

I Am the Sock

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

Subject Area & Grade Level: Language Arts, 5th Grade

Objectives

After this lesson, students will be able to:

- Demonstrate compelling use of action and organization in storytelling
- Demonstrate understanding of point of view, setting, character, dialogue, and conflict in written text

Pre-Writing Activity #1

Read the story to students all the way through without stopping. Ask students, “If we were to rewrite this story from the sock’s perspective, which would be a more interesting story: writing about what actually happens to missing socks, or writing about what this boy imagines happened to his missing sock?” Lead a discussion about what makes a story interesting. (Suspense, plot twists, identification with the characters, clarity of ideas, sensible organization.) Prompt students to realize what makes a story enjoyable to read (the readers need to become emotionally connected to the story in some way), and what makes an ending good (it is emotionally honest, that is, the characters act believably based on how they have acted throughout the rest of the story).

Pre-Writing Activity #2

Review the elements of a story by using this story as an example. See the first column of the attached worksheet. Then, using the second column of the attached worksheet, have students plan an original story based on the book.

Writing Activity

Require that students write their stories from a point of view other than the boy’s, and that they include some dialogue. Prompt students to consider the following questions:

- Since your story is based on I Lost My Sock, what parts of the story should remain consistent? (It was a boy who lost the sock, this is not the first time he has lost one, etc.)
- What are the advantages or disadvantages to illustrating your story? (Let students choose whether or not to illustrate their stories.)
- What did the pictures add to the original story? (Humor, meaning clarification)

Students should draft their stories, pair with a partner for feedback and suggested editing, and then revise if necessary, and write their final drafts. If students choose to illustrate, that can be done for homework or if there is extra time in class.



Story Elements (Key)

	I Lost My Sock	Your Story
Point of view	Story is told from the point of view of the boy, without any input from other characters.	Suggest that students either speak from the perspective of one of the socks or a totally new character.
Setting	Mostly the boy's present-day home, but also his neighborhood. When describing other socks that have disappeared, the places he imagines they went to also function as mini-settings.	Remind students that setting includes time period, that is, they could write about the same place before or after the original story.
Character	Boy, current missing sock, doggy, previously missing socks.	Possible new characters: a friend of the boy, the boy's mom, a friend of the current or previously missing socks, the boy's mom, the boy's brother or sister, a person who knows the whereabouts of the socks, etc.
Dialogue	None in the story.	Have students use dialogue. Review conventions of punctuating dialogue if necessary.
Conflict(s)	The boy struggles with the following questions: 1.) Why is the sock missing? 2.) How did the sock get away? 3.) What should the boy do about the missing sock, if anything? 4.) What will people think of him now? The conflicts resolve when the boy decides it's all a mystery.	Lead students toward developing a primary conflict in their stories. Remind them that conflict is when the main character or characters are struggling with making decisions that will affect the direction of the plot. Also, be sure students have a plan for resolving any conflicts they create.



Story Elements

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