



Lost Sock

Published by Collins  
An imprint of HarperCollinsPublishers  
77–85 Fulham Palace Road  
Hammersmith  
London  
W6 8JB

Browse the complete Collins catalogue at  
[www.collinseducation.com](http://www.collinseducation.com)

Text and illustrations © 2012 Tim Hopgood  
Design © HarperCollinsPublishers Limited 2012

Series editor: Cliff Moon

Original ISBN 978-0-00-746189-9

Tim Hopgood asserts his moral right to be identified as the author of this work.

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British Library Cataloguing in Publication Data  
A Catalogue record for this publication is available from the British Library.

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#### Acknowledgements

Collins would like to thank the teachers and children at the following schools who took part in the development of Collins Big Cat:

Aragon Primary School  
Crudwell CE Primary School  
Langford Primary School  
Loxdale Primary School  
St Faith's at Ash School  
Wendell Park Primary School  
Whitehill Infant School

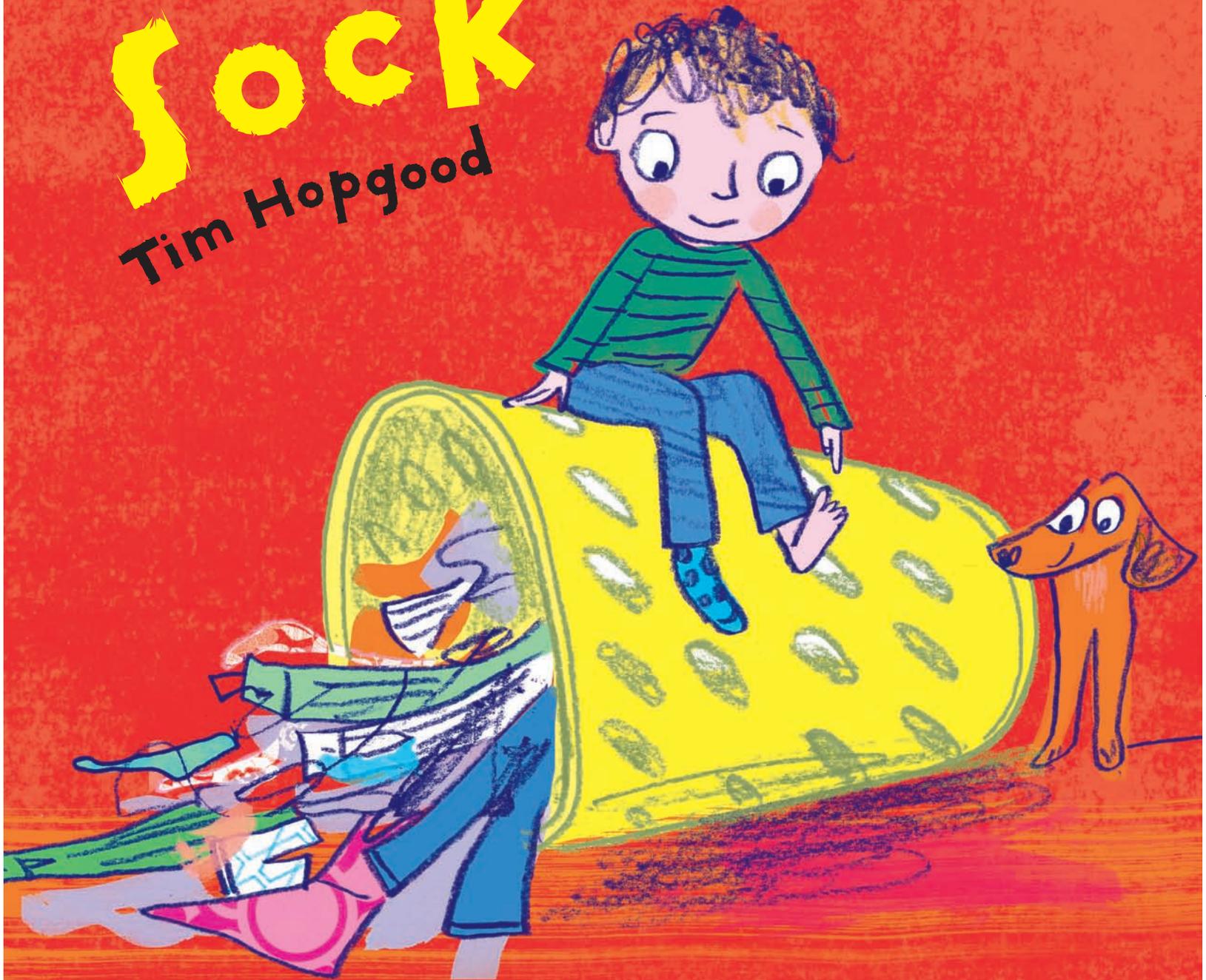
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Orange  
Band 6

# Lost sock

Tim Hopgood



These are my favourite socks.  
I like them because they're spotty and because  
they're blue.  
Blue is my favourite colour.





My socks are lucky.  
Whenever I wear them we have fish and chips for tea.  
Fish and chips is my favourite thing for tea.





But today isn't my lucky day. I can't find one of my lucky socks.

"Look in the wash basket," says Mum. But it's not there.

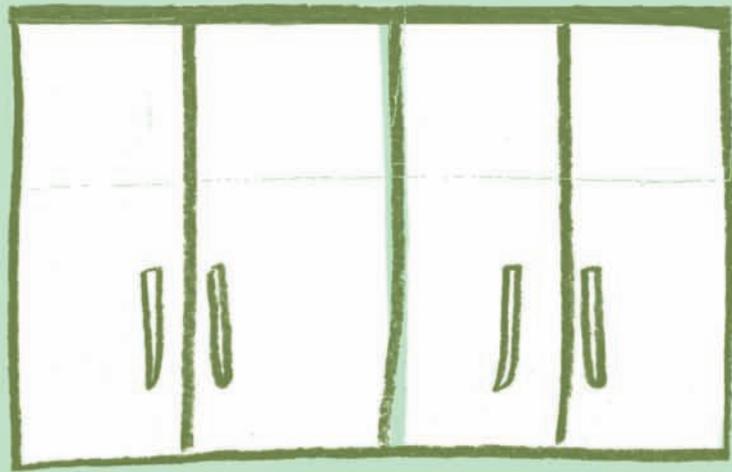


"It's probably under your bed," says Dad.  
But it's not there.



"I know where your sock is," says Grandad smiling.  
"It's in Sock Land! That's where all the lost socks go."

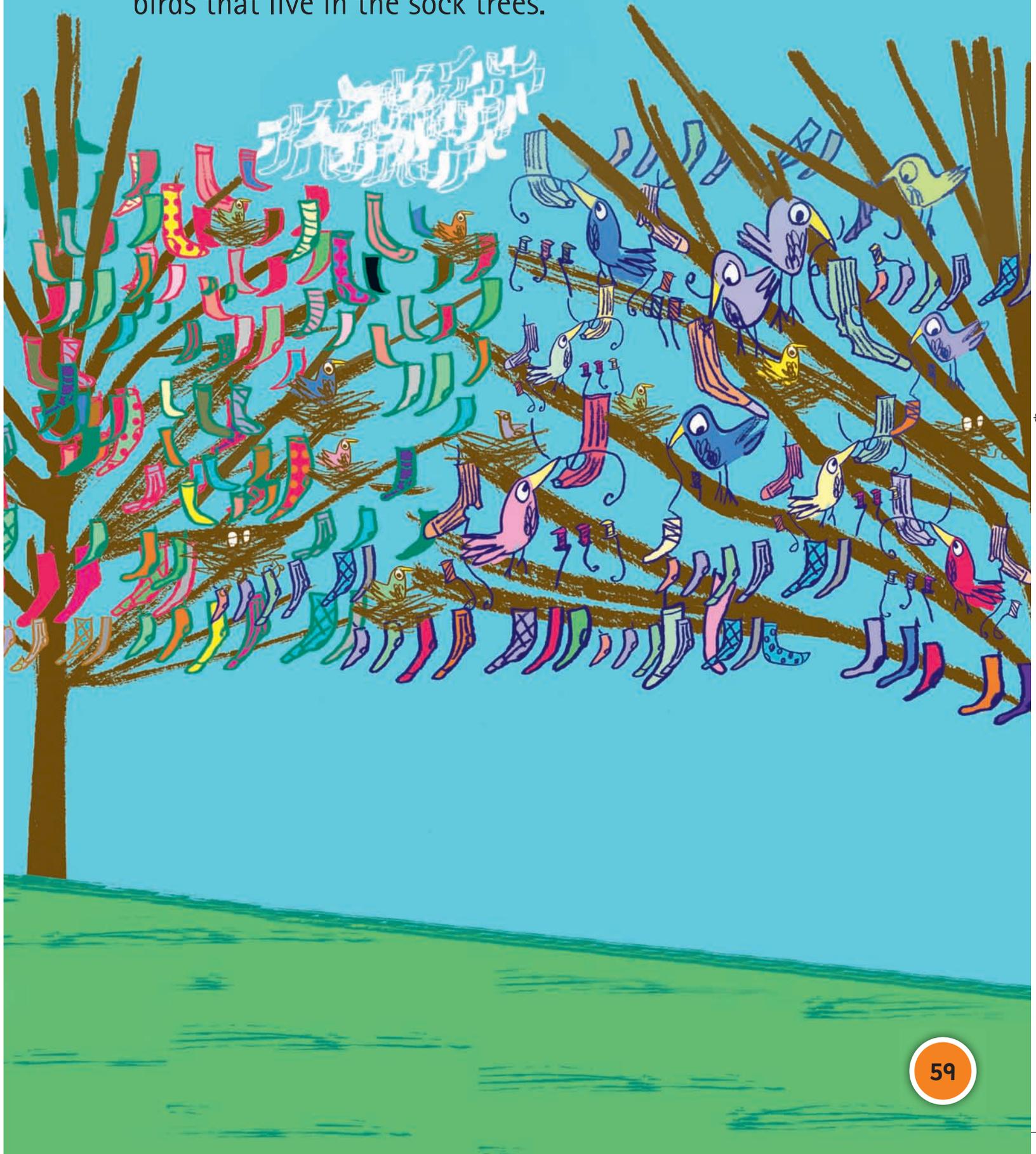




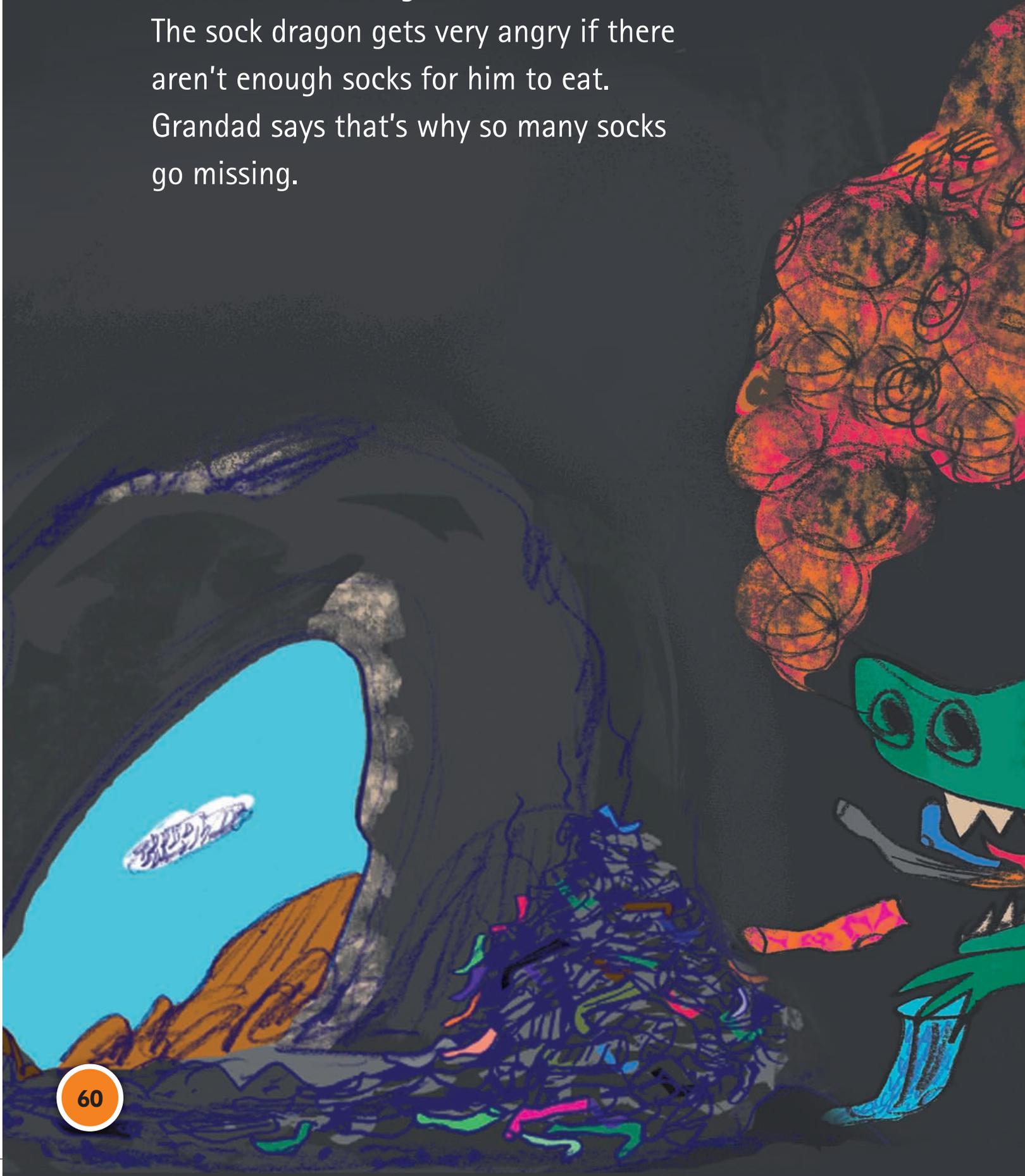
Grandad says in Sock Land, white socks  
float across the blue sky like clouds.  
Socks of all colours hang from the trees.



And socks with holes in are  
carefully mended by the pretty sock  
birds that live in the sock trees.



But smelly socks are put in the cave  
where the sock dragon lives.  
The sock dragon gets very angry if there  
aren't enough socks for him to eat.  
Grandad says that's why so many socks  
go missing.





I'm worried that the sock dragon has eaten my lucky blue sock.

"Was it smelly?" asks Grandad.

"I don't think so," I reply.

"Well then, what are you worried about?"

Your sock will be having a great time," he says.



But I wish my sock would come back.  
We haven't had fish and chips for ages.



And then Grandad gives me a present.





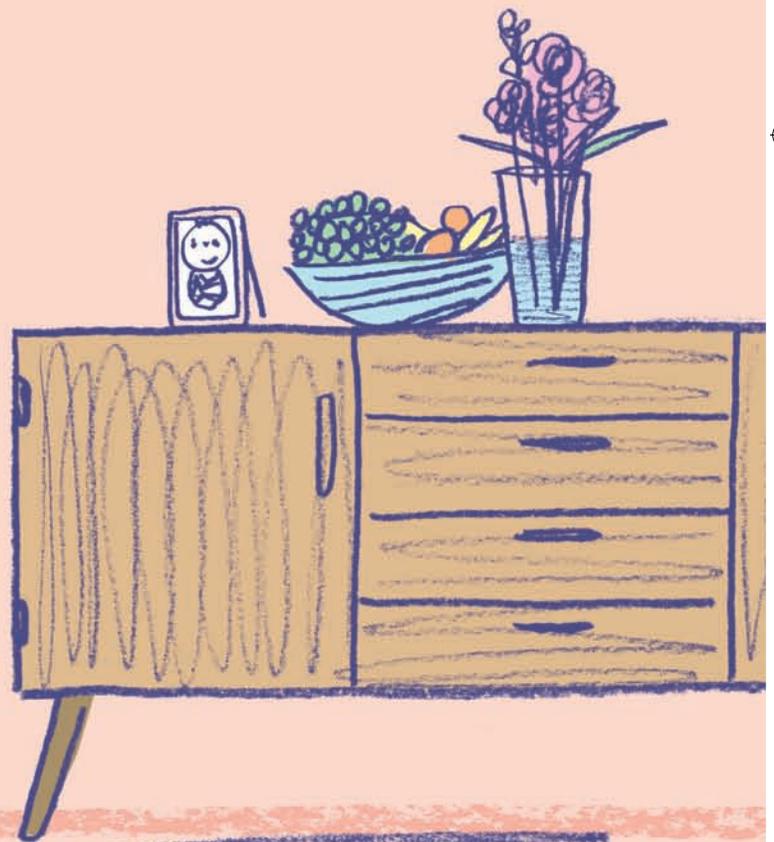
It's a lovely new pair of blue socks.  
And guess what?  
I think they might be lucky ...





... because today we're having  
fish and chips for tea!



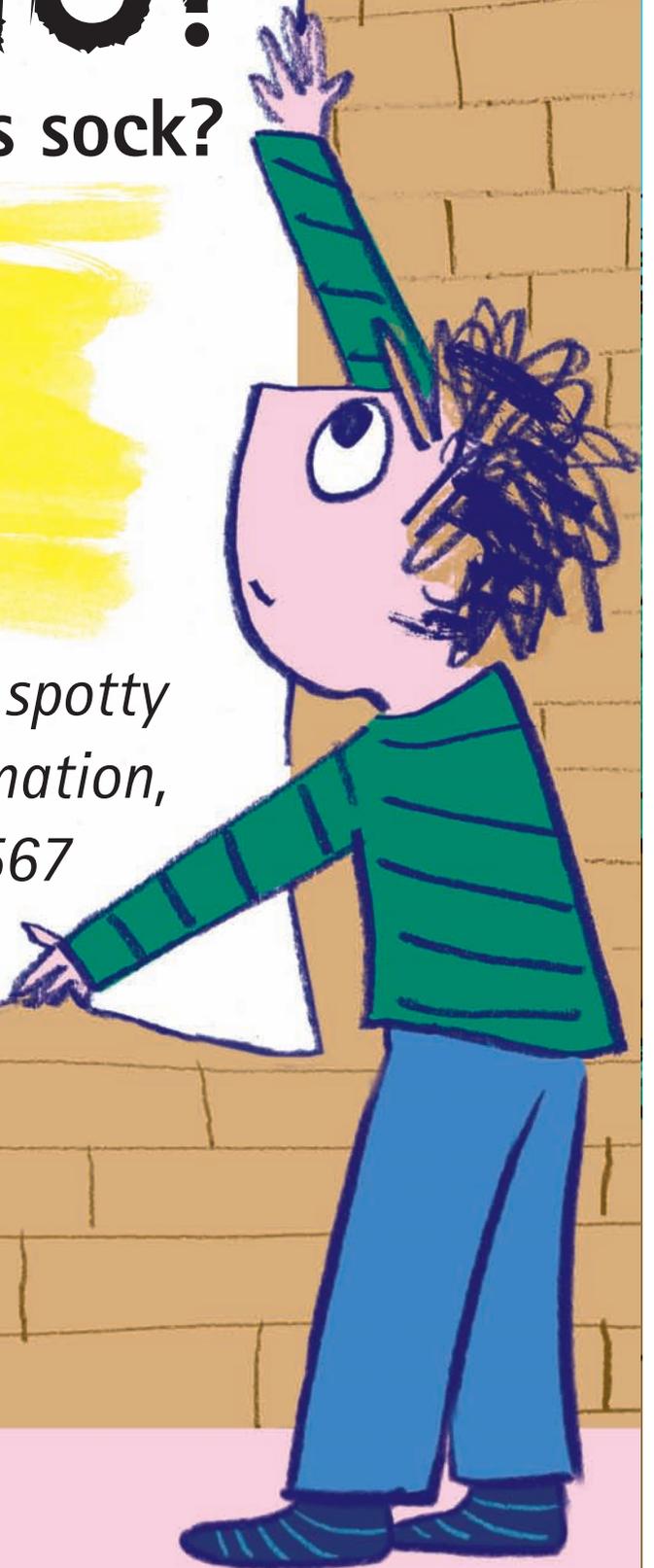


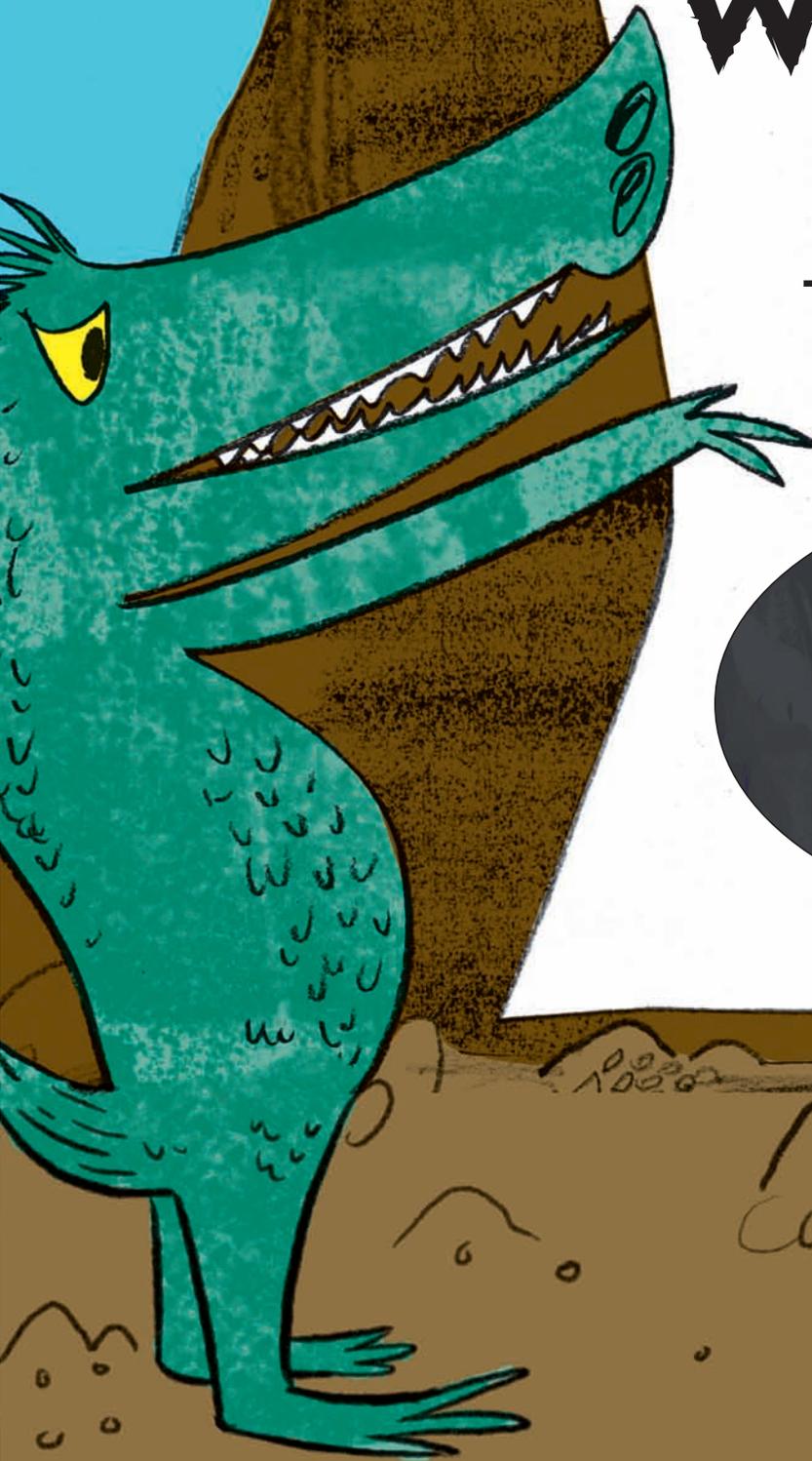
# MISSING!

Have you seen this sock?



*Description: Blue and spotty  
If you have any information,  
please call: 1234567*





# WANTED!

## Smelly socks

To feed the hungry  
sock dragon



# Lost sock



# Workbook

# Before You Read



1. Answer these questions. Use complete sentences.

1 What's your favourite colour?

---

2 What's your favourite thing to wear?

---

3 What's your favourite thing to eat?

---



2. Imagine that you have lost something important. Draw it on the poster and fill in the blank.



# Key Story Words 1



1. Fill in the blanks to complete the names.  
Match each name to the correct picture.

Mum

1

a



Dud

2

b



Grondud

3

c



sucu drogon

4

d



sucu bord

5

e





2. Label each picture with the correct words from the box.

fish and chips

sock tree

hole

wash basket

present

cave

1



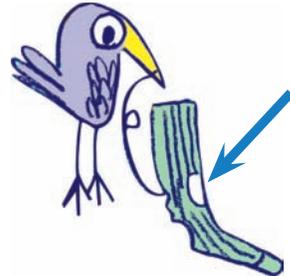
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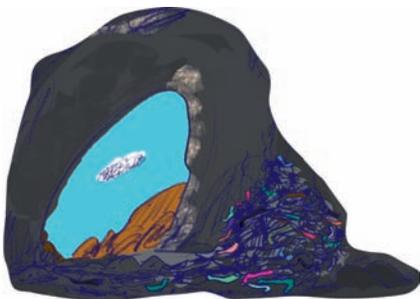
3



4



5



6



# Key Story Words 2



1. Unscramble the letters and rewrite the words.

- 1 These are my \_\_\_\_\_  
(r u f t a v o e i) socks.



- 2 I like these socks because they're  
\_\_\_\_\_ (t y p t o s).

- 3 My socks are \_\_\_\_\_ (y u l c k).



- 4 Sock Land is where all the \_\_\_\_\_  
(t l s o) socks go.

- 5 But \_\_\_\_\_ (l m s l y e) socks are  
put in the cave where the sock dragon lives.



- 6 I'm \_\_\_\_\_ (r w d o r e i) that the sock  
dragon has eaten my lucky blue sock.

# Key Story Sentences 1



1. **Circle** the correct word in each sentence.

1 White socks float (across/under) the sky.



2 Socks of all colours hang (from/across) the trees.



3 Look (from/in) the wash basket.



4 It's probably (under/beside) the bed.



5 But smelly socks are put (on/in) the cave where the sock dragon lives.



6 The pretty sock birds live (in/across) the sock trees.



# Key Story Sentences 2



1. Match the beginning of each story sentence with its ending.

"Look in the

1

a says Grandad.

"It's probably

2

b many socks go missing.

Grandad says in  
Sock Land, white

3

c wash basket,"  
says Mum.

Grandad says  
that's why so

4

d asks Grandad.

"I know where  
your sock is,"

5

e under your bed,"  
says Dad.

"Was it smelly?"

6

f socks float across  
the blue sky like clouds.



# 🐾 Reading Comprehension 1 🐾



1. True or False? Write "T" for True or "F" for False.

1 The boy's lucky socks were spotty and red. \_\_\_\_\_



2 Whenever he wore his lucky socks, he got fish and chips to eat. \_\_\_\_\_



3 The boy was sad because he lost both his lucky socks. \_\_\_\_\_



4 He couldn't find them in the wash basket or under his bed. \_\_\_\_\_



5 His grandad told him that his lost sock was in Sock Land. \_\_\_\_\_



6 The boy found his missing sock in the end. \_\_\_\_\_



# Reading Comprehension 2



1. Write the answers to these questions.  
Use complete sentences.

1 Why did the boy think his socks were lucky?

---

2 Where did Mum say his sock might be?

---

3 Where did Dad think his sock might be?

---

4 Where did Grandad say lost socks go?

---

5 What do the sock birds do?

---

6 Which socks does the Sock Dragon eat?

---





## 2. Complete the sentences.

1 When the boy lost his socks he felt \_\_\_\_\_

\_\_\_\_\_

2 Grandad wanted to cheer the boy up, so he gave him

\_\_\_\_\_



## 3. Think about yourself. Write the answers to these questions. Use complete sentences.

1 Have you ever lost something important to you? What was it?

\_\_\_\_\_

2 How did you feel when you lost it?

\_\_\_\_\_

3 Did you find it again?

\_\_\_\_\_



# Have Fun with English!



1. Look at the words in the box.  
Find and **circle** them in the word square.

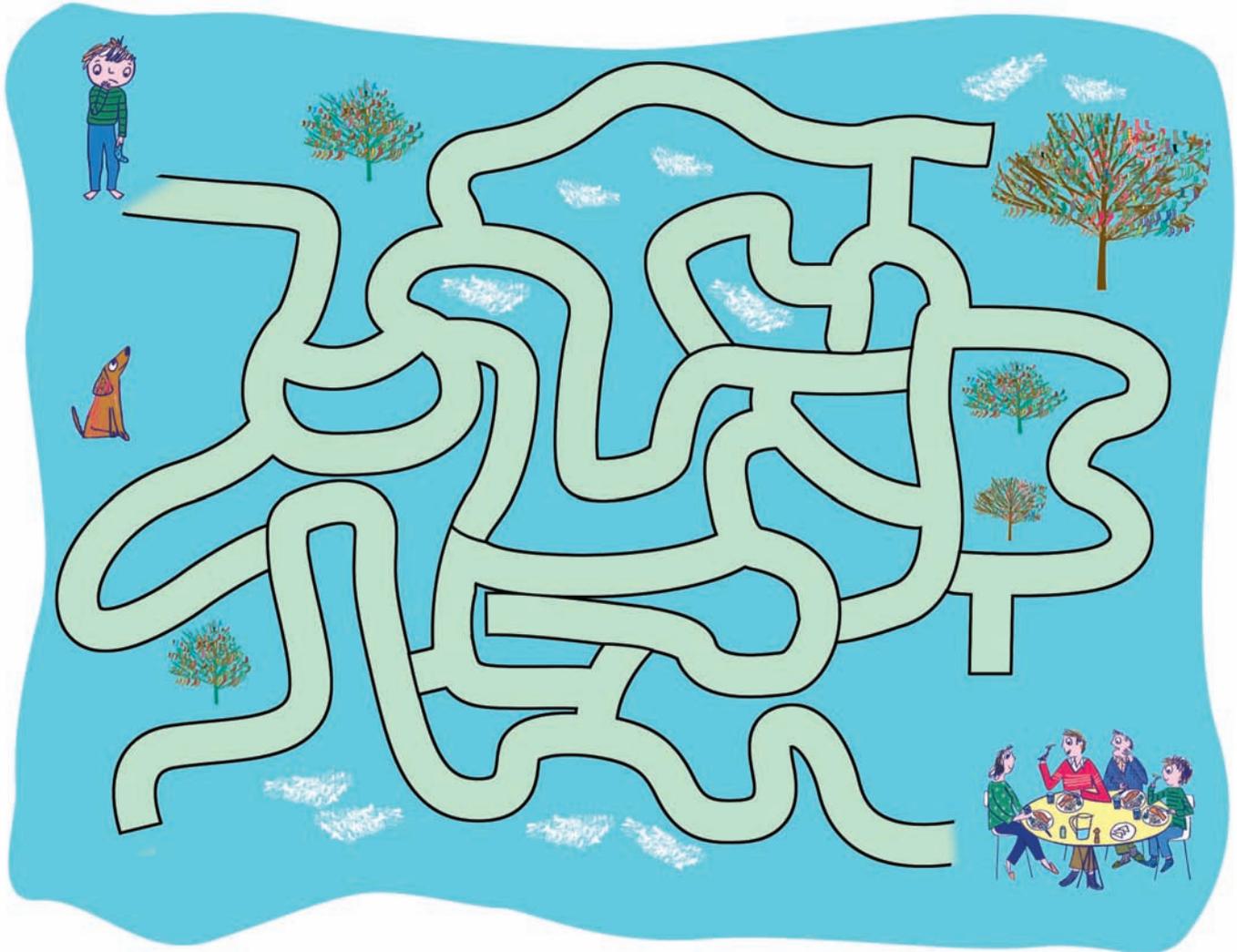
lucky      sock tree      smelly      missing  
favourite      worried      cave      present

l	e	h	y	s	s	o	e	b
w	g	e	p	c	o	m	m	v
o	m	e	r	a	c	s	i	j
r	l	y	e	v	k	m	s	u
r	u	p	s	e	t	e	s	z
i	c	g	e	u	r	l	i	n
e	k	c	n	e	e	l	n	y
d	y	o	t	u	e	y	g	b
f	a	v	o	u	r	i	t	e





2. Help the boy find his way home from Sock Land in time for tea.



3. How many new words can you make from these words?

LOST LUCKY SOCK

<u>stuck</u>	_____
_____	_____
_____	_____
_____	_____
_____	_____



# Test Your English



1. **Circle** the correct word in each sentence.

- 1 The (boy/Grandad) lost one of his favourite socks.
- 2 (Mum/Dad) told the boy to look for his lost sock in the wash basket.
- 3 (Mum/Dad) told the boy to look for his lost sock under his bed.
- 4 (Dad/Grandad) gave the boy a new pair of socks.



2. Choose the correct answer. **Circle** the letter.

- 1 The boy thought his lost spotty sock
  - a. was lucky.
  - b. was smelly.
- 2 Grandad told him that his lost spotty sock would
  - a. be eaten by the sock dragon.
  - b. be having a great time in Sock Land.
- 3 The boy thought that his new pair of blue socks might be
  - a. in Sock Land too.
  - b. lucky too.





**CONGRATULATIONS!**

You have completed  
***Lost Sock***

Go to page **211** to get your  
Reward Certificate.



# Ideas for reading

Written by Clare Dowdall BA(Ed), MA(Ed)  
Lecturer and Primary Literacy Consultant

**Learning objectives:** know how to tackle unfamiliar words that are not completely decodable; give some reasons why things happen or characters change; engage with books through exploring and enacting interpretations; speak with clarity and use appropriate intonation when reading and reciting texts; select from different presentational features to suit particular writing purposes

**Curriculum links:** Art and Design: Self portrait

**Interest words:** favourite, colour, dragon, enough, worried

**Word count:** 270

**Resources:** collage materials

## Getting started

- Explain that this book is about a little boy who loses a favourite sock. Recount a time when you lost something special and how it made you feel.
- Ask children if they have ever lost anything special and to explain to the group how they felt and whether the item was found again.
- Look at the interest words *favourite*, *colour*, *worried*. Model how to read longer, less familiar words using a range of strategies, e.g. phonics, familiar parts of words (*fav-our-ite*) and contextual information (*colour*, *worried*).

## Reading and responding

- Read pp50–55 aloud together as a group. Model how to read with expression and ask children to join in to bring the narrator to life.
- Draw children's attention to the speech marks. Ask them to find the speech on pp54–55 and to practise reading with expression.
- Discuss what has happened so far and ask children to predict how the story will develop. Will the boy find his sock?
- Ask children to read to the end of the story, paying attention to the speech punctuation and using expressive voices. Support children as they read, intervening where necessary.

## Returning to the book

- Using the posters on pp70–71, help children to recount the events of the story. Discuss who has written each poster, and why they want to find lost socks.
- Return to children's predictions about how the story would develop. Discuss how their predictions and the actual story compared.

- Ask children some questions to clarify their understanding about key events, e.g. *where does Grandad say that lost socks go? What happens to smelly socks? What is it like in Sock Land?* Encourage children to walk through the book to find the answers to your questions.
- Ask children to describe what Grandad does to cheer the boy up. Collect ideas from the children about how and why the boy's feelings change through the story.
- Lead a discussion about Sock Land. Why do children think it looks the way it does and what do they think it would be like to visit? Why do they think Grandad tells the boy this story? Remind children to give reasons for their answers.

### Checking and moving on

- Using pp58-59 as a model, help children to imagine and describe where wet socks and muddy socks might go in Sock Land and then plan and create a new page for the story using collage materials.

