the colour of each boy's socks. Predict what might happen in the story.
- Talk about adult supervision when children are in or near water.
- Search the text to locate why Tim got out of the pool first.
- Why is Michael now getting out?
- Have students recall the colour of Michael's socks. Ask them to predict where they might be.
- Encourage students to read the dialogue on these pages with appropriate expression.

- Check predictions. Does the story end as expected?
- Revise opposites: *with, without; wet, dry; hot, cold; inside, outside; fast, slow; can, can't; on, off.*
- Discuss rhyming words: *fun, run; get, wet, let.*
- Demonstrate how to read dialogue with appropriate expression.
- Focus on the verbs *jumped, comes, made, look, get, getting, run, etc.*
- Write the contractions *I'm* and *can't* on the board. Write the expanded form of both words.
- Encourage students to identify compound words in the text and break them into two smaller words, e.g. *in – side; out – side; with – out.*

### Comprehension

- What did Tim and Michael jump into? (*Literal*)  
How did Michael know the socks were not his? (*Inferential*)
- Where were the lost socks? (*Inferential*)

### Follow-up Activities

- Ask students to bring old socks to school. Provide buttons, felt, glue, coloured card and wool. Demonstrate how to make a sock puppet. Invite students to make puppets and use them to role-play dialogue between Tim and Michael.
- List occasions when students take their shoes and socks off. Have them record and illustrate their statements in a variety of ways, e.g. as a wall chart, an enlarged book, a concertina wall story or on a poster.
- Recall the adult supervision provided by Tim's mum. Revise water safety rules. Invite students to make 'Keep safe around water' posters. Encourage them to take their posters home to share with their families.

# Lost Socks

Date \_\_\_\_\_

PM Level 10

Blue

## Learning Intentions

- We are learning to more accurately make predictions about events in the text.
- We are learning to recognise a variety of punctuation marks to assist with fluency when reading aloud.
- \_\_\_\_\_

## Success Criteria

- I can more accurately make predictions about events in the text.
- I can recognise a variety of punctuation marks to improve the fluency of my oral reading.
- \_\_\_\_\_

## Guided Reading Notes

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