



Oxford Level 9

Sleep

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Text type: explanation; instruction
Topic: sleep in humans and animals

Synopsis

This book explains what happens when we sleep and why we need sleep. It describes how different animals sleep, and gives advice on how to get a good night's sleep.

There is a topic-linked fiction book to partner this title, which is called *Wake Up!*

Group/Guided reading

Introducing the book

- ➡ Look together at the cover and read the title. Ask: *Do you know what animal this is? What is it doing?*
- ➡ (*Predicting*) Ask: *Do you think this is going to be a fiction book that tells a story or a non-fiction book that gives information? What clues tell you this?*
- ➡ Read the blurb together. Ask: *Do you like going to sleep? Why do you think it is so important to get enough sleep?*
- ➡ (*Questioning*) Turn to p3 and read the contents list together. Ask the children to think of some questions they would like to find the answers to in this book. Make a note of the questions to refer back to during the 'Returning to the book' section.

Vocabulary check

- ➡ As they read, encourage the children to sound out and blend new words, for example *d-i-s-a-pp-ear*, *h-a-mm-o-ck*.
- ➡ This book includes some more challenging words that do not conform to phonics teaching, as well as subject-specific vocabulary that may be unfamiliar to children. Explain to the children that these words may be challenging but they are important for the topic. Read these words for the children if necessary, to help build familiarity before they read the book.

during heartbeat minutes breathe opposite hibernation

Reading the book

- ➡ Ask the children to read the book aloud and help where necessary. Praise and encourage them as they read. Where necessary, encourage the children to re-read sentences to focus on meaning.
- ➡ On p4–5, point out the ‘Did you know?’ and ‘How about you?’ boxes. Encourage the children to look out for these boxes throughout the book. Explain that they should discuss the ‘How about you?’ questions, drawing on their own experiences.
- ➡ On p6–7, ask the children to share their daily routine, saying what time they go to bed and what time they get up.
- ➡ On p12–13, support the children to calculate how many hours sleep they have. Ask them to look at how much sleep they should have for their age and discuss whether they are getting enough sleep.
- ➡ *(Summarizing)* After reading p16–17, ask: *Have you ever had a bad night’s sleep? Which tips do you think could help you to get a better night’s sleep?*
- ➡ *(Summarizing)* After reading p20–21, ask: *Which animal has the most sleep? Which animal has the least sleep?* Encourage the children to use the information on the page to explain, in their own words, why this might be.
- ➡ On p26–27, ask: *Can you think of any other creatures that hibernate?* (e.g. frogs, bumblebees)

Returning to the book

- ➡ Return to the list of questions the children created before reading the book. Discuss each question with the children to find out whether the answer was given in the book.
- ➡ *(Clarifying / Summarizing)* Ask: *Why is it important for us all to have a good night’s sleep?* Encourage the children to summarize the information in the book in their own words.
- ➡ *(Clarifying / Summarizing)* Ask: *How does hibernation help animals to survive?* Prompt the children to re-read p26–27 to find the answer.
- ➡ Ask the children to share whether they are going to make any changes to their bedtime routine after reading the book.
- ➡ *(Clarifying)* Tell the children that the Glossary explains the meanings of certain words. These words appear in bold in the book. Turn to p30 and look at the Glossary together. Tell them to look out for these words when they read the book independently and encourage them to use the Glossary when they read the book again.
- ➡ *(Clarifying)* Draw the children’s attention to the Index on p30. Tell the children that an Index is an alphabetical list of some of the key words that can be found in the book, with references to the pages they appear on. Choose an example from the book’s Index and tell the children that you want to find out more about it. Ask the children to use the Index to help you turn to a page that will tell you more about it.

Independent reading

- ➔ Introduce the book as in the Introducing the book section.
- ➔ Encourage the children to read the book as independently as possible. Remember to give them lots of encouragement and praise.
- ➔ As they read, encourage the children to sound out and blend new words, for example *p-r-e-d-a-t-or-s*, *h-i-b-er-n-a-t-i-ng*.
- ➔ This book also contains a number of more challenging words, which children may need more support with at this stage, but which enrich the topic. You can look together at the inside front cover for a list of challenging words. Read them together and talk about what each word means.
- ➔ Remind the children to use the pictures to support them when reading the text.
- ➔ For suggestions of questions to ask the children after they have read the book to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➔ Organize the children into small groups. Ask them to plan a short presentation to share with young children about the importance of getting enough sleep.
- ➔ Prompt the children to look back through the book and to note down information about why we need sleep and what happens if we don't get enough sleep.
- ➔ Remind the children that they are presenting the information to younger children, so it's important they explain things very clearly and in a way that younger children will understand.
- ➔ If possible, give the children an opportunity to share their presentations with younger children in the school.

Writing activities

- ➔ Ask the children to work with a partner to plan and create a persuasive poster to encourage good sleeping habits.
- ➔ Explain that they should look back through the book and make notes about good sleeping habits/routines.
- ➔ Remind them to think about the persuasive language they could use, and to plan and consider the layout before writing anything down.
- ➔ Invite pairs to share their posters with the rest of the class.

Cross-curricular activity

Science

- ➔ Ask the children to look at the photographs of the different animals hibernating on p26–27. Ask them to choose one of the animals and support them to use books and child-friendly sites on the Internet to find out about how their chosen animal prepares for hibernation.

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Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Is beginning to use contents and index pages to locate information in non-fiction texts. (A/R) (ORCS Standard 3, 11)
- Can apply their phonic knowledge automatically enabling an increasing capacity to attend to meaning rather than decoding. (READ) (ORCS Standard 3, 12)
- Can distinguish between fiction and non-fiction. (A) (ORCS Standard 3, 19)
- Having read a text, can find the answers to questions, both written and oral. (R) (ORCS Standard 3, 20)

ENGLAND The National Curriculum in England: English Programme of Study, Year 2

	National Curriculum objectives	Book-related assessment pointers
Spoken language	participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9)	Check the children can plan and share a presentation, suitable for younger children, about the importance of sleep.
Reading: Word reading	read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation (Y2 ReadWord.7)	Check the children use phonics first when encountering new vocabulary. Check the children can read common words with an increasing level of automaticity.
Reading: Comprehension	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves (Y2 ReadComp.4)	Check the children can explain, in their own words, why it is important to have a good night's sleep.
Writing: Composition	planning or saying out loud what they are going to write about (Y2 WritComp.2i)	Check the children make notes from the book, consider the use of persuasive language, and plan how they will lay out their posters before they begin creating them.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, First Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required (LIT 1-10a)	Check the children can plan and share a presentation, suitable for younger children, about the importance of sleep.
Reading	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG 1-12a)	Check the children use phonics first when encountering new vocabulary. Check the children can read common words with an increasing level of automaticity.
	To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. (ENG 1-17a)	Check the children can explain, in their own words, why it is important to have a good night's sleep.
Writing	By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful to others. (LIT 1-26a)	Check the children make notes from the book, consider the use of persuasive language, and plan how they will lay out their posters before they begin creating them.

WALES Curriculum for Wales: Foundation Phase Framework, Year 2

	Framework objectives	Book-related assessment pointers
Oracy	<p>speak clearly to a range of audiences (Y2_OracSpea.6)</p> <p>retell narratives or information that they have heard, sequencing events correctly (Y2_OracList.5)</p>	Check the children can plan and share a presentation, suitable for younger children, about the importance of sleep.
Reading	read a range of suitable texts with increasing accuracy and fluency (Y2_ReadStrat.7)	Check the children use phonics first when encountering new vocabulary. Check the children can read common words with an increasing level of automaticity.
	<p>explain relevant details from texts (Y2_ReadComp.3)</p> <p>recall and retell narratives and information from texts with some details (Y2_ReadComp.1)</p>	Check the children can explain, in their own words, why it is important to have a good night's sleep.
Writing	use different types of writing appropriate to purpose and reader (Y2_WritStru.5)	Check the children make notes from the book, discuss the use of persuasive language, and plan how they will lay out their posters before they begin creating them.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1/2

	Levels of progression	Book-related assessment pointers
Talking and listening	follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i) use a general vocabulary to express thoughts, imaginings and opinions (L2_com_talk.3)	Check the children can plan and share a presentation, suitable for younger children, about the importance of sleep.
Reading	use a range of reading strategies (L2_com_read.2)	Check the children use phonics first when encountering new vocabulary. Check the children can read common words with an increasing level of automaticity.
	understand, recount and sequence events and information (L2_com_read.1)	Check the children can explain, in their own words, why it is important to have a good night's sleep.
Writing	talk about what they are going to write and how they will present their writing (L2_com_write.1i)	Check the children make notes from the book, consider the use of persuasive language, and plan how they will lay out their posters before they begin creating them.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 2

	Learning objectives	Book-related assessment pointers
Speaking and listening	Articulate clearly so that others can hear. (2SL3) Vary talk and expression to gain and hold the listener's attention. (2SL4)	Check the children can plan and share a presentation, suitable for younger children, about the importance of sleep.
Reading	Use phonics as the main method of tackling unfamiliar words. (2R02)	Check the children use phonics first when encountering new vocabulary. Check the children can read common words with an increasing level of automaticity.
	Find factual information from different formats, e.g. charts, labelled diagrams. (2Rx4)	Check the children can explain, in their own words, why it is important to have a good night's sleep.
Writing	Plan writing through discussion or by speaking aloud. (2W06)	Check the children make notes from the book, consider the use of persuasive language, and plan how they will lay out their posters before they begin creating them.