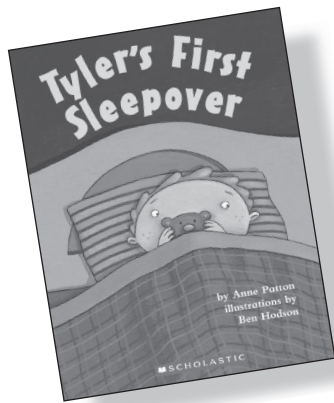


# Tyler's First Sleepover



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Illustrated by Ben Hodson

**Text Type:** Fiction: Narrative — Realistic Story

**Guided Reading Level:** K

**Word Count:** 986

## Text Features

- ▶ table of contents
- ▶ chapter headings

**Summary:** Tyler is invited for his very first sleepover at Brandon's house. Brandon's big brother warns him not to play with his model cars. After a fun-filled evening, Tyler gives in to temptation and plays with one of the cars. While playing, the car's wheel falls off and Tyler must face the consequences of his actions.

## Text Supports

- ▶ illustrations are highly supportive of text

## Possible Text Challenges

- ▶ multiple speakers on some pages
- ▶ some difficult words

## First Session (pages 4-14)

### Reading Strategies

#### Comprehension

- ▶ predicting
- ▶ evaluating

#### Working with Words

- ▶ using context clues and illustrations to read unfamiliar words
- ▶ using rereading, reading ahead, and cross-checking to solve unfamiliar words

### Assessment Opportunities

Note each student's ability to:

- ▶ make predictions using text, illustrations, and prior knowledge
- ▶ evaluate character's feelings
- ▶ use multiple word-solving strategies
- ▶ confirm or reject word predictions based on additional sources of information



## BEFORE READING

### Making connections: text to self

#### **Activating and Building Prior Knowledge**

Share a story with students about your first sleepover. Include how your feelings changed over the course of the event. Record your feelings on word cards. If possible, use some of the challenging “feeling” words from the story, e.g., *excited, scared, happy*. Invite students to share their stories and feelings about their first sleepover. Record the “feeling” words they use on word cards and display them.

#### **ESL Note:**

Some students may not have had experiences with sleepovers. Discuss why friends may want to visit overnight and describe what can happen during a sleepover.

### Predicting

Hand out copies of the book. Show and read the title and author of the book. Ask, *What do think this book is about? How do you think the boy feels about the sleepover?*

Read the back cover text. Ask, *Do you think Tyler keeps his promise?* Direct students’ attention to the title page. Ask, *Who is the man in the illustration? What do you think he and Tyler are doing?*

### Text features

Have students turn to the table of contents on page 3. Introduce or review the purpose of a table of contents. Say, *Lengthy fiction stories are divided into chapters. Each chapter is listed on a contents page. Each chapter heading gives the reader a clue about what the chapter is about and creates interest in the chapter.*

Read the chapter heading for chapter 1 aloud. Have students predict what it will be about. Ask, *What do you think a chapter called “The Invitation” might be about? Who is being invited? Who is doing the inviting? Where is this person being invited?* Remind students to keep their predictions based on the covers, and title page in mind as they make further predictions based on the chapter heading. Record students’ predictions lengthwise, on a chart or board, to resemble a timeline. Then ask students to make predictions about chapters 2 and 3 using the chapter headings and record their predictions.

#### **Overcoming Text Challenges**

### Print concepts

Direct students’ attention to page 6. Tell students that in this story there is often more than one person speaking on a page. Say, *Try to find the clues on this page that show you a new person is speaking as I read it aloud.* Have students share their ideas. Look for students to notice the following clues: a line space is used after a character is finished speaking; quotation marks enclose each character’s speech; and words such as *called* or *said* are used the character’s name.

### Word solving and building

Select a challenging word from the book such as *flopped* on page 4. Think aloud as you read page 4 to students to demonstrate how to use context clues, picture clues, reading ahead, and rereading to solve the word *flopped*. For example, *“One morning they fl—”(hmm). I don’t know that word. I’ll read ahead so I can use what makes sense. Read to the end of the sentence. Okay, now I know they were on the bed watching Jesse. I’ll look at the picture to see*

what they looked like on the bed and fits fl—. I think they've flopped so I'll read again to see if the word fits. Reread and ask students to check if your multiple word strategies were successful.

## Evaluating

### Setting a Purpose

Give each student two sticky notes per chapter. Tell students that as they read each chapter they are to record Tyler's feelings on a sticky note and place it at the spot in the book where he experiences this feeling.

**Teaching Tip:** Refer students to the “feeling” word cards generated earlier for support.



## DURING READING

Tell students to read chapters 1–3 independently, thinking about the purpose that has been set. Remind students that they can use more than one strategy to solve unfamiliar words.

Observe and listen to the 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 use the picture to help you solve that word? Try reading ahead and rereading.* Note students' successful use of reading strategies and any difficulties they encounter.

If some students finish before others have completed the reading, ask them to go back and reread one of the chapters and then share Tyler's feelings with a partner.

After chapter 1 is read, review the timeline with students and place a check beside the predictions that were verified in the text. Ask students to add to their predictions about what will happen in chapter 2 and support their predictions with the text. Record their predictions on the timeline.

After chapter 2 is read, repeat the verification process for chapter 2 and the prediction process for chapter 3. After chapter 3 is read, review the timeline with students and place a check beside the predictions that were verified in the text.



## AFTER READING

### Evaluating

Ask students to share their evaluation of Tyler's feelings beginning with chapter 1. Have them explain how Tyler is feeling and why. After sharing, have students place their sticky notes on the timeline under the appropriate chapter. If possible, have students connect verified predictions to Tyler's feelings.

**ESL Note:** Some ESL and other students will benefit from hearing you and/or their peers think aloud about the clues to Tyler's feelings. Prompt students to make their thinking explicit by asking, *What did Tyler say or do that made you think he was feeling \_\_\_\_ when he was packing? (when he was talking to Jesse, saying goodbye to his Dad, etc.)* Model identifying clues as necessary.

# Second Session (pages 15-24)

## Reading Strategies

### Comprehension

- ▶ predicting
- ▶ evaluating

### Working with Words

- ▶ using context clues and illustrations to read unfamiliar words
- ▶ using rereading, reading ahead, and cross-checking to solve unfamiliar words

## Assessment Opportunities

Note each student's ability to:

- ▶ make predictions using text, illustrations, and prior knowledge
- ▶ evaluate character's feelings
- ▶ use multiple word-solving strategies
- ▶ confirm or reject word predictions based on additional sources of information



## BEFORE READING

### Sequencing: retelling

### **Activating and Building Prior Knowledge**

Remind students that they are reading a story about a boy called Tyler who is having his first sleepover at his friend Brandon's house. Ask students to recall the events in chapters 1–3.

### **ESL Note:**

As you review the story events in chapters 1–3, show the corresponding picture in the book to students.

### Predicting

Review the timeline for chapters 1–3 with students. Return to the contents page and read aloud the remaining chapter headings. Invite students to predict what might happen in each chapter. Record their predictions.

### Word solving and building

### **Overcoming Text Challenges**

With students, practise using multiple word-solving strategies to solve some of the challenging words in chapters 4–6. Ask different students to demonstrate using context clues, picture clues, reading ahead, and rereading to solve unfamiliar words. For example, for *axle* on page 17, say, “*The ax \_\_\_\_*” (*hmm*). *I don't know that word. Eve, what strategy would you use first to help solve this word?* Eve's strategy will either solve the word or get closer to solving it. Ask for another strategy from a different student and so on until the word is solved.

### Evaluating

### **Setting a Purpose**

Give each student two sticky notes per chapter. Tell students that, once again, as they read each chapter they are to record Tyler's feelings on a sticky note and place it at the spot in the book where he experiences this feeling. Remind students to refer to the “feeling” word cards from the previous session.



## DURING READING

Tell students to read chapters 4–6 independently, thinking about the purpose that has been set. Remind students to use more than one strategy to solve unfamiliar words.

Observe and listen to the 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 take apart the word to help you solve that word? Does the word sound right in the sentence?* Note students' successful use of reading strategies and any difficulties they encounter.

If some students finish before others have completed the reading, ask them to go back and reread one of the chapters and then share Tyler's feelings with a partner.

After chapter 4 is read, review the timeline with students and place a check beside the predictions that were verified in the text. Ask students to add to their predictions about what will happen in chapter 5 and support their predictions with the text. Record their predictions on the timeline.

After chapter 5 is read, repeat the verification process for chapter 5 and the prediction process for chapter 6. After chapter 6 is read, review the timeline with students and place a check beside the predictions that were verified in the text.



## AFTER READING

### Evaluating/synthesizing

Discuss with students what they learned about making predictions while reading the book. Ask, *How did predicting help you understand the story better?* You may want to record their insights on a chart.

Ask students to share their evaluation of Tyler's feelings beginning with chapter 4. Have students locate their sticky notes in the chapter and explain how Tyler is feeling and why. After sharing, have students place their sticky notes on the timeline under the appropriate chapter. Have students examine the sticky notes and together summarize how Tyler's feelings change throughout the story. Point out to students that characters in stories seem real or believable when their feelings change throughout a story. It is easier for a reader to connect with characters when they are believable.

### Word solving and building

Ask students to demonstrate the most useful strategy they used in this story. Point out positive reading strategies that you observed during the lesson. For example, *I noticed Eric had difficulty with the word miserable so he read ahead to see what word made sense, looked at the picture for clues, and then reread the sentence to confirm the word made sense.*

## 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.

### Evaluating

#### ***Tyler's Emotions***

Students can use the BLM to write about and illustrate Tyler's emotions throughout the story.

### Inferring

#### ***Tyler's Sleepover Revisited***

Ask students to create a different ending for *Tyler's First Sleepover*. Have students come up with possible outcomes. Ask, *What might have happened if Tyler didn't find the wheel? What might have happened if it wasn't Butterscotch making the weird noises in Brandon's room? What might have happened if Jesse came home early?* Have students use the discussion ideas to draw and/or write a new ending for the story using the BLM. Encourage them to divide the ending into six parts.

### Sequencing: retelling

#### ***Puppet Show***

Have students select or create puppets to act out an event or sequence of events from the book. Students can use the dialogue and narration directly from the story or tell the event(s) in their own words.

#### ***Feeling Words***

Compile the "feeling" words students wrote on sticky notes and cards throughout the lesson into one list or one set of word cards. Have students sort the words into positive and negative feelings and/or organize the words alphabetically.

### Word solving and building

#### ***Syllable Search***

Each chapter in this story contains at least two three-syllable words. Challenge students to skim through designated chapters and find two three-syllable words. The words can be jotted down and divided into syllables. They can also be built using magnetic, plastic, or card letters.

# Tyler's Emotions

Name: \_\_\_\_\_

Beginning

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Middle

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End

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# Tyler's Sleepover Revisited

Name: \_\_\_\_\_

1.	2.
3.	4.
5.	6.