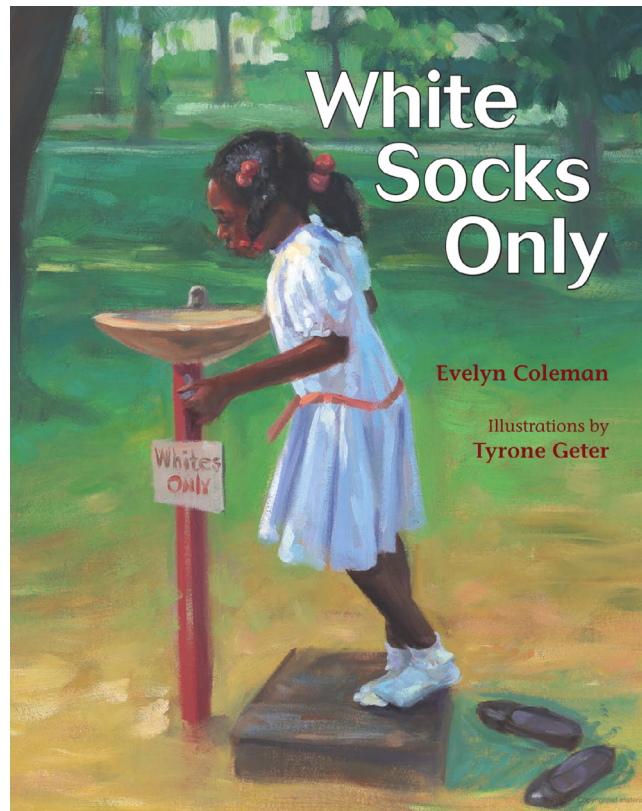




A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 3RD



WHITE SOCKS ONLY

WRITTEN BY EVELYN COLEMAN
ILLUSTRATED BY TYRONE GETER

Watch the video of actor
Amber Rose Tamblyn
reading this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

When Grandma was a little girl in Mississippi, she sneaked into the town one hot summer day. But when she saw the “Whites Only” sign on the water fountain, she had no idea what she would spark when she took off her shoes and - wearing her clean white socks - stepped up to drink.

THEMES IN THE STORY

Overcoming obstacles, Segregation, Discrimination, Prejudice

READING AND WRITING

SUGGESTED GRADE LEVEL: 3RD

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *Standards listed below are for 3rd grade but can be adapted to 2nd or 4th grade standards.*

BEFORE VIEWING

Standards: CCSS.SL.3.1

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure:

- Step 1: Tap knowledge and build background about segregation and the Civil Rights Movement
- Step 2: Build empathy by asking students how they would feel if they were excluded from public places because of what they looked like.
- Step 3: Introduce the story by playing the **Storyline Online** introduction to the story. Stop the video and let students examine the book cover and make a prediction about what might happen in the story.

DURING VIEWING

Focus: Make a connection

Standards: CCSS.SL.3.2, CCSS.RL.3.6

Objective: Students will listen to story to make a text-to-self connection.

Procedure:

- Step 1: Stop story at appropriate parts to ask questions or pose prompts that encourage students to make a connection and distinguish their point of view from that of characters in the story.
- Step 2: After the story, ask students:
 - Why did the little girl remove her shoes before stepping up to get a drink from the fountain?
 - During the story, how did you feel about what was happening to the little girl?
 - Did anything like this ever happen to you?
 - Did you ever make a mistake or misunderstand something that got you into trouble?
- Step 3: Discuss students' predictions about the story.

AFTER VIEWING

Standards: CCSS.RL.3.6

Objective: Students will identify and describe first person point of view.

Teacher Prep:

- Prepare a list of sentences written in first and third person point of view.
- Prepare a list of stories from **Storyline Online** for activity.

Procedure:

- Step 1:** Explain or review first person point of view.
- Step 2:** Show students a list of sentences and have them identify which ones are written in the first person.
- Step 3:** Tell students that when a story is told in first person point of view, the narrator is a character in the story. The character is telling the story from his/her point of view.
- Step 4:** Explain that you are going to replay the story so that students can determine the point of view in the book. Ask them to listen for the word clues (I, me, my, etc) and think about who is telling the story. As the story is being played have students jot down the clues in the story that help identify the point of view.
- Step 5:** Have students work with a partner to discuss their clues and explain how this helped them determine the point of view. Bring the class together to discuss findings.
- Step 6:** Assign **Storyline Online** books for students to listen to and determine the point of view for the story. This would be a good work center activity.

READING RESPONSE

Standards: CCSS.RL.3.1

Objective: Students will answer the prompt using at least two details from text to support the response.

Reading Prompt: How would you describe the little girl in the story? Use a character word to describe her and give details to support your response.

WRITING - DIRECTIONS

Standards: CCSS.W.3.3

Objective: Students will write a first person narrative piece using grade appropriate sentence structure and spelling.

Writing Prompt: Tell about a time when you believe you were treated unfairly.

Materials: Writing Tools

Procedure:

- Step 1:** Review first person point of view.
- Step 2:** Explain that students will write a story from the first person point of view – they will be the main character in the story.
- Step 3:** Generate a list of first person words that students should use in their story.
- Step 4:** Give students the writing prompt. Allow time for them discuss the prompt and to share ideas.
- Step 5:** Guide students through the Writing Process.
- Step 6:** Display student work with a sign – **Sometimes Life Just Isn't Fair**

ACROSS THE CURRICULUM ACTIVITIES

SOCIAL STUDIES — SEGREGATION

Students explain segregation in the United States and identify people who helped end segregation.

MATERIALS —

Computer/Internet Access

- Option: Grade appropriate books on key people

Writing tools

PROCEDURE —

- Step 1:** Explain and discuss segregation in the United States. (🔍 Google It!)
- Step 2:** Have students use the internet to research people who helped to end segregation (Martin Luther King, Jr., Rosa Parks, Ruby Bridges, Malcolm X, Elizabeth Cady Stanton, John F. Kennedy, find others).
- Step 3:** Students dress like their historic person and give a presentation as the historic person. Presentation and story should be told from first person point of view.

SCIENCE — DESIGN AND CONDUCT AN EXPERIMENT

Students test the saying, *it's so hot, you can fry an egg on the sidewalk*.

MATERIALS —

Observation and Recording Sheet

Eggs

Other materials as per student experiments

PROCEDURE —

- Step 1:** Say, it's so hot, you can fry an egg on the sidewalk! Explain to students that this is a saying people use to describe a really hot day. Remind students that in the story, *White Socks Only*, the little girl goes to town to see if you can really fry an egg on the sidewalk.
- Step 2:** Explain that students will be using the scientific method to check if you can fry an egg on the sidewalk.
- Step 3:** Introduce students to the scientific method: 1) create hypothesis; 2) gather materials; 3) design and test; 4) observe and record results; 5) check hypothesis.
- Step 4:** Post question: *Is it hot enough to fry an egg on the sidewalk?* Explain to students that an egg probably would not cook just by cracking it on a sidewalk, but is there a way to increase the temperature of the sidewalk to fry the egg?
- Step 5:** Brainstorm ways and conduct research on how to make the small patch of sidewalk a little hotter. (aluminum foil, small pans, magnifying glass, etc)
- Step 6:** Students write the question on their Observation Sheet and form a hypothesis.
- Step 7:** Students conduct the experiment using the scientific method.
- Step 8:** Present findings to class.

ART — EGG SHELL COLLAGE

MATERIALS —

Eggshells (save from science experiment)
Paint and brushes
Glue
Construction paper
Newspaper
Tray

PROCEDURE —

- Step 1:** Cover the table with newspaper and lay out the eggshells. Paint the eggshells inside and out with different colored paint. Let dry.
- Step 2:** While the shells are drying, sketch out a design on the construction paper.
- Step 3:** When the shells are dry, hold over a tray and break them into pieces.
- Step 4:** Glue the eggshells on the paper to form the design.

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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