

Life Really Socks: Into the Sock-Verse

Discussion Guide

Grades 4 - 7

Before Reading: to activate schema, build background knowledge, and set a purpose.

- Background Knowledge: Bring in a variety of colorful or patterns socks (or use photos) to engage students in thinking about each of the personalities . Encourage them to think about their actions, how would they attack a problem, and how they would describe them?
- Predict: Use the title and cover to make predictions about what will happen in the story.

During Reading: to engage students, check for understanding, and make connections.

- Whose point of view is the story told from? How do you know?
- Why do you think Freedy and Peter got picked?
- Explain what happened to Freedy and Peter.
- Describe the town of Washington. What do you notice? What did the authors and illustrators do to bring it to life?
- What do you think the great re-pairing is referring to?
- What "side" seems to be the one you would want to be on? Why? How does the illustrator show this through color, shape, or design?
- What do the scrolls represent? What did Freedy figure out from them?
- Why do you think the "bleach preach" followed the friends in the candy shop?
- What does the "a" symbol look like? Infer what this might mean.
- What did Ruffles figure out? How? What happened as a result?
- Why do you think the "bleach preach" continued to follow Freddy? Predict what might happen next.
- What do you think Hanks and Ruffles will do when they learn where Freddy went?
- What did the dyed socks want from Freedy? Why?
- Why do you think the cart activated for the three of them? Who did the wise one end up being?
- Where did Master Lintball take the friends? Infer what will happen next.
- What did Freedy learn about his twin?

After Reading: to summarize, question, and reflect.

- What do you think Freedy learned about himself from his adventure into the Sock-Verse?
- Utilize [RIF's Influences on a Character](#) to determine the influences on Freedy.
- Utilize [RIF's Comic Book Strip](#) to extend the story and predict what might happen in the second book.
- **Writing Activity:** If you were in Freedy's position, what would you have done differently? Why?

If your students enjoyed this book...

- Check out the second book [Life Really Socks: Quest for Iron Mountain](#) coming September 2025!
- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.