

Guided Reading

Companion Text: I Lost My Sock, by Lin Jakary & Ryan Olson

Subject Area & Grade Level: Language Arts, Kindergarten

Objectives

After this lesson, students will be able to:

- Demonstrate reading comprehension by retelling a story in their own words
- Make predictions about the story that establish a purpose for reading
- Forge a personal connection with a piece of literature by connecting it to their own lives

Pre-Reading

Tell students that, even if they don't realize it, they can tell a lot about a book just by looking at the cover. First, hold up the book and ask students what they think they can tell about the book just from the cover. Point out that it's not always easy to make accurate, or correct, predictions, but that even if their predictions turn out to be wrong, spending time thinking about the story before reading it will help them to understand it better. Add to any suggestions students make by completing the following oral anticipation guide while looking at the cover:

- Who is going to be telling this story? (the boy)
- How can you tell? ("I" is in the title, and the boy is asking "Have you seen my sock?")
- What is the story going to be about? (a missing sock)
- How does this boy feel about his missing sock? (sad)
- Does it look like this story happened a long time ago, the present time, or in the future? (Present time; the boy is dressed in a t-shirt like we would wear, and has a haircut like a boy today would have.)
- Do you think he will find his sock by the end of the story? Why or why not?
- Do you think this story will have pictures in it? Why or why not?

During Reading

Read the story while employing questioning techniques to enhance student comprehension of the plot. While reading, check comprehension at three levels—textually explicit, textually implicit, and evaluative/personal. The questions posed at stopping points could be as follows:

- Do dryers really eat clothes?
- Can socks really move on their own? Do you think this is a true story?
- How did the boy think that the sock got out the back door? How can you tell?
- What does "stray" mean?
- What are "the Cays?" Can you tell from the picture?
- Why does the boy ask if he should put up signs?



- What do you think will happen next in the story? Why?
- Did the socks really go to all these places, or is the boy imagining they did?
- What does “Sock Alert” mean?
- How do you think the story will end?
- In the end, what does the boy decide happened to his sock?

Post-Reading

Ask students to raise their hands if they ever lost a sock. Ask where they thought their sock went, and if they ever imagined silly things like this boy did. Review students pre-reading predictions, and model using the text to fact-check. Determine if the pre-reading predictions were correct or incorrect, but emphasize that it doesn’t matter if the predictions are right or not. Point out that just by making the predictions we did, we paid closer attention to the story as we were reading, and that is what matters.

Finally, ask students to try to re-tell the story the best they can. Guide them toward piecing together the whole story by taking notes (in pictures as much as possible) on the chalkboard or whiteboard as they recount it, leaving gaps where you know parts are missing. If necessary, model referring back to the text.

