

Books for Young Learners Teacher Resource

Book Notes



So Sleepy / Tenía Sueño

Author Janice Boland

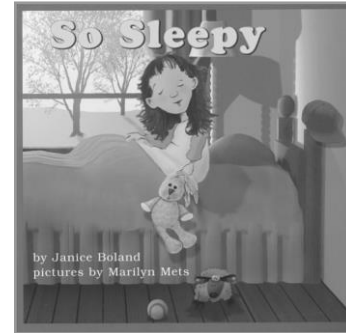
Illustrator Marilyn Mets

8 pages ■ 35 Eng. words ■ 31 Spn. words

Fountas and Pinnell Level D

Reading Recovery Level 6

Descubriendo la Lectura Level 5



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

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

INTRODUCING THE BOOK

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 / Tenía Sueño (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

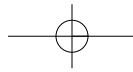
There were a lot of words we knew in that book. But what did we need to do as we read?

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.



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So Sleepy / Tenía Sueño (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>When I am very sleepy, I don't like to . . . The girl woke up and jumped out of bed because . . .</i>
USE YOUR MEMORY	<i>Name all the people who tried to wake up the girl. Who finally woke the girl up? How come?</i>
WHAT'S YOUR OPINION?	<i>Why do you think the girl was so sleepy?</i>
BE CREATIVE	<i>Write a letter to the author of this book and tell her why you like OR do not like this book.</i>
VOCABULARY AGENT	<i>Put your 2 pointer fingers on each of the talking marks (quotation marks) that you find in this book. Read the words in between the talking marks.</i> <i>What words could you put in between these talking marks:</i> “ ,” said my Mom. “ ,” said my Dad. “ ,” said my sister. “ ,” said my friend.

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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