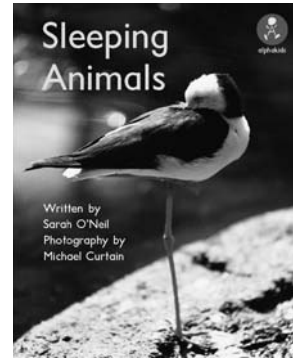


# Sleeping Animals

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Photography by Michael Curtain



## Getting ready for reading

Discuss: *Where do you sleep? How do you do it? (in bed, lying down) Where do other animals sleep?* List the children’s ideas.

Animal	Where it sleeps	How it sleeps

## Talking through the book

You might say: *This is a book about how and where animals sleep.* Turn through the book, checking that children can identify each animal. You might say: *Which animal is this? Where can it sleep? How does it sleep?* Model the form of the text: *Yes, it can sleep on a branch.*

## Reading the book

Children read the book independently while the teacher observes the children’s reading behaviours.

## Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

### ***Being a meaning maker***

Discuss these questions. Encourage children to support their responses with evidence from the book.

*How does a bat sleep?*

*Where does a snake sleep?*

*Which animals sleep?*

*Which animals can sleep on a branch?*

*Which animals have some things about their sleeping habits that are the same as your sleeping habits?*

### ***Being a code breaker***

#### **Vocabulary**

- High-frequency words: *this, is, a, it, can, in, down, its, on, up, all, they*
- Word families: *sleep – beep, creep, deep, peep, steep, sheep, weep*  
*down – clown, frown, gown*  
*shark – bark, dark, lark, mark, park*

## TEXT FEATURES

- **This book is an information text about the sleeping habits of a range of animals. It focuses on how the animal sleeps and where it sleeps.**
- **Repetitive text following the pattern of what the animal is, where it sleeps, how it sleeps.**
- **Sentence forms: *This is a \_\_\_\_.* *It can sleep \_\_\_\_.* are used throughout.**
- **Text placed consistently on the page.**
- **Between one and five lines of text to a page.**
- **Text supported by colour photographs.**
- **Line breaks support phrasing.**

## Sounds and letters

- Hearing words: Children clap each time they hear a word with two syllables.
- Hearing sounds: Children listen to identify words that have the /sl/ sound at the beginning.

## Writing conventions

- Punctuation: capital letters, full stops

## Being a text user

Discuss:

*What kind of book is this – information, song, poem, story?*

*Does it matter which page you read first? Last?*

Refer to the list created when getting ready for reading. Compare the information in this list with the information in the book? *How is it the same? How is it different?* Children may want to change the original list.

Discuss:

*How useful was this book?*

*Did it provide all of the information you needed? Do you have further questions?*

## Being a text critic

Discuss:

*What did the author need to know to write this book?*


*Which animals are included? Which animals are left out?*

*Do all snakes sleep in branches?*

*Do all birds sleep with their heads under their wings?*

## Literacy learning centres

### **Writing centre**

Children innovate on the text to write their own sleeping animals book. They could extend this to include themselves and other family members. 

### **Interactive literacy centre**

Children can work cooperatively to make a mobile showing where each animal in the book sleeps and how it sleeps. Encourage them to write labels for each animal.

### **ABC** **Alphabet centre**

Children can read familiar texts to locate and list words that start with /sl/. These could be recorded on a large chart and displayed in the classroom.

## Keeping track

Observations of student learning can be noted on removable labels. Write the child's name, the activity and date on the top. Note behaviours observed, for example:

Kate – Sleeping Animals text critic 23/7  
*Explained that not all snakes slept in branches since some snakes live in the sea.*