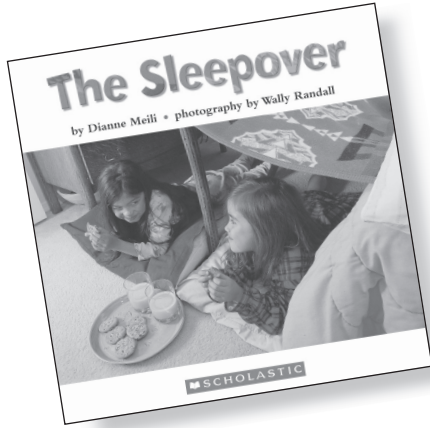


The Sleepover



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Text Type: Non-fiction: Retell — Personal Account

Guided Reading Level: I

Summary: Sage has a sleepover visit to Shawna's apartment. When Sage gets homesick, she feels better when she finds the sweetgrass her mother packed in her backpack.

Word Count: 250

Text Features

Visual Literacy

- ▶ inset photograph

Text Supports

- ▶ photographs strongly support the text
- ▶ each sentence begins on a new line

Possible Text Challenges

- ▶ some unfamiliar vocabulary: *prairie*, *sweetgrass*

Reading Strategies

Comprehension

- ▶ inferring
- ▶ predicting

Working with Words

- ▶ using letter and picture cues to solve words

Assessment Opportunities

Note each student's ability to:

- ▶ make inferences
- ▶ make meaningful predictions about the story
- ▶ use letter and picture cues to solve words

Teaching Tip: When assessing students' learning, be sure to assess their preparation before reading (i.e., their predictions about the story), their use of independent word-solving strategies during reading, as well as their ability to respond to the text after reading.



BEFORE READING

Predicting/making connections: text to self

Activating and Building Prior Knowledge

Show students the photo on the front cover of the book but cover the title. Ask them to make some predictions about the relationship between the two girls and where they are. Uncover the title, read it to students, and then discuss what a sleepover is. Look at the photograph on the back cover. Read the sentence on the back cover and discuss. Use the photographs in conjunction with the sentence to determine which girl is the narrator and which is Shawna.

Making connections: text to self/predicting

Not all students will have personal experience with a sleepover. Being careful not to make judgements on the value of sleepovers, ask students to share their experiences and knowledge of what happens at a sleepover. Make a list of their suggestions of what the girls might do on chart paper or the board. During the discussion, ensure that the idea of feeling homesick is addressed.

Teaching Tip:

Remind students that good readers consider their personal experiences related to the text and use this information to help them understand the story line and to anticipate the vocabulary that will appear in the story.

Word solving and building/visual literacy

Overcoming Text Challenges

Discuss how some words can be solved by looking at the photographs for cues. Turn to page 4 and point to the word *apartment* and then have students look at the picture, noting the clear connection between the word and the picture. Do the same for the word *elevator* on page 5. Also draw students' attention to the inset photograph on page 7 and then point to *eagle feather*. Talk about how the photograph helps us understand what Shawna is referring to.

Talk with students about how sometimes we cannot solve words from picture cues because the words are not shown in the picture or because we are not familiar with the words. Turn to page 13 and point to the word *prairie*. Model for students how to use letter cues across the word to help them make a word prediction. Then remind them to self-monitor by reading the sentence and checking to make sure the word makes sense in the context.

Inferring

Setting a Purpose

Say, *As you read, I want you to think about how Sage is feeling at different points in the story.*

ESL Note:

ESL students may need direction in reading picture cues. Have students dramatize feelings. Ask them how they look when they feel *surprised, happy, sad, etc.*



DURING READING

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem solve as they read. For example, *Can you find something in the picture to tell you what is happening? What word would make sense?* Note students' successful use of reading strategies and any difficulties they encounter.

If any students finish before others have completed the reading, ask them to go back and reread, then share with a partner what they think happened in the story.



AFTER READING

Predicting

Remind students of the discussion you had about what the girls might do on their sleepover. Discuss how close their predictions were to what happened in the story.

Inferring

Discuss how Sage felt on her sleepover. Ask, *What clues were in the story that helped you to know how she felt?* Draw students' attention to the text and photos that indicate how Sage felt (e.g., page 5, when she arrived with her father; page 8, when the girls made the bracelets; page 9, when the girls had cookies and juice; page 11, when she was lying in bed; page 15, when she smelled the sweetgrass).

Synthesizing

Engage students in a discussion that leads them to synthesize information. For example, ask, *What made Sage feel homesick? How did Shawna's mom make Sage feel less homesick?*

Evaluating

Have students discuss the text and author's craft. Ask, *From whose point of view is the story told? How does the author show us that it is from Sage's viewpoint? How does the author show us that Sage has special traditions in her family?*

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

How Sage Felt

Inferring

Have students choose one of the points in the story (e.g., when Sage arrived at Shawna's apartment with her dad, when Shawna's mom read them a bedtime story, when Sage called her mom, or when Sage smelled the sweetgrass) and have them complete the sentences on the BLM and draw a picture.

Compound Words

Word solving and building

Discuss with students how the word *sleepover* in the story is a compound word, and explain how to identify a compound word. Have them find the other compound words in the story: *goodbye, backpack, downtown, playhouse, bedroom, bedtime, upstairs, downstairs, something, and sweetgrass*. Give students long cardboard cards on which to print each compound word and short cards for the two words that make up each word. They can then use these cards for a matching activity. Allow students the opportunity to make the cards themselves so that they have added practice and experience with the words.

How Sage Felt

Name: _____

Sage felt _____

when _____

because _____
