



Sleeping spots

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Focus phonics

or as in formed, porch, sort, sorts, short, stork, or, for, forget, storks

igh as in might, right, tight, flight, high, night

sh as in shed, sheets, ship, short, ship's

Tricky words

all, are, as, be, by, come, do, go, has, have, her, here, into, is, like, little, no, of, old, one, our, out, so, some, the, there, they, to, we, what, when, you, your

Book summary

Sleep is important to living things. Animals have many interesting sleeping spots to help them keep safe when they are asleep, such as nests, dens, and up trees. Humans sleep in a big variety of spots, too, such as camper vans, cabins, tents and on ships.

Learning intention

Phonics: Extend knowledge of the digraphs /or/, /sh/ and the trigraph /igh/ by combining with adjacent consonants, e.g. storks, flight.

Comprehension:

- Retrieve and record key details from the text
- Explain the meaning of words in context
- Make predictions that fit with information given in the text

Fluency:

- Read with appropriate emphasis and intonation to support the meaning of the text

Before reading

Story discussion: Look at and discuss the cover and read the title together. Discuss the photograph. Ask: What animal is this? Does it have a good sleeping spot? Compare the photograph with the photograph on the title page. Ask: Who could sleep here? Do you think this is a fiction or non-fiction text? How do you know? Invite students to share any ideas about good sleeping spots for animals. Where do the students like to sleep? Ask students to make predictions about what kind of information might be given in a non-fiction text. Keep a note of predictions and return to them later. Read the blurb on the back cover together.

Quick phonics warm-up: Read the words on the inside front cover together. They have the focus phonemes of /or/, /igh/ and /sh/. Flip through the text to find and read words with a focus phoneme of /or/, /igh/, /sh/.

Vocabulary check:

holt p 5 a river otter's den

glamping p 18 camping which has been made a bit easier as it has lots of home comforts

Morphology: *wooden* p 18 has the suffix -en which means *made of*. *Wooden* means made of wood. Ask: Think of other words with the -en suffix. (woollen, golden) A noun is turned into an adjective by adding -en.

Etymology: The root word of *attendant* is *attend*. *Attend* means to mind or look after someone or something. When the suffix -ant is added to attend, it means someone who attends to others. (In this case the person being attended to is on a plane.) The origin of attend is from Old French *attendre* 'to expect, wait for, pay attention' then Modern French, *attendre*, and directly from Latin *attendere* 'give heed to'.

Tricky word practice: Display *when* and *little*. Ask students to point to the tricky parts of the words. (wh says /w/ in *when*, and le says /l/ in *little*) Read and spell the two tricky words.

During reading

Read the story: This book may not fit into a single reading session. The end of p 11 is a good point at which to break the reading. Students can finish the book in a second group session or for homework. Reading could follow one or more of the following approaches:

- Start by reading the text with students, then invite them to take over the reading. Ask: What word is where a bobcat sleeps on p 2? (den) What different types of dens can you see? (pp 2-5). Students continue reading, aiming for a smooth and fluent reading, but pausing to sound out and blend any words that they cannot read on sight. Practise segmenting and blending the word *might* on p 5 (/m/ /igh/ /t/).
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between 8 students or 8 small groups; they read a section each and then report back on it, e.g. dens, nests, trees, in water, cabins, high in the air, glamping, summer huts.

Phonics support: Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy especially in words containing /or/, /igh/, /sh/ and adjacent consonants. Ask students to find words in the text that start with the same adjacent consonants as *spot*, *stack*, *trek*, and *cliff*.

Comprehension support: Pause occasionally to talk about the text and encourage students to find and retrieve key details from the text. Ask: Can you name some animals that sleep in dens? (p 4, skunks, chipmunks, river otters, mink, muskrats, possums, wombats) Which animal has a den with lots of rooms? (a chipmunk)

Where might a stork build a nest to sleep in? (p 6, in trees or on roofs)

What does a flight attendant do? (p 17, they look after you on a plane) Say the word *attendant* and break it into syllables. How many syllables are there? a/ttend/ant (3). Clap the syllables as you read the word.

After reading

Apply learning: Discuss the text. What can you say about places to sleep? Do you think it would be fun to sleep in a tree? (p 8)

Comprehension: Return to students' predictions and discuss if students were correct or how they differed. Were there any surprises? Discuss the questions on the inside back cover.

Then ask: If you sleep in a cabin, what should you do before you leave and why? (p 13)

What do you know about a river otter's den? (p 5)

Find words in the text that have 1, 2 or 3 syllables. Read and clap the syllables, e.g. spot, stack, wom/bat, chip/munks, Af/ri/ca.

Fluency: Choose a passage from the book and model how to read it fluently and with appropriate accuracy, rate and prosody. Students read the same passage, copying your reading. (echo-reading) Students then choose another brief passage and read it with appropriate emphasis and intonation to support the meaning of the text. They practise speed-reading the focus words from the inside front cover to encourage automaticity.

Spelling and writing through dictation: Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 14)

A hammock is a swinging bed. It might be cloth or netting. It will rock as you sleep.

A hammock is high up, so it is a good bed if you have to sleep in the woods. There are lots of bugs and things that come out at night in the woods. You do not need them creeping into bed with you!

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

Highlight /or/ sound and complete sentences.

Worksheet 2: Comprehension

Match the words to definitions.

Worksheet 3: Wellbeing

Keep a sleep diary.

Worksheet 4: Science

Research sleeping positions of animals.

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Worksheet 1: Phonics

Name: _____ Date: _____

1. Vowel sound /or/

Write the syllable 'or' and say /or/ aloud, as you write it across the page.

2. These words contain the vowel sound /or/. Read them aloud.

formed porch sort short storks forget sorts

3. Write the words in the table below. Then use a highlighter to highlight the /or/ part of each word.

4. Read the list of words again, from the top to the bottom and then again from the bottom to the top.

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Worksheet 1: Phonics - continued

Name: _____ Date: _____

5. Fill in the missing words from the sentences. Use this word bank:

formed porch sort short storks forget sorts

A _____ flight can be fun, but a long flight will be hard if you cannot sleep.

Big _____ need big nests to sleep in.

A skunk den might be under a _____ or in a log.

This is the biggest _____ of nest there is.

Do not _____ your sleeping bag as there will be no sheets or blankets!

All _____ of sleeping spots.

Dens can be _____ from wood or mud.

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Worksheet 2: Comprehension

Name: _____ Date: _____

1. Matching words and definitions

Draw a line to match the words to the definitions.

glamping	an animal's hidden spot
den	a river otter's den
trek	a spot for birds
holt	camping with less effort
nest	a long tramp
hammock	a hut in the woods
cabin	a swinging bed made of netting

2. Read the following statements. Circle T if the statement is true or F if it is false.

- a) A bobcat does not sleep in a den. T/F
- b) A chipmunk's den has just one room. T/F
- c) Nests can be formed out of spit. T/F
- d) Storks have little nests. T/F
- e) You must camp out if you are on a trek. T/F
- f) A hammock is a cloth bed that can be hung between two trees. T/F
- g) You can nap in a summer hut on the sand. T/F
- h) Owls sleep at the bottom of trees. T/F

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Worksheet 3: Wellbeing

Name: _____ Date: _____

1. Keep a sleep diary

Read the following information with a teacher or friend.

Getting a good amount of sleep each night is essential for our wellbeing. If you have a regular sleep routine and get the recommended 10–12 hours of sleep every night, then you will be able to concentrate on tasks for longer, have better problem-solving abilities, be able to make better decisions, learn and remember new things and have more energy for the day.

A sleep diary can highlight your sleep patterns and make you think about how rested you are.

Keep a sleep diary for two weeks and see what this tells you about the sleep you are getting.

- For each day record the date and day.
- Record the time you went to bed on this night.
- The next day record the time you woke up.
- Calculate your total sleep time (count how many hours and minutes it was between the time you went to sleep and the time you woke up).

Give each day a sleep mood scale rating from 1 to 5. This is a measure of how refreshed you feel in the morning.

This is the scale:

- 1 = Very sleepy, irritable, and unresponsive. Need to go back to sleep.
- 2 = Tired and not very enthusiastic. Will need to take it easy today.
- 3 = Relaxed, not at full alertness. May need a little while to wake up fully.
- 4 = Able to concentrate, quite happy. Able to handle a normal day.
- 5 = Active, very happy, full of energy.

When you have finished this task, you will look at the results to work out if you are getting enough sleep.

The sleep diary is on the next page.

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Worksheet 3: Wellbeing - continued

Name: _____ Date: _____

Sleep diary

<i>Date</i>	<i>Day</i>	<i>Time I went to bed</i>	<i>Time I woke up</i>	<i>Total sleep time</i>	<i>Scale rating</i>

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Worksheet 3: Wellbeing - continued

Name: _____ Date: _____

2. Sleep diary - Your results

Count the sleep mood scale ratings on your sleep diary.

How many of each rating do you have?

Rating 1 ____

Rating 2 ____

Rating 3 ____

Rating 4 ____

Rating 5 ____

What number did you rate most often? _____

If you rated mostly between 1 and 3, it means you probably need to be getting more sleep. If you are waking up and still feeling tired, are grumpy and want to go back to sleep, these are signs that you are not getting enough rest. Try going to bed earlier and getting a few extra hours and see if that makes a difference to how you feel.

If you rated mostly between 4 and 5, congratulations on your sleep ratings. You are getting enough sleep and feel energetic and ready to take on the day with lots of energy.

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Worksheet 4: Science

Name: _____ Date: _____

1. Did you know that there are some animals who sleep in some very odd sleeping positions?

Research the sleeping positions of the following animals. Then fill in the table.

Animal:	Bat
Sleeping position:	
Reason for sleeping position:	Bats can't take off from the ground. Their wings aren't strong enough.

Animal:	Sea otters
Sleeping position:	
Reason for sleeping position:	To avoid drifting away.

Animal:	Horse
Sleeping position:	
Reason for sleeping position:	To protect themselves and keep safe.

Animal:	Meerkats
Sleeping position:	
Reason for sleeping position:	To keep warm.