

Strand: Earth/Space Science

Theme: Day and Night

Purpose for Reading: To find out how day and night affect the lives of people and animals.

Comprehension Strategies: Making connections to self, predicting.

Vocabulary

Dictionary Words: bat, boy, cat, dog, owl, pig

High-Frequency Words: I, in, the

Before Reading

- Talk about sleeping. Ask the students to discuss when they go to bed. Ask what times other people in their house go to sleep. Ask when their pets sleep. Ask the students if they know of anything that sleeps during the day.
- Have the students look at the cover photo and predict what the book will be about. Turn to the title page and add to their predictions.

Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read the picture dictionary with the students. Discuss each photo. Identify those animals that the students know sleep at night. Discuss those animals that sleep during the day.

Take a Photo Walk

- Pages 4–5: Ask the students to look at the photo and predict whether the boy is sleeping at night or during the day. *Why might the boy sleep during the day?*
- Pages 6–7: Invite the students to predict when the cat sleeps. Ask if they have seen cats sleeping during

the day. *Where do cats sleep?* Read the dictionary word.

- Pages 8–9: Read the dictionary word together. Ask the students to say if they think the pig is sleeping at night or during the day.
- Pages 10–11: Explain to the students why owls are awake at night and asleep during the day. Read the label together.
- Pages 12–13: Discuss dogs with the students. Have them talk about when dogs are awake and when dogs sleep.
- Pages 14–15: Tell the students about bats, what they are, where they live, and what they do. Explain to the students why bats sleep during the day.

Read the Book

- Ask the students to return to the title. Read the title together.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.
- Turn to pages 4–5. Read this page with the students. Remind them to point to the words as they read.
- Ask the students to continue reading the book independently. Remind the students to check the photos as they read. Remind them also to think about whether the animal in the photo sleeps during the day or at night. Provide support where necessary.

After Reading

Comprehension

- Continue the discussion on sleeping during the day and night. Have the students discuss any new facts that they have learned while reading the book.
- Have the students return to the book. Discuss each photo in relation to where people and animals sleep, e.g. boy/bed, dog/kennel. Invite the students to say where else people and animals sleep, e.g. boy/sleeping bag, dog/basket.
- Develop a simple timeline to show events during students' day. Ask the students to discuss how daytime and nighttime affect their lives.
- Discuss with the students why the author would write a book about sleeping.

Vocabulary and Word Recognition

- Have the students find the high-frequency word *in* in the text. Find, point, and say the word quickly on another page, then another. Together, write an experience chart for the word *in*, e.g. I am in bed. I am in a tree. Ask volunteers to circle the word *in*. Add *in* to a high-frequency word chart or word wall.
- Discuss the word *bat*. *As well as being the name for an animal, what else is called a bat?* List the bats that the students know. Extend the concept of a bat being something that is used to hit a ball. List synonyms, e.g. stick (hockey), racket (tennis), club (golf).

Oral Language

- Have the students work with a partner to ask and answer questions about sleeping, e.g.

Why do you sleep?

When do you sleep?

Where do you sleep?

What wakes you up?

Writing

- Invite the students to draw themselves in bed. Have them copy and complete the sentences.

I am in my _____.

I sleep at _____.

Creative Extension Activities

- Learn the songs “Ten in the Bed” and “Rockabye, Baby.”
- Share and discuss bedtime stories that the students like best.
- Make a mural of what the students like to take to bed. Add labels.
- Make a *What's That Noise?* book. Include noises that could wake people up.
- Read to the students the fairy tales, *The Princess and the Pea* and *Sleeping Beauty*.
- Paint a sunrise picture. It could include a rooster with a speech bubble – *Cock-a-doodle-doo*.
- Make beds out of shoe boxes and bedding out of scraps of fabric or tissue paper. Make the boy out of cardboard and collage, to go in the bed.
- Make nighttime pictures using dark-blue paper as a background.

Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

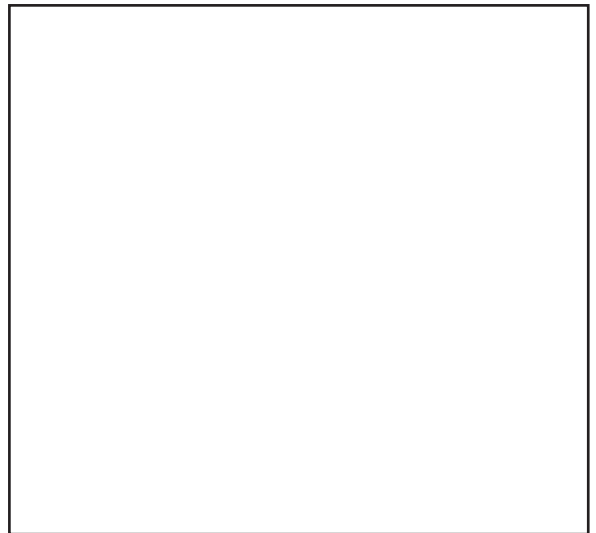
Name: _____

Read the sentences.

Draw the pictures.

Copy the sentences.

The dog is sleeping.



The cat is sleeping.



Name: _____

Read the sentence.

Copy the sentence.

Color the picture.



I am in my bed.
