

Focus Question:

How is sleep important to good health?

Book Summary

Text Type: Nonfiction/Informational

When you go to sleep at night, your body gets to rest, but your brain continues working. *Why We Sleep* is a nonfiction text that gives students information about the importance of sleep. Engaging photographs and an interesting topic will capture students' interest. The book can also be used to teach students how to make inferences and draw conclusions as well as to summarize to better understand the text. The book and lesson are also available for levels P and S.



Lesson Essentials

Instructional Focus

- ☐ Summarize to understand text
- ☐ Make inferences and draw conclusions using clues found in the text
- ☐ Understand the purpose of the table of contents
- ☐ Recognize and use contractions
- ☐ Discriminate and use synonyms and antonyms

Materials

- ☐ Book: *Why We Sleep* (copy for each student)
- ☐ Make inferences / draw conclusions, contractions, synonyms and antonyms worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

Words to Know

Story critical: *anabolic activity* (n.), *brain waves* (n.), *catabolic activity* (n.), *function* (v.), *restores* (v.), *schedule* (n.)

Enrichment: *immune system* (n.), *molecules* (n.), *monitor* (v.), *sleep-deprived* (adj.), *solidifying* (v.), *temporary* (adj.)

- **Academic vocabulary:** *aware* (adj.), *cause* (v.), *energy* (n.), *remember* (v.), *same* (adj.), *study* (n.)

Guiding the Reading

Before Reading

Build Background

- Ask students to think about sleep. Have them share with a partner what they know about sleep. *Who sleeps? What happens when you sleep? Do we actually need sleep?* Then, discuss these ideas as a class.
- Explain to students that they may be surprised at what is actually going on in their bodies when they sleep, and this book is going to explain it.

Introduce the Book

- Give students their copy of *Why We Sleep*. 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, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: Summarize

Explain to students that engaged readers recall, talk about, and write about what they've read by using the information from the text to create a summary. Explain that a *summary* is a brief overview of the most important information in the text. Point out that a summary answers the questions *who*, *what*, *when*, *where*, and *why*. Explain to students that creating a summary after they read helps them better remember and understand the most important parts of the text. Trace your hand on the board and label each finger with one of the following question words: *Who*, *What*, *When*, *Where*, and *Why*, and have students do the same on their own paper.

Introduce the Comprehension Skill:

Make inferences / draw conclusions

- Explain to students that authors don't always use details to explain everything that happens in a book. Point out that sometimes they give readers clues to figure out what they didn't tell in words. Discuss how readers use clues from the

Guiding the Reading (cont.)

text and what they already know to make a guess. Explain that this is called *making an inference or drawing a conclusion*.

- Draw a three-column chart on the board. Label the columns: *Detail from the Text, What I Know, Inference or Conclusion*. Explain to students that they will be using clues from the text as well as what they already know to make inferences and draw conclusions while they are reading about sleep.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about sleep. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *How is sleep like food and water?* (level 1) page 4
- *How did Hans Berger change the course of brain research?* (level 1) page 6
- *What might happen if someone does not produce enough adenosine?* (level 3) page 7
- *Why can't short-term storage hold all of our memories?* (level 1) page 8
- *How is sleep related to healing the body?* (level 2) pages 9–10
- *What are the stages of sleep, and why do we need each one?* (level 2) pages 11–13
- *What happens when you sleep?* (level 3) multiple pages
- *How can you incorporate good sleep habits into your own life?* (level 3) page 15

Text Features: Table of contents

Explain that the table of contents helps readers identify key topics in the book in the order they are presented. Put students into small groups and give each group multiple sentences cut out from the book. Ask groups to work together to match the sentences with the correct section by using the table of contents. Then, have them go back into the text to check their work. Invite volunteers to share their answers with the class. Discuss with students how the table of contents helps readers better identify the order of key topics in the book.

Skill Review

- Model for students how to orally summarize, by stopping at several points during the reading. In your summaries, be sure to answer the questions *who, what, when, where, and why*.
- Place students into five small groups. Assign each group a different section from the book. Ask groups to create a summary for their section, answering the questions *who, what, when, where, and why*. Invite volunteers from each group to fill in the handprint on the board and recite their summary for the class.
- Explain to students that combining the summaries of each section of the book can help students create an overall summary of the book. Work as a class to create an overall summary of the book using the summary of each section.
- Model making inferences and drawing conclusions. **Think-aloud:** *I know that authors don't always use details to explain everything about a topic of a book. But I know I can act like a detective and use clues from the pictures and words to make inferences and draw conclusions. On page 9, I read that when we are asleep our body restores tissues that have been broken down and makes them stronger. I also read that athletes break down a lot of cells and molecules while they're training, so they need a lot of sleep to help restore them. From this, I can infer that sleep is just as important to an athlete as regular training. Using clues from the book and what I already know helps me make inferences and draw conclusions about what I'm reading.*
- Fill in this example inference in the three-column cart on the board. Give students their copy of the [make-inferences / draw-conclusions worksheet](#). Have students use evidence from the text and their own ideas to make inferences and draw conclusions about sleep.

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.

Guiding the Reading (cont.)

Skill Review

Graphic Organizer:

Make inferences / draw conclusions

Review the make-inferences / draw-conclusions worksheet that students completed. Have students share their work in groups. Invite volunteers to share their answers with the rest of the class. Ask students to share how making inferences and drawing conclusions helped them better understand and remember the information presented.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample: *Sleep is important to good health for many reasons. Sleep allows our brain to store memories and helps us learn, it allows our cells to restore themselves so the body becomes stronger, it helps us fight off illnesses and heal wounds, and it prevents us from being cranky and making mistakes.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Grammar and Mechanics: Contractions

- Explain to students that a *contraction* is a shortened version of two words. Point out that in a contraction an apostrophe replaces one or more letters of the second word. Have students find the contraction on page 8 (*doesn't*). Write this contraction on the board.
- Underline the word *doesn't*. Have students work with a partner and discuss which words are used to make the word *doesn't* and what it means.
- Tell students that an apostrophe, however, does not always mean the word is a contraction. Have students put their finger on the word *body's* on page 10. Explain that *body's* is not a contraction for *body is*, but that the apostrophe and *s* are used to show possession. Explain that, in this case, *body's* refers to *the immune system belonging to the body*.
- **Check for understanding:** Have students look through the book to locate more contractions. Ask them to share with a partner any contractions they found and confirm that each one is a contraction and not a possessive noun.

- **Independent practice:** Introduce, explain, and have students complete the **contractions worksheet**. If time allows, discuss their answers.

Word Work: Synonyms and antonyms

- Write the following sentence on the board: *It is vital to maintain good and consistent sleep habits.* Underline *vital* and ask students to suggest a word that means almost the same thing (*important*). Review or explain that a word that means the same or almost the same as another word is called a *synonym*. Ask students to suggest a word that means the opposite of *vital* (*unimportant*). Review or explain that a word that means the opposite of another word is called an *antonym*.
- Use a thesaurus to look up the word *vital* and show how a thesaurus is used. Give students a thesaurus. Ask them to find the word *vital* and have them confirm the synonyms the class suggested. If the thesaurus lists antonyms, have them find antonyms for the word. Explain to students that some dictionaries also list synonyms and antonyms for words.
- **Check for understanding:** Have students work in groups to reread pages 4 through 10 and locate ten adjectives. Then, have students brainstorm to generate a synonym and an antonym for each word. Have groups share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the **synonyms-and-antonyms worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.