

COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

The following preview shows all of the comprehension strategy resources for *Sleep Like a Tiger* by Mary Logue

Author's Purpose Lesson Plan

Identifying the Author's Purpose
By: Mary Logue
Grade Level: 2 / Guided Reading Level: L

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read when you get confused

Summary

At the end of a long day, a little girl isn't quite ready for bed. Even when the sun goes down, she wants to stay awake and keep asking questions. As she gets ready for bedtime, she starts wondering how different animals fall asleep—like whales swimming in the ocean, bats hanging upside down in a barn, and snails curling up like cinnamon rolls. Each idea helps her imagine what it might feel like to drift off to sleep. Soon, by imagining herself as the many animals that she is curious about, her cozy bed begins to feel just right.

Link to What You Know

- Have you ever seen a pet or an animal sleep? Tell what it was like.
- Think about what you love about your bed. Tell about it.

Important Words to Know and Understand

Cocoon – A soft, silky covering that some insects make around themselves

Den – The safe, quiet home or hiding place for an animal

Why Readers Identify the Author's Purpose While Reading

Readers identify the author's purpose to understand why an author wrote the book. Authors write books because they want to persuade, inform, or entertain their reader.

When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to **persuade** you.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to **inform** you.

An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to **entertain** you.

Guided Reading Level

Guided Reading Level

Author's Purpose Lesson Plan

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3
Identify the Author's Purpose While Reading

- Think about what the author is trying to tell you or make you think about
- Did the author write this book to persuade, inform, or entertain you?

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Pages 5 and 6 – The illustrator puts crowns on the little girl's head and her parents' heads. Why do you think she chose to do this? How does answering this question help you as a reader?

Page 8 – The little girl lies "as still as an after floating in a stream." Why do you think the author chose to write this line? How does noticing this help you better understand how the girl feels?

Page 16 – The grizzly bear sleeps in his den. Look closely at the illustration. What details do you notice that the illustrator included? Why do you think she included these details?

Pages 23 and 24 – The little girl lays in her bed. How does the author describe it? Why do you think she chose to describe it this way? How does the illustrator help you understand the author's words?

Pages 31 and 32 – The little girl falls fast asleep like the tiger. Out of all the animals mentioned in this story, why do you think the author chose to end with the tiger? How does answering this question help you understand the author's purpose for writing this story?

Time to Reflect

Think – Mary Logue is the author of *Sleep Like a Tiger*. What was her purpose for writing this book? Did she write the book to persuade, inform, or entertain you? How do you know?

Talk – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Sleep Like a Tiger*. (Remember to include examples from the book!)

Activate Prior Knowledge

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Making Connections
By: Mary Logue
Grade Level: 2 / Guided Reading Level: L

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read when you get confused

3
Make Connections While Reading

- Think about the text you read when you get confused

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 7 – The little girl wants to stay awake and keep asking questions. As she gets ready for bedtime, she starts wondering how different animals fall asleep—like whales swimming in the ocean, bats hanging upside down in a barn, and snails curling up like cinnamon rolls. Each idea helps her imagine what it might feel like to drift off to sleep. Soon, by imagining herself as the many animals that she is curious about, her cozy bed begins to feel just right.

Page 15 – The girl found the book's text-to-text connection. How does this help you understand the author's words?

Page 21 and 22 – The little girl connects the text to her own life. How does this help you understand the author's words?

Page 27 and 28 – The little girl connects the text to her own life. How does this help you understand the author's words?

Time to Reflect

Think – What kind of work helped you visualize while reading *Sleep Like a Tiger*? Were there any words that helped you visualize what the author was trying to say? How do you know?

Talk – Tell your reading partner about the work you did while reading *Sleep Like a Tiger*. How does answering this question help you better understand the author's words?

Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Sleep Like a Tiger*. (Remember to include examples from the book!)

Making Connections

Visualizing
By: Mary Logue
Grade Level: 2 / Guided Reading Level: L

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read when you get confused

3
Visualize While Reading

- Think about the text you read when you get confused

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 1 – The sun goes down. The little girl isn't quite ready for bed. Even when the sun goes down, she wants to stay awake and keep asking questions. As she gets ready for bedtime, she starts wondering how different animals fall asleep—like whales swimming in the ocean, bats hanging upside down in a barn, and snails curling up like cinnamon rolls. Each idea helps her imagine what it might feel like to drift off to sleep. Soon, by imagining herself as the many animals that she is curious about, her cozy bed begins to feel just right.

Page 15 – The girl found the book's text-to-text connection. How does this help you understand the author's words?

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Page 27 and 28 – The little girl connects the text to her own life. How does this help you understand the author's words?

Time to Reflect

Think – What kind of work helped you visualize while reading *Sleep Like a Tiger*? Were there any words that helped you visualize what the author was trying to say? How do you know?

Talk – Tell your reading partner about the work you did while reading *Sleep Like a Tiger*. How does answering this question help you better understand the author's words?

Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Sleep Like a Tiger*. (Remember to include examples from the book!)

Visualizing

Answer Key for Identifying the Author's Purpose with Sleep Like a Tiger

Page 16

The grizzly bear sleeps in his den. Look closely at the illustration. What details do you notice that the illustrator included? Why do you think she included these details?

Pages 5 and 6

The illustrator puts crowns on the little girl's head and her parents' heads. Why do you think she chose to do this? How does answering this question help you as a reader?

Page 8

The little girl lies "as still as an after floating in a stream." Why do you think the author chose to write this line? How does noticing this help you better understand how the girl feels?

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Pages 31 and 32

The little girl falls fast asleep like the tiger. Out of all the animals mentioned in this story, why do you think the author chose to end with the tiger? How does answering this question help you understand the author's purpose for writing this story?

Answer Key for Making Connections with Sleep Like a Tiger

Page 7

The little girl wants to stay awake and keep asking questions. As she gets ready for bedtime, she starts wondering how different animals fall asleep—like whales swimming in the ocean, bats hanging upside down in a barn, and snails curling up like cinnamon rolls. Each idea helps her imagine what it might feel like to drift off to sleep. Soon, by imagining herself as the many animals that she is curious about, her cozy bed begins to feel just right.

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Page 21 and 22

The little girl connects the text to her own life. How does this help you understand the author's words?

Page 27 and 28

The little girl connects the text to her own life. How does this help you understand the author's words?

Answer Key for Visualizing with Sleep Like a Tiger

Page 1

The sun goes down. The little girl isn't quite ready for bed. Even when the sun goes down, she wants to stay awake and keep asking questions. As she gets ready for bedtime, she starts wondering how different animals fall asleep—like whales swimming in the ocean, bats hanging upside down in a barn, and snails curling up like cinnamon rolls. Each idea helps her imagine what it might feel like to drift off to sleep. Soon, by imagining herself as the many animals that she is curious about, her cozy bed begins to feel just right.

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Practice Pages and Answer Keys

Practice Pages and Answer Keys

WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

3 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

☐ To Persuade ☐ To Inform ☐ To Entertain

I know the author wanted to _____ because _____.

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

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Identifying the Author's Purpose

Making Connections

Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?

☐ Text-to-Self ☐ Text-to-Text ☐ Text-to-World

Draw a picture of your connection in the box below.

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

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Making Connections

Visualizing

Title: _____

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below.

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

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Visualizing