

Books for Young Learners Teacher Resource

Book Notes



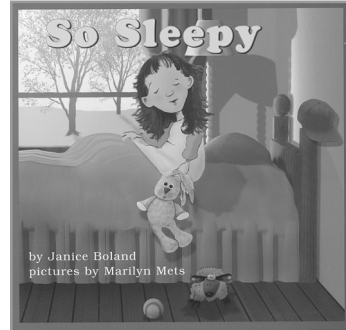
So Sleepy

Author Janice Boland

Illustrator Marilyn Mets

8 pages ■ 35 words

Tenía sueño ■ 31 words



Em	Early				Fluent			
	1	2	3	4	1	2	3	4
G	I							

S = Shared G = Guided I = Independent

So Sleepy

SYNOPSIS

The family cannot entice a child to wake up, but her friend can.

WHAT THE BOOK OFFERS

- Realistic fiction recount
- Past tense
- First person
- Some dialogue
- Some repetition of pattern and some different structures
- Familiar setting
- “And” introducing final page

POSSIBLE SKILLS EMPHASIS

- Attending to text detail—more than initial letter
- Confirming prediction
- Discussing strategies
- Understanding use of “and” to indicate emphasis for final part of text

INTRODUCING THE BOOK

What do you notice about the two words in the title?

Looking at the beginning of words helps us think what they might tell us. But we also need to look at the ends of words. What sound do you see and hear at the end of these words?

I wonder if the girl is going to sleep because she is sleepy or if she is too sleepy to wake up. How can I tell? Look closely at the illustration. What do you think?

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So Sleepy (continued)

FOCUS OF INSTRUCTION

- Page 2 is an example of where it is essential that students look at the word ending—most will say she was sleeping.
- Page 3 provides an example of a change in the middle of the sentence. Then the next three pages have a repeated pattern before another change of structure. The new structures begin with and are mainly familiar words, but careful reading will be required.

FOLLOWING THE READING

There were a lot of words we knew in that book. But what did we need to do as we read?

How could you check that you were right?

- Discuss the strategies used to predict and check, helping students understand that the text is the true message. It is important that they begin to rely less on the illustrations for predicting, but use them for confirming and, soon, as a secondary confirmation cue.

Who or what wakes you up when you are sleepy, so sleepy?

- Discuss the use of “so” for emphasis and when else it would be appropriate: so hungry, so tired.