

When Do You Sleep?



Level: E1 Word Count: 116

Little Books of Answers

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| Curriculum Connection | Families |
| Content Vocabulary | asleep, baby, bed, builder, daytime, doctor, drink, early, fall, garden, girl, late, man, milk, morning, nap, night, old, school, sleep, time, wake, woman, work |
| Visual Literacy Element | table |
| Critical Thinking | further investigation |
| Comprehension Strategy | connecting self to text |
| High-Frequency Words | a, am, at, get, go, I in, most, of, take, the, to, up |

E1 When Do You Sleep?

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss sleep. What time do the students go to bed? What time do they get up? How many hours a night are they sleeping? Do they know when their younger or older brothers and sisters go to bed? Do they know anyone who has a nap during the day? Do they know anyone who sleeps during the day?

- Give each student a copy of the book *When Do You Sleep?* Have them read the title.
- Ask the students to set the purpose for reading by asking, *Why would you read this book? What do you think you will find out as you read this book?*
- Discuss the cover photo. Ask questions such as – *What can you see in this photo? When do you think the father sleeps? When do you think the baby sleeps?*
- Have the students turn to the title page. Ask similar questions to those you asked about the cover photo.
- Relate the cover and title page photos to the students own experiences. Do any of them have an older relative who naps during the day? Do any of them have a baby in the house? If so, when does it sleep? When is it awake? Who gets up in the night to feed it?

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos. Have the students read the labels. Assist them where necessary.
- Tell the students that the Vital Vocabulary words are in the book and will help them with their understanding as they read.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Invite the students to read the captions and labels as they discuss each photo. Ensure that you provide the vocabulary for those students who are not familiar with the English language or have limited conceptual knowledge. Have those students read the captions with you.
- To ensure and enrich understanding say things such as – *Many people who work during the day have to get up early. Some people work at night and sleep during the day. Some people are shift workers. They work an eight hour shift. Sometimes they work at night and sleep in the daytime, sometimes they work during the day and sleep at night.*
- Discuss the table on page 15. Explain to the students that graphic features such as tables are a good way of showing information in a different way. Have the students read the table and discuss when people sleep.

Read the Book

- Ask the students to read the title on the cover, title page, and the vital vocabulary, again.
- Remind them to think about the purpose for reading the book as they read. Revisit the purpose before they start reading if necessary.
- Have the students read the book aloud independently. Remind them to check the words and the photos to make sure that what they are reading makes sense and looks right.
- Move around the group listening and helping individual students as necessary.
- Ask any students who finish reading the book ahead of the group, to revisit the book again and find the page they found the most interesting. Have them share this information with the group at the end of the lesson.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
When does the schoolgirl go to bed?
Why does the builder get up early?
Who takes a nap during the day?
When does the old woman sleep?
- Check inferential comprehension by asking these questions:
Why does the doctor work at night?
Why can the old woman get up late?
Who has the most sleep the father or the baby?
Who in the book sleeps the most?
- Have the students make further connections between the sleep habits of people in their house and people in the book. What is the same? What is different? Who else do they know that has a different sleep pattern?

Critical Thinking

- Have the students turn to page 16 and look at the photos. Tell them that their task is to find out what these people do and when they might sleep.

Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Writing

- Have the students write about someone in their family and when they sleep. Assist with spelling where necessary. Have the students illustrate their story.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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Add ✓ to complete the table about when people sleep.

| | Day | Night |
|-------------|-----|-------|
| Baby | | |
| School Girl | | |
| Builder | | |
| Doctor | | |
| Old Woman | | |
| Old Man | | |

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Name:



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Draw and write.

A large empty rectangular box with a red border, intended for drawing and writing.

I like the part about

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