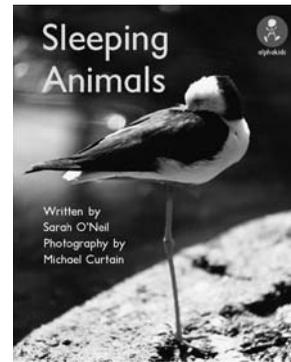


Sleeping Animals

Written by Sarah O'Neil

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.*