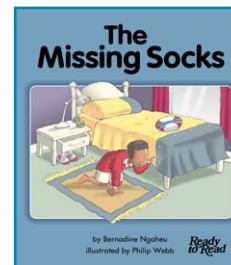


The Missing Socks

by Bernadine Ngaheu
illustrated by Philip Webb

This text is levelled at Blue 2.



Overview

In this narrative, Jack is getting ready for rugby but can't find his socks. He asks his family and looks all through the house, with no luck. Finally, Noodles the dog solves the problem. Students will enjoy the humour in the text, especially when they discover the connection between the title page illustration and how Noodles found the socks.

The Missing Socks supports the development of a self-improving reading process. It requires students to “apply

their reading processing strategies” and to “monitor their reading, searching for and using multiple sources of information” in order to make or confirm meaning (both from *The Literacy Learning Progressions*, page 10).

There is an audio version of the text on the *Readalong 2012: Ready to Read and Junior Journal 44 and 45 CD* as well as on an MP3 file at www.readytoread.tki.org.nz

Text characteristics

The students are working towards the standard for after one year at school. Many characteristics of Green texts are also in texts at earlier levels but in simpler forms. These characteristics are shown in the boxes with a solid outline. Other boxes show additional characteristics.

The repeated series of events that supports students to predict what will happen next and check their predictions (form and test hypotheses)

Illustrations that support and extend the meaning but may not exactly match the words, for example, the illustrations of Jack looking under the bed (cover and page 2) and the dog sniffing something (title page)

Most content explicitly stated but also some implicit content (in the text and illustrations) that provides opportunities for students to make simple inferences (for example, about why Noodles found the socks so easily)



The familiar contexts (losing something and trying to find it, smelly socks) and the familiar setting (at home) to support making connections

The contractions “aren’t”, “can’t”, “didn’t”, “I’ve”, “She’s”

Dialogue between easily identified speakers

The underlying message about keeping things tidy

A range of punctuation, including speech marks, commas, question marks, apostrophes, and an ellipsis (page 8) to support phrasing, intonation, and meaning

To support word recognition:

- many high-frequency words, for example, “find”, “have”, “his”, “looked”, “making”, “out”, “ran”, “saw”, “there”, “they”, “under”, “very”, “were”, “when”, “was”.

To support word solving:

- interest words that are likely to be in a reader's oral vocabulary and that are strongly supported by the context or illustrations, for example, “boots”, “garage”, “kitchen”, “line”, “lounge”, “moko”, “Noodles”, “rugby”, “socks”, “shirt”, “shorts”, “washing basket”
- the compound words “bedroom”, “mouthguard”, “newspaper”
- a wide range of regular verbs (for example, “making”, “reading”, “pounced”), and the irregular verb form “taken”, which require students to attend to inflections and use their knowledge of sentence structure
- the adjectives “missing”, “smelly”.

Reading standard: After one year at school

The Literacy Learning Progressions

A suggested reading purpose

To find out where the socks might be and what Jack does to find them

Setting a learning goal

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically about” texts?)

Select from and adapt the opportunities below to set your specific learning goal or goals. In addition to using the information you have gathered about your students from a range of reading assessments, be guided by your students’ particular needs and experiences – their culture, language, and identity (*Reading and Writing Standards for Years 1–8*, Knowledge of the learner, page 6).

The characteristics of this text provide opportunities for students to:

- make connections to their experiences to form and test hypotheses
- draw on multiple sources of information, for example, grapho-phonetic information, known words, sentence structure, punctuation, context, and/or illustrations to make meaning
- monitor their own reading and self-correct where necessary, using strategies such as rereading text or checking further sources of information
- make inferences.

Introducing the text

- View the cover illustration and discuss what the boy is doing. *Why is he looking under his bed?* Draw attention to the sports gear, especially the mouthguard (if unfamiliar to students), to clarify that he is getting ready for rugby. Ask the students what he needs to wear to play rugby.
- Ask the students to read the title. Encourage them to share their own experiences of losing an item of clothing to form hypotheses about what Jack might do to find his socks. Record the students’ ideas on a chart.
- For students who need support with the vocabulary and context, preview vocabulary for parts of the house (and perhaps the prepositions) as part of this discussion. Use, or prompt students to use, the vocabulary orally. Draw and label parts of a house. Talk about what people do in different parts of the house. Encourage students to offer items from languages other than English, and add these to the chart.
- Share the reading purpose.

Reading the text

Below are the sorts of behaviours you want students to demonstrate as they read and discuss this text, on the first or subsequent readings. These are shown in bold. The behaviours are followed by instructional strategies you can use to support students to demonstrate those behaviours. **Select from and adapt** the suggestions according to your students’ needs and experiences.

The students make connections to their experiences of looking for missing items to form and test hypotheses about where the socks could be and what Jack will do to find them.

The students draw on multiple sources of information to make meaning.

The students use information in the text and illustrations to infer how Noodles found the socks and why they went missing.

- **Title page** – Encourage the students to speculate about how this illustration links to the introductory discussion. *I wonder what part the dog plays in this story and what he’s doing. Look for clues about this as we read.*
- **Page 2** – Listen as the students read quietly to themselves. Confirm that this page summarises what they have already learned from the cover illustration. Observe the strategies the students use to decode the names of the rugby items, for example, using grapho-phonetic information, their prior knowledge, and the illustration. If they read “shoes” or “socks” for “shorts” on page 2, direct them to look more closely at the word. Support them to break the word into recognisable chunks (“sh-or-t-s”) and to check with the illustration.
- *Jack has a problem. What do you think he should do about it?* Prompt the students to use the page 3 illustration and make connections to their own experiences to predict that Jack will ask his dad for help.
- **Page 3** – Discuss the illustration before reading, feeding in “washing line” and “washing basket” if students are not familiar with these terms. Ask the students to read the page. Observe how they decode “kitchen”, for example, by using grapho-phonetic information, the clue in the top right corner of the illustration, and/or making connections to their own experience.
- *Is this what you thought Jack would do? Why might the socks be in the washing basket?* Have the students think, pair, and share their predictions about what will happen next.

- **Pages 4 and 5** – Prompt the students to use the illustrations to review their predictions (hypotheses) so far and then read to confirm whom Jack asks for help. If necessary, support students with “moko”. Explain it is the shortened word for mokopuna which is Māori for grandchild. On page 5, observe how the students decode “garage”, for example, by using grapho-phonetic information, by using the clue in the top right corner of the illustration, and/or by making connections to their own experience. After reading page 5, review (summarise) Jack’s actions so far.
- **Page 6** – *Who is the new character on this page? I wonder if Noodles can help Jack. How might he do that?* Notice if the students make a connection to the illustration on the title page and infer that Noodles is going to help Jack by sniffing out the socks. If not, don’t prompt them, so that they still have the opportunity to discover the link for themselves.
- You may need to model and explain the use of the irregular verb form “taken”.
- Review the students’ predictions (hypotheses) about who will find the socks.
- **Pages 7 to 9** – Model your thinking: *I wonder where Noodles is going ...* Ask the students to read these pages and find out.
- **Page 10** – Prompt the students to form hypotheses. *Jack has already looked in his room. Where could the socks be?* Expect the students to predict from the page 11 illustration that they are inside the boots.
- **Page 11** – If the students read “pulled” or “picked” for “pounced”, wait till the end of the sentence, then ask if it makes sense. Prompt them to use the illustration to infer the meaning of “pounced”. *Find the word in the sentence that describes what Noodles is doing.* Students with experience of dogs may infer that Noodles can smell the socks but Jack can’t.
- **Page 12** – If the students confuse the words “picked” and “pulled”, prompt them to check the word. *If the word was “picked”, what are some letters you would expect to see? What sounds can you hear?*
- Review the reading purpose. Ask the students how Noodles found the socks. *Why are they smelly?* If the students have not already made the connection, prompt them to look at the title page. *How did Noodles know to look in Jack’s boots? Why do you think the socks were in his boots? What do you do with your socks when they are dirty?*
- Ask the students to talk with a partner about what Jack will do with his socks after today’s rugby game.

Monitoring during the reading

The students monitor their own reading and self-correct where necessary.

- You may have noticed students doing some self-monitoring during the first reading, but you can monitor this more closely as the students reread the text quietly to themselves or to a partner. Note their ability to use the punctuation to support phrasing and expression.
- When students make an error, wait till the end of the sentence or page before intervening, unless they stop reading. Waiting gives them the opportunity to notice the error and fix it themselves.
- Give feedback (without overly disrupting the flow of the reading) when the student does self-monitor. For example, *You said, “He had his shirt, his shoes, his boots”, and then you went back and changed it. How did you know the word was “shorts”?*
- If the students are making errors without noticing a problem, use appropriate prompts to draw their attention to the error. For example:

Text in book	Student reads	Teacher prompt
Noodles wagged his tail when he saw Jack.	Noodles wagging his tail when he saw Jack.	Does that sound right to you? Look at the end of the word (wagged).

Other prompts you could use include:

Does that make sense to you? Does that look right / sound right to you? If the word was _____, what letters would you expect to see? Try that again. Remember that these types of prompts are always based on what you know about the students’ prior knowledge. For example, asking an English language learner if a word sounds right may not be useful if they don’t have enough knowledge of English phonemes and vocabulary to know the answer. In this case, an explanation and further examples would be more effective.

- Create charts to remind the students about the strategies they could use when they read. Give feedback when you notice students adopting these new strategies.
- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1 to 4*, page 130.

After reading: practice and reinforcement

After-reading tasks should arise from monitoring the students' needs during the lesson and should provide purposeful practice and reinforcement.

Select from and adapt the suggested tasks, according to the needs of your students.

- The students can build their comprehension and fluency by rereading the text while listening to the audio version on the CD or MP3 files. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Ask the students to discuss with a partner what Jack should do after his next game of rugby to make sure things don't go missing.
- Have the students think about what they would do if they lost something at school. Create a chart like the one below:

Three places I could look	Who could I ask to help me?
If I still can't find it, what could I do next?	What could I do next time so I don't lose my things?

Have the students draw a picture or write a sentence for each section. Have them share their ideas with the group.

- Write the compound words in the text on cards and cut them into their component words. Discuss the strategy of looking for the biggest known chunk when trying to work out an unfamiliar word. Mix the cards up and have the students work in pairs to recreate the compound words.
- Find sentences that contain the contractions "can't", "aren't", and "didn't". Write them out in full and show how the apostrophe replaces the missing letters. Practise reading the sentences that include the contractions, using "cannot", "are not", or "did not". Discuss how contractions make book language seem more natural (more like talking). You could briefly explain how "I've" is short for "I have". Encourage the students to incorporate contractions, where appropriate, into their own writing.

- Have word games available that encourage sorting words by common characteristics, such as inflected endings ("ed", "ing") or those belonging to the same word family ("pounce", "pounced", "pounces", "pouncing"). You could include some word families that have irregular verb forms, as in the examples above ("get", "got", "gets", "getting").

Related texts

- Texts about getting ready: *Are You Ready, Rosie?* (Yellow)
- Texts about helpful pets: *Skipper's Happy Tail* (Blue)
- Texts with a similar structure (with familiar settings and repeated events): *Dad's Snore* (Shared).