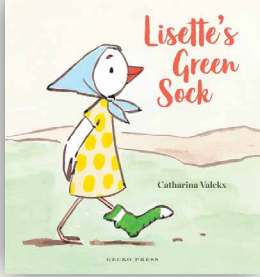




Walker Books Classroom Ideas



Lisette's Green Sock

Catharina Valckx
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*Notes may be downloaded and printed for regular classroom use only.

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Outline:

One day Lisette finds a pretty green sock. She's delighted, until some bullies begin to tease her: socks should come in pairs; what use is one sock? Lisette searches and searches, but she cannot find the sock's missing mate. Fortunately, her friend Bert helps her see the situation in a new way. And together they come upon the perfect solution in this ingenious story that celebrates the delightfully absurd within the everyday.

Author/Illustrator Information:

Catharina Valckx has written and illustrated over thirty books and been nominated four times for the Astrid Lindgren Memorial Award. Her books are published in over eleven languages and have won numerous awards.

How to Use These Notes:

This story works on many levels. The suggested activities are therefore for a wide age and ability range. Please select accordingly.

These notes are for:

- Ages 4-7
- Years F-1

Key Learning Areas:

- English

Example of:

- Picture Book

Themes/Ideas:

- Friendship
- Animals
- Gratitude
- Sharing



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Discussion Questions and Activities:

Before Reading

View the cover and title of the book. Identify the following:

- The title
- The author/illustrator
- The publisher
- The blurb.

What do you think the story might be about from looking at the title only? Do your ideas change after seeing the cover? Write your own story using the title *Lisette's Green Sock*.

Exploring the Book

Who do you think the audience for this book is? Why?

Is *Lisette's Green Sock* an imaginative, informative or persuasive text? How can you tell?

Lisette goes through a range of feelings in the story. Look at each spread and discuss how Lisette might be feeling. Discuss situations when students have felt the same way and why.

Write a book review on *Lisette's Green Sock*. Include what you liked about the book, who you think would enjoy it the most and mention any other books you think are similar.

On the whiteboard or on a large sheet of paper, place an image of the cover of *Lisette's Green Sock* and surround it with words that describe the book. Include words that describe what you liked and what you disliked about the book.

Lisette's sock has, by the end of the book, become both a hat and a sleeping bag. Choose an everyday household item and come up with a list of other things it could be. For example, in the story Fish calls a comb a little rake, and a watering can a giant coffee pot, but there are lots of other possibilities around the house: a toothbrush could be a small

hairbrush or a gumboot could be a flower pot. Why is it important to reuse and repurpose items?

Find examples in the text of moments Lisette and Bert support each other as friends. What do you think makes a 'good friend' and why?

How many other things can you think of that usually come in pairs? Some examples could include gloves, shoes, cufflinks, headphones, chopsticks and skates.

Exploring the Illustrations

Examine several of the spreads and have a class discussion about the following:

- What is the composition (i.e. where are the key elements placed)? Are the animals large or small? In the foreground or background? Do they seem powerful or weak; happy or sad; scared or confident, etc?
- What are the characters on this page doing and where are they looking? Why are they doing this? What effect does this have?
- Is the illustration framed or does it take up the whole page? Why do you think Catharina Valckx illustrated it this way?
- Do the colours change from spread to spread? Make a list of the colours used in each area (this is called the colour palette). Why do you think she chose these colour palettes?

How do the illustrations add to the story? How would the story be different if there were no illustrations.

Creative Responses to the Text

Write your own story about Bert and Lisette finding another interesting object.