

NOTE TO EDUCATORS

The activities in this resource aim to provide learning opportunities for both literacy and ESL students. The final decision as to which activities are completed, and how, is left to you and the students.

Note: You will need to support the students by reading through the directions with them as they work through the exercises in the worksheets.

PAGES	CONTENT	PURPOSE
2–4	<p>Teacher's Pages</p> <p>Pre-reading Discussion</p> <p>Post-reading Discussion</p>	<p>Activate students' background knowledge</p> <p>Set a purpose for reading</p> <p>Develop comprehension skills</p> <p>Make connections with the text</p>
5–8	Reproducible Worksheets	<p>Develop knowledge of letter name and sound relationships</p> <p>Develop word recognition strategies</p> <p>Develop vocabulary and writing skills</p>
9–10	Language Experience	<p>Provide familiar, meaningful text that is predictable and easy to read</p> <p>Establish the link between spoken and written words</p>
11	Answer Key	

BEFORE READING THE STORY**1. Share a Personal Experience**

Ask the students to think of a time they had trouble falling asleep. While the students think about their personal experience, print the following questions on the board:

What did you do to try and get to sleep?

How did you feel as the hours went by?

How much sleep did you get?

How did this affect you the next day?

Have the students move into pairs. Read the questions out loud. Encourage the students to share their experiences with one another using the questions as prompts. After students tell their stories, ask if anyone would like to share their story with the group as a whole. This will provide more confident students with an opportunity to speak in front of larger groups.

2. Preview the Book**Choose Option A or B:**

Option A: Tell the students that they are going to read about Eva. Explain to the students they are going to preview the book in order to get an idea of what the book is about. Read the title out loud to the students. Give them time to look at the front cover. Ask, "What do you learn about the book from the photo and the title?" Then direct the students to the back cover. Read the text out loud to the students. Give the students time to look at the back cover. Then ask, "What do you learn from the photo and text?"

Option B: Print the following on the board:

True or False?

- (a) ____ Eva is having a good night. (c) ____ Eva always feels tired.
(b) ____ Eva probably feels angry. (d) ____ Eva does nothing to sleep better.

Direct the students to the photo on the front cover of the book. Say, "This is Eva." Ask questions to elicit as much information about the photo as necessary (e.g. What do you see in the photo? Where is Eva?). Explain new vocabulary as necessary. Direct the students to the title of the book. Read the title out loud. Explain new vocabulary as necessary. Then read statements a and b out loud to the students. Have them determine if the statements are true or false. Have the students support their responses.

Then direct the students to the back cover of the book and preview the photo and text, as you did with the front cover. Read statements c and d out loud. Have the students determine if the statements are true or false. Encourage the students to give one reason for each response.

3. Predict the Story

Print the following statements on the board. Tell the students they are going to guess what might happen in the book. Then read each statement out loud. As a group or in pairs, have the students mark the statements probably (P), maybe (M), or no (N). Have the students compare and give reasons for their responses.

- | | |
|---|--|
| (a) _____ Eva watches movies late at night. | (c) _____ Eva starts to stretch every night. |
| (b) _____ Eva starts to go to bed at the same time every night. | (d) _____ Eva drinks more wine. |

AFTER READING THE STORY

1. Remember Details

Have students move into pairs. Have them work together to remember as many details as possible from *A Good Night's Sleep*. Then as a group, have the students share the details they remember. As students agree on details, print the details on the board. (*Note: The details can be left on the board as support for students as they work through the worksheets on pages 5 to 8.*)

2. Check Comprehension

Choose Option A or B:

Option A: Print the following questions on the board and read them out loud. Have the students discuss the questions as a group or in pairs.

- (a) Describe how Eva changes what she drinks.
- (b) Describe Eva's new night-time routine.
- (c) Read pages 19 and 24 again.
Why do you think Eva does not stay in bed if she can't sleep?
- (d) What did you learn about getting a good sleep?
Will you use what you learned? How?

Option B: Print the following statements on the board and read them out loud. As a group or in pairs, have the students determine whether the statements are true or false. Have the students give one reason for each response.

- (a) ____ Eva drinks only decaf coffee to help her sleep.
- (b) ____ Eva starts a new night-time routine.
- (c) ____ Eva can't sleep. Staying in bed will make things worse.
- (d) ____ I will use what I learned about getting a good sleep.

3. Discussion: Beyond the Story

Have the students discuss the following questions as a group or in pairs:

- (a) Not getting enough sleep can affect a person's life. Think about how lack of sleep can affect the following: learning new things in class; a person's mood; relationships with friends and family; a person's health.
- (b) Sometimes people self-medicate when they cannot sleep. For example, they take over-the-counter sleeping pills or drink alcohol. Why is it easier sometimes to self-medicate rather than going to see a doctor? Why do you think it is risky to self-medicate with sleeping pills or alcohol?
- (c) Listening to soft music is one way to relax. What music or songs make you feel relaxed? Happy? Energetic? Annoyed? Why do you think music affects people in so many ways?

1. Letter Names

Look at the sentences on pages 3, 9 and 13 in the book.

Find words that begin with the letter **n**.

Copy the words on the lines.

2. Letters and Sounds

Listen. Your teacher will read the words you copied in #1.

What sound does the letter **n** make?

Read the words with your teacher.

Think of three more words that begin with the sound /n/.

Your teacher will print the words on the board.

Copy the words.

3. Word Family

(a) Say these words: not
 hot

These words belong to the **ot** word family.

(b) Read these sentences. Circle the words in the **ot** word family.

1. Eva does not stay in bed.
2. He feels a lot of stress.
3. The pot is in the sink.

(c) Print words that belong to the **ot** word family.

_____ not _____

4. Matching

Read the sentences. Copy the sentences under the correct picture.

1. Eva takes care of her family.

2. Eva takes care of her house.

3. Eva helps her friends.

4. Eva is so tired.



(a) _____

(b) _____



(c) _____

(d) _____

5. Predict Words

Read each sentence.

Say a word that makes sense.

Print the word. Your teacher will help you with spelling.

- (a) Eva is good to her _____ .
- (b) Eva's days are very _____ .
- (c) Eva can't _____ at night.
- (d) She starts to _____ herbal tea.
- (e) She drinks _____ coffee.
- (f) She _____ to soft music.

6. Scrambled Sentences

Put the words in order so they make a sentence.

Print each sentence on the line.

- (a) at / Eva / night / worries _____
- (b) the / feels / morning / Eva / in / tired _____
- (c) bed / goes / Eva / to _____
- (d) she / Does / stay / bed / in _____?
- (e) to / she / back / Does / go / bed _____?
- (f) watch / Eva / does / TV / not _____

7. Sentence Frames

Read the first sentence.

Complete the other sentences with your own words.

(a) Eva drinks warm milk.

Eva drinks _____ milk.

Eva drinks _____ milk.

Eva drinks _____ milk.

Eva drinks _____ milk.

(b) I feel better in the morning.

I feel _____ in the morning.

I feel _____ in the morning.

I feel _____ in the morning.

I feel _____ in the morning.

Look at the sentences again.

Which words do you want to remember?

Add these words to your word bank or dictionary.

LANGUAGE EXPERIENCE APPROACH

Step 1: Start a Discussion

Possible prompt: Ask the students common reasons why kids do not like to go to bed.

Step 2: Record the Students' Words

Print the students' responses on the board, using their exact words (e.g. They maybe want to watch a movie.). Print clearly. Say each word as you print it.

Step 3: Read the Text

Read the student-generated text out loud to the students, pointing to each word as you read. Then read each sentence, inviting the class to read along with you. Finally, read each sentence out loud, inviting the student who contributed the sentence to read along with you. Always point to each word as you read.

The purpose of using the **Language Experience Approach** is to help students establish the link between spoken and written words and to develop reading skills through using their own words.

Note: Educators and ESL students may not be comfortable working with text that contains non-standard English forms. A flexible approach is recommended. The extent to which you choose to make corrections unobtrusively while recording should reflect the needs and concerns of the students.

Step 4: Use the Student-generated Text

(a) Sight Words

Have students choose three words they would like to remember. Have them add the words to their personal dictionary or word bank.

(b) Cloze

Cover highly predictable words (one per response) with paper and tape. Read the text back to the students. Stop when you reach a covered word and ask students to predict a word that makes sense and sounds right. Check their predictions by uncovering the word.

(c) Review Phonics and Word Families

The target letter and sound for *A Good Night's Sleep* was **n/n/**. Have students find, circle, and copy the words that start with the letter **n**. Repeat the process for the word family **ot**, if applicable.

(d) Copying

Have students copy the language experience text. Copying the text provides practice in both printing and in learning the letter-sound relationships.

(e) Frame Sentences

Choose one sentence from the language experience text. Print the sentence on the board. Underline one word and ask the students to substitute the word with their own words. Print the sentence frame again to record each student's response.

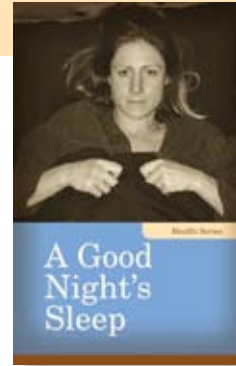
Example:

They want to watch a movie.

They want to watch a hockey game.

They want to watch a show.

They want to watch a cartoon.



ANSWER KEY

Teacher's Pages

After Reading the Book

2. Check Comprehension:

Option A: (a) Eva stops drinking strong coffee. She starts drinking decaf coffee, herbal tea, and warm milk. (b) Eva plans her day to clear her mind. She takes a hot bath. She stretches a bit. She goes to bed at the same time. (c) Possible answers: If Eva stays in bed, she will get angry or frustrated. It is better to get up and do something relaxing. (d) Students will have different answers.

Option B: (a) False. Eva drinks herbal tea and warm milk. (b) True. Eva plans her day to clear her mind. She takes a hot bath. She stretches a bit. She goes to bed at the same time. (c) True. If Eva stays in bed, she will get angry or frustrated. It is better to get up and do something relaxing. (d) Students will have different answers.

Worksheets

1. **Letter Names:** needs, night, not
2. **Letters and Sounds:** Students will have different answers.
3. **Word Family:** (b) 1. not 2. lot 3. pot (c) Possible answers*: hot, lot, pot, cot, dot, got, jot, rot, tot
4. **Matching:** (a) Eva is so tired. (b) Eva takes care of her family. (c) Eva helps her friends. (d) Eva takes care of her house.
5. **Predict Words*:** (a) family, kids, children, friends, neighbours (b) full, busy (c) sleep, relax (d) drink, make (e) decaf, weak, less (f) listens
6. **Scrambled Sentences:** (a) Eva worries at night. (b) Eva feels tired in the morning. (c) Eva goes to bed. (d) Does she stay in bed? (e) Does she go back to bed? (f) Eva does not watch TV.
7. **Sentence Frames:** Students will have different answers.

* Other answers are good if they make sense.