

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 503

Book Summary

Animals, just like people, need sleep. But the animals in this book don't sleep in a bed with a pillow as we do! They have all different types of sleeping habits that help them stay safe. Some will make you laugh, and others may surprise you. Engaging photos of sleeping creatures support the text.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Classify information in the text
- Identify and distinguish various long /e/ digraphs
- Understand and use prepositions in sentences
- Identify and use synonyms

Materials

Green text indicates resources available on the website

- Book—*How Animals Sleep* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Classify information, long /e/ vowel digraphs, prepositions worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- Content words: *awake, brain, ceiling, glide, surface*

Before Reading

Build Background

- Write the words *What Animals Need* on the board. Ask students to volunteer what they already know about what animals need (for example, food, water, and shelter). Record their responses on the board in a web. Then show them the cover of the book. Add *sleep* to the board if it was not already volunteered. Tell them they will learn in this book about the different ways that animals sleep.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.

Lesson Plan *(continued)*

How Animals Sleep

- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, based on what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read. Remind them that they are more likely to understand what they are reading if they already know something about the topic or are reminded of a related experience. Tell students that as they read, they should think about their experience with the topic to make connections to the new information in the book. Review with students the web you created on the board in the Build Background portion of the lesson, and explain that this information represents the prior knowledge they have about animals.
- Model how to make a connection to the text.
Think-aloud: When I look at the title of the book and the titles of each section in the table of contents, I try to think about what I already know about animals. In the section titled "Sleeping Upside Down," I thought about bats because that is the only animal I have ever seen that sleeps hanging upside down. I'll have to read the book to find out if that section talks about bats.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Classify information**

- Tell students that authors often arrange information in nonfiction books in groups, or categories. Each category usually has a section of its own. Explain that placing things in a group or category is called *classifying*.
- Explain to students that when reading a book that discusses different information related to a main idea, it is helpful to think about each category of information and to keep track of the different classifications as they read.
- Provide a simple model of classifying information. Draw a sample three-column chart on the board. Write the following labels above the columns: *breakfast, lunch, dinner*.
Think-aloud: I am going to classify, or put into groups, types of food and write them under the column that tells when each food is usually eaten. I will write cereal in the breakfast column, sandwich in the lunch column, and fish in the dinner column.
- Have students offer names of foods they enjoy eating. As a group, add the items under the appropriate columns. You may also guide students to see that some items can be classified in more than one category.

Introduce the Vocabulary


- Model strategies that students can use to work out words they don't know. Have them find the word *healthy* on page 4. Ask students how they might read this word if they don't already know it. Suggest that they look at how it starts and read the /h/ sound. They might recognize the vowel pattern of /ea/ and remember that sometimes this letter combination makes the short /e/ sound. Review with them that a y at the end of a word often makes the long /e/ sound.
- Remind students to look for clues to a word's meaning in the sentence that contains the unfamiliar word, as well as in sentences before and after. Read aloud the paragraph on page 4 and ask students if the word *healthy* makes sense in the sentence.
- Explain to students that sometimes they will not find any context clues that define an unfamiliar word. Point out the glossary at the back of the book. Review or explain that a glossary contains a list of words from the book and their definitions. Model how students can use the glossary to locate a word's meaning. Have a volunteer read the definition for *ceiling* in the glossary. Compare the glossary definition to the sentence on page 5 that uses the word.
- Have students locate other content vocabulary words in the glossary and text. Read and discuss their definitions as a class.

Set the Purpose

- Have students use what they know about animals as they read the book. Remind them to classify the animals by how they sleep to help them keep track of the information they read.

During Reading

Student Reading

- Guide the reading:** Have students read to the end of page 6. Encourage those who finish early to go back and reread. Ask students what things they already knew about bats. Model using prior knowledge to make a connection.
Think-aloud: When I looked at the photos on pages 5 and 6, they reminded me of when I saw a small bat hanging in an overhang outside at my house. At first I was a little nervous, but after days of watching it, I realized that it hardly ever moved! After reading these pages, I now know that it was sleeping all that time.
 - Have students read to the end of page 9. As students read, have them think about any experiences they have with the animals on those pages.
 - Remind students to also think about the ways in which the author has grouped, or classified, these animals. Point out the section headings on page 5, 6, 8, 10, 12, and 14.
 - Check for understanding:** Have students share some of the things they thought about, or made connections to, as they read the information on the pages so far. Ask other students to explain or recall which animals fell into the categories of “Sleeping Upside Down,” “Sleeping the Most and the Least,” and “Sleeping with Half the Brain.” Ask if they know from prior knowledge any other animals (not listed in the book) that fall into these categories (for example, *I know from visiting the zoo and reading the sign by the koalas that they sleep a lot, too!*)
 - Have students read the remainder of the book. Encourage them to continue to make connections as they read the rest of the book. As they read, remind them to continue thinking about the groups or categories that the author has used.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Ask students to share any examples of how connecting with their prior knowledge helped them as they read. Reinforce how thinking about what they already know about the topic of a book helps them understand and remember what they read and keeps them actively engaged in the text.
- Think-aloud: When I came to page 12 and saw the photo of the horse, it made me think of all the horses I see in the fields I pass on my way to school and home. I often see them standing near the fence with their eyes closed. It is very rare to see one of them lying on the ground. When I read this section, it clicked immediately for me because I already knew that horses sleep standing up!*
- Check student understanding by inviting them to share connections they made with a section in the book.

Reflect on the Comprehension Skill

- Discussion:** Ask students to recall the different ways in which animals sleep. Review with them the table of contents and the categories/sections of the book.
- Independent practice:** Introduce, explain, and have students complete the [classify information worksheet](#). If time allows, have them share their answers.

- **Enduring understanding:** In this book, you read about how animals sleep and why. You read about how animals protect themselves from danger, even while they are sleeping. Knowing this, why do you think there are so many different ways for animals to sleep?

Build Skills

Phonics: Long /e/ vowel digraphs

- Write the word *sleep* on the board and say it aloud with students.
- Tell students that letters sometimes combine to stand for one sound. Reread the word *sleep* as you run your finger under the letters in the word. Ask students to identify the two letters that represents the long /e/ vowel sound in the word *sleep*.
- Write the ee letter combination on the board. Have students practice writing the letter combination on a separate piece of paper while saying the sound that the combination represents.
- Repeat the process with the words *seat* and *believe*. Explain that four different letter combinations can make the long /e/ sound.
- **Check for understanding:** Draw or project a three-column chart on the board. Label the columns *ea*, *ee*, *ie*, and *ei*. Ask students to search in the book for words that contain the long /e/ sound. Ask them to tell you which column of the chart to record each word in. Read each word aloud, testing for the long /e/ sound.
- **Independent practice:** Introduce, explain, and have students complete the [long /e/ vowel worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Prepositions

- Explain that prepositions are words that show a relationship between things. They provide information about *where*, *when*, *how*, *why*, and *with what* something happens in the text. For example, in the sentence *I put the pencil in the drawer*, the word *in* is a preposition that tells the reader where something happens.
- Have students turn to page 5. Ask them to find the following sentence: *They hang by their toes from a branch or from the ceiling of a cave*. Point to the word *by*. Have a volunteer explain how the preposition is used in this sentence (it explains how the bats hang).
- Explain that prepositions are also used to show location. Write the following sentence on the board: *The bat is _____ the branch*. Have a volunteer draw a bat. Ask another volunteer to draw a tree branch somewhere in relation to the bat (*over*, *under*, *next to*, and so on).
- Have a volunteer come to the board and write the correct preposition in the sentence. Repeat the activity with different student drawings to teach different prepositions.



- **Check for understanding:** Have student look through the text and circle examples of prepositions. Record on the board the prepositions they find. Discuss the type of information each preposition provides (*how*, *when*, *why*, and so on) and/or how it helps describe location.
- **Independent practice:** Introduce, explain, and have students complete the [prepositions worksheet](#). If time allows, discuss their answers.

Word Work: Synonyms

- Direct students to page 6. Have them find and read the sentence in which the word *little* is found. Ask students to identify other words that mean the same thing (*small*, *tiny*, and so on).
- Explain that a word that has the same or a very similar meaning as another word is called a *synonym*. Point out that writers use synonyms to add variety and to avoid using the same word over and over.
- **Check for understanding:** Have students read the second sentence on page 8. Ask them to think of a synonym for the word *watch* (*look*, *check*).

- **Independent practice:** Have student pairs take turns rereading each page. Have them pick a sentence and a word from that sentence. Challenge their partner to think of a synonym for the chosen word. Remind students that not all words necessarily have synonyms.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students practice classifying information as they read.

Extend the Reading

Informational Writing and Art Connection

Provide print and Internet resources to allow students to choose an animal to research and find out how it sleeps. Require a well-structured paragraph, including why the animal sleeps that way (to protect itself?). Provide paper for students to include a drawing of their animal sleeping.

Visit [Writing A–Z](#) for a lesson and leveled materials on expository writing.

Science Connection

Use butcher paper to create a chart on the different ways animals sleep, using the book's table of contents. List the animals discussed in the book. Challenge students to research and find other animals that could be added to the chart.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently connect new information in the text to prior knowledge
- classify information in a nonfiction text in discussion and on a worksheet
- identify digraphs that represent the long /e/ sound during discussion, in the text, and on a worksheet
- recognize and use prepositions during discussion and on a worksheet
- identify and understand the use of synonyms; practice substituting synonyms into sentences from the text

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)