

| TEACHERS' GUIDE

Petey Perfectpants and the Silly Sock Puppet Problem

SUGGESTED GRADE LEVEL: K - 2nd |



SYNOPSIS

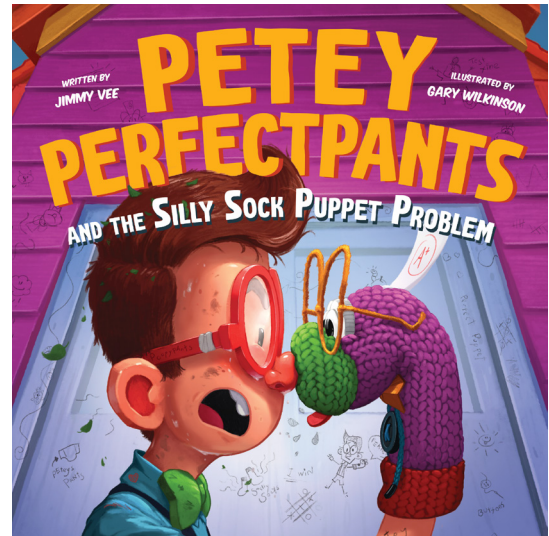
The laugh-out-loud picture book about friendship and perfectionism that kids, parents, and teachers are calling a must-have.

Is your child frozen by perfectionism? Meet Petey Perfectpants. His spelling tests are flawless. His shoes? Spotless. Mistakes? Never. But the one thing Petey can't seem to get right... is making friends.

When Petey's perfectly designed sock puppet pal refuses to behave, things unravel fast. The prank-loving puppet permanently latches onto Petey's hand — turning his perfect school day into lunchroom lunacy and classroom calamity.

Can Petey survive a school day gone sideways — and maybe even make a real friend in the process?

A hilarious, heartfelt story about letting go of perfection and embracing the beautiful mess of real friendship.



THEMES IN THE STORY

- Perfectionism & Accepting Mistakes
- Embracing Imperfection
- Problem-Solving
- Flexibility & Adaptability
- Self-Acceptance
- Friendship



Written by: Jimmy Vee

Illustrated by: Gary Wilkinson

Published by: Belly Laugh Books

Read by: Adam Brody

Suggested grade level: K - 2nd

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with an emphasis on comprehension and making connections among ideas and between texts, with a focus on textual evidence.

The standards listed below are for 1st and 2nd grades, but can be adapted to kindergarten standards.

BEFORE VIEWING

Standard: *CCSS.SL.1.1, CCSS.SL.2.1*

Objective: Tap into prior knowledge and build background to prepare for viewing the story.

Procedure: Build background with students by discussing the following points. This may be done on the carpet with A/B partners or at their desks.

- Petey is a boy whose spelling tests are perfect and whose shoes are spotless. What does it mean to be “perfect?”
- Do you ever try to make sure everything you do is exactly right? How does that make you feel?
- Petey has a hard time making friends. Have you ever felt nervous about making a new friend? What helped you?
- Have you ever made a toy, craft or project that did not turn out the way you expected? What did you do?

DURING VIEWING

Standard: *CCSS.SL.1.2, CCSS.SL.2.2*

Objective: Watch the story and answer the following questions.

Procedure: Stop the video at the noted times to ask questions or pose prompts from the suggested list below:

- Petey decides his sock puppet is too silly, so he throws it away. How do you think the puppet might feel? Why? (1:31)
- The next morning, the puppet is magically stuck to Petey’s hand! What would you do if a sock puppet suddenly got stuck to your hand? (1:48)
- Petey’s perfect school day gets turned upside down. Do you think he can still have a good day even when things do not go as planned? Why or why not? (2:47)
- The principal tells Petey that his puppet pal has been causing pranks around the school. Do you think Petey is trying to cause trouble? Why or why not? (4:14)

AFTER VIEWING

Standard: *CCSS.SL.1.1, CCSS.SL.2.1*

Objective: Students will participate in collaborative discussions with partners to demonstrate their understanding of key events, characters and themes in the story.

Procedure: Students will discuss the following questions with their carpet or desk partners:

- Why do you think the sock puppet chose to stay attached to Petey’s hand?
- Petey realizes that trying to be perfect was part of his problem. How did making mistakes and being a little silly help him connect with other kids?
- At the end of the story, Petey has to decide whether to go back to being perfect or embrace being “wonderfully weird.” What would you choose? Why?
- Why is it okay not to be perfect and to make mistakes?

READING RESPONSE

Standard: *CCSS.RL.1.1, CCSS.RL.2.1*

Objective: Students will make a personal connection to the story by reflecting on a time they tried to do something perfectly, identifying a mistake they made, and explaining what they learned from the experience.

Materials:

- *Embracing Mistakes T-chart* (page 9)
- Reading response journal
- Pencils

Procedure:

1. After listening to *Petey Perfectpants and the Silly Sock Puppet Problem*, introduce the *Embracing Mistakes T-chart* and have students complete each section.
2. Ask students to think about something they once tried to do perfectly. On the first side of the chart, have them draw or write about their goal. On the second side, have them draw or write about a mistake they made along the way, and what they learned from it.
3. Give students the following prompt:

Think about a time when you tried to do something perfectly but made a mistake. What happened and what did you learn from your mistake?
4. Allow time for students to discuss their ideas with a partner or as a group.
5. Have students use their completed T-chart to write a response to the prompt in their reading response journals.

READING RESPONSE – CONTINUED

Note: Younger students may use sentence stems to help organize their responses.

For example:

One time I tried to _____ perfectly, but I made a mistake when _____.

I learned _____.

READING

Standard: *CCSS.RL.2.2, CCSS.RL.2.3*

Objective: Students will identify the characters and setting, and sequence the major events of the story. Students will also determine its central message or lesson.

Materials:

- **Story Sequence** worksheet (page 10)
- Pencils

Procedure:

1. After listening to *Petey Perfectpants and the Silly Sock Puppet Problem*, have students complete the **Story Sequence** worksheet by identifying the characters and setting and sequencing the major events of the story.
2. Ask students to think about what Petey learns by the end of the story. Have them write or discuss the story's central message or lesson, such as learning that it is okay to make mistakes and that things do not always have to be perfect.
3. Review students' responses as a class and encourage them to use details from the story to explain their thinking.

Optional: Have students draw their favorite part of the story on the back of the **Story Sequence** worksheet.

WRITING

Standard: *CCSS.ELA-LITERACY.W.2.3*

Objective: Students will describe events in sequence. Include details about actions, thoughts and feelings, and provide a sense of closure.

Materials:

- Writing Paper
- **My Silly Sock Puppet Comic** (page 11)
- **Petey's Perfectly Imperfect Day** Diary Entry (page 12)
- Pencils
- Crayons, colored pencils, or markers

WRITING – CONTINUED

Procedure:

1. Review the writing choices with students. Students may choose one of the following:
Write about a time when a mistake they made turned out to be fun or led to something good.

Invent a mischievous sock puppet, and write or draw a comic showing three silly things the puppet would do in the classroom or at the lunch table.

Pretend to be Petey Perfectpants writing in his diary at the end of the day about how the sock puppet changed his feelings about mistakes and making friends.
2. Have students plan their response by thinking about what happens first, next and last.
3. Students will write their story, diary entry or comic, including details that describe actions, thoughts and feelings.
4. Encourage students to use temporal words such as first, next, then, after that and finally to show the order of events.
5. Have students reread their work to make sure their narrative has a clear beginning, sequence of events and ending.

Optional: Display students' work on a bulletin board or compile their writing into a class book titled *Perfectly Imperfect Stories*, *Silly Sock Puppet Comics* or *Petey's Diary*.

MATH – ODD & EVEN SOCKS

Standard: *CCSS.MATH.CONTENT.2.OA.C.3* – Determine whether a group of objects (up to 20) has an odd or even number of members by pairing objects or counting by twos.

Objective: Students will determine whether a group of socks represents an odd or even number by matching socks into pairs and identifying whether any socks are left without a partner.

Materials:

- **Odd & Even Socks** worksheet (page 13)
- Pencils
- Crayons or colored pencils (optional)

Procedure:

1. Review the meaning of odd and even numbers. Explain that an even number of socks can be matched into pairs with no socks left over, while an odd number will have one sock without a match.
2. Give students the **Odd & Even Socks** worksheet. For each group of socks, have students match or circle the socks in pairs of two.
3. Students will count the socks and determine whether the total is odd or even based on whether every sock has a partner. For example, 8 socks are even because they make 4 pairs with none left over. Seven socks are odd because they make 3 pairs with 1 sock left over.
4. Have students write the total number of socks and label each group **ODD** or **EVEN**.
5. Review the answers as a class and invite students to explain how pairing the socks helped them determine whether each number was odd or even.

Extension: Have students write or draw their own odd or even word problem on the back of the worksheet using socks. Encourage them to include a picture and explain how they know their number is odd or even.

SOCIAL-EMOTIONAL LEARNING (SEL) TEAM BUILDER & ART – WONDERFULLY WEIRD

Standard: Students develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making while creating art that explores personal ideas and encourages empathy, self-regulation and conflict resolution.

Objective: Students will create a “Wonderfully Weird” Sock Puppet that expresses their creativity and individuality. Through puppet play, charades and imperfect art-making, students will practice self-expression, cooperation and embracing mistakes.

SEL TEAM BUILDER & ART – CONTINUED

Materials:

- Old or mismatched socks
- Googly eyes
- Yarn
- Felt
- Glue
- Drawing paper
- Pencils
- Crayons, colored pencils or markers

Procedure:

1. **Create a “Wonderfully Weird” Sock Puppet.** Give each student an old or mismatched sock and a variety of art materials. Have students design a unique sock puppet using googly eyes, yarn, felt and other available materials. Encourage them to make their puppet as silly, creative or unusual as they would like.
2. After completing their puppets, have students introduce their puppet to a partner or small group. Encourage students to use their puppets to say a silly phrase, tell a joke or share something that makes their puppet unique.
3. **Silly Sock Charades:** Have students take turns using their sock puppets to act out silly actions, such as eating a messy ice cream cone, dancing like a robot or sneaking a cookie. The other students will guess what the puppet is doing. Discuss how being playful and silly can help us feel comfortable being ourselves.
4. **Messy Art Challenge:** Give students a piece of drawing paper and have them create a picture using their non-dominant hand. For an added challenge, students may try drawing part of their picture with their eyes closed.
5. After the activity, invite students to share their artwork and discuss how it felt to create something without trying to make it perfect. Reinforce that mistakes and unexpected results are a normal—and sometimes fun—part of learning and creating.

Optional Reflection Questions:

- What makes your sock puppet “wonderfully weird?”
- How did it feel to be silly in front of your classmates?
- Was it difficult to draw with your non-dominant hand? Why?
- Did any of your mistakes make your artwork more interesting or fun?
- What did these activities teach you about being perfect?

Name: _____

Date: _____

Embracing Mistakes

Think about a time when you tried to do something perfectly but made a mistake.
Draw or write about your goal, then show what happened and what you learned.

MY PETEY PERFECT GOAL

What were you trying to do perfectly?

MY SILLY SOCK PUPPET MISTAKE

What mistake happened?

What I Learned: _____

Name: _____

Date: _____

Petey Perfectpants and the Silly Sock Puppet Problem Story Sequence

Characters

Setting

What happened

First

Next

Then

Last

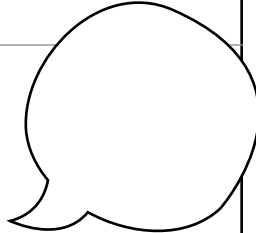
Name: _____

Date: _____

My Silly Sock Puppet Comic

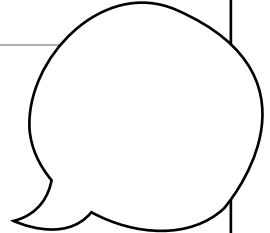
Invent a mischievous sock puppet character. Show three silly things your puppet does in the classroom or at the lunch table. Include how you react and how the story ends.

FIRST...



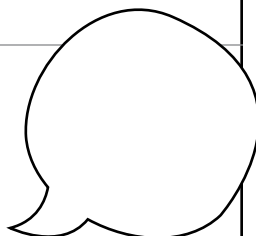
What is happening?

NEXT...



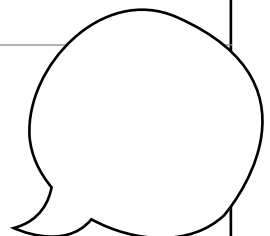
What does your puppet do?

THEN...



How do you react?

FINALLY...



How does your comic end?

Comic Checklist: Include characters, actions, thoughts or feelings, speech bubbles, events in order and a clear ending.



Name: _____

Date: _____

Petey's Perfectly Imperfect Day Diary Entry



Write like Petey at the end of his silly sock puppet day.
What happened? How did the sock puppet make you feel?
What did you learn about mistakes, silliness and making friends?

Dear Diary,

First,

Next,

Then,

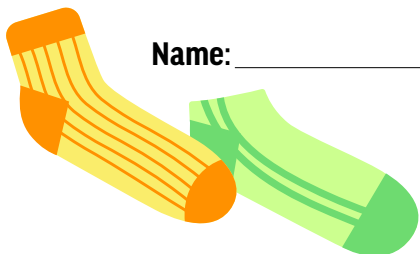
Finally,

Draw the silly moment!

Sketch your favorite part of the day.

Name: _____

Date: _____



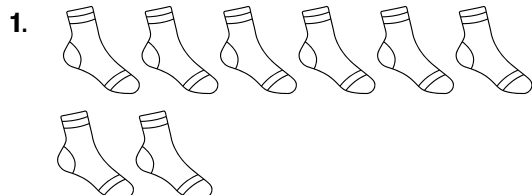
Odd & Even Socks

Pair the socks.

If every sock has a mate, the number is **EVEN**.

If one is left over, it is **ODD**.

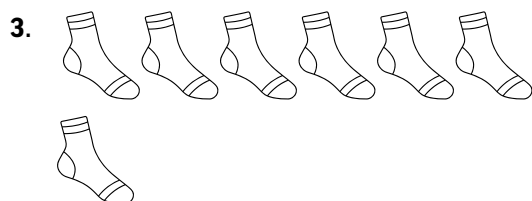
Directions: Circle the socks in pairs of 2. Count them, then write if they are **ODD** or **EVEN**.



Total: _____ ODD or EVEN: _____



Total: _____ ODD or EVEN: _____



Total: _____ ODD or EVEN: _____



Total: _____ ODD or EVEN: _____



Total: _____ ODD or EVEN: _____



Total: _____ ODD or EVEN: _____



Total: _____ ODD or EVEN: _____



Total: _____ ODD or EVEN: _____

Extension: Make Your Own Sock Problem!

Draw an even or odd number of socks. Then **explain** how you know.

My number is _____.
It is EVEN / ODD because _____

ABOUT THIS GUIDE

This guide enhances the English Language Arts (ELA) curriculum by providing supplemental learning opportunities alongside quality children’s literature, engaging students as they listen to expressive read-alouds.

Suggested story-related activities in this guide are aligned with ELA Common Core Standards.