

# 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

## Get Ready To Read

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

## Summary

At the end of a long day, a little girl isn't quite ready for bed. Even when the sun goes down, she has trouble falling asleep and keeps asking questions. As she gets ready for bed, the tiger starts wondering different things and falls asleep like a whale: 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



## Learn About Comprehension Strategies

- ✓ Think about the text you read
- when you get confused

## 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**.

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.

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## Explanation of Strategy

## Key abulary

## Guided Reading Level

## Activate Prior Knowledge

## Page by Page Guide and Strategy Questions

# Author's Purpose Lesson Plan

## Identifying the Author's Purpose

**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?

## Sleep Like a Tiger

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

**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 on other 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 14** – 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 of 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?

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**Notice the Work You Did While**

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

**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.

**Reflect** – Think about what you learned while reading *Sleep Like a Tiger*. How did thinking about the things you and your reading partner discussed. How does identifying the author's purpose help you be a better reader?

**Write** – Glue 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!)

## Turn, Talk, and Reflect

## Making Connections

<h2 style="text-align: center;">Answer Key for Making Connections</h2> <p style="text-align: center;">with Sleep Like a Tiger</p>	
<p><b>Pages 21 &amp; 22:</b> The little girl another bed <i>Answers</i> know it How does <i>Connect</i> will fall forward toward</p> <p><b>Page 26:</b> The girl fell  <i>Visualizing</i> tiger</p>	<p><b>Your Turn to Practice Making Connections</b> with Sleep Like a Tiger</p> <p><b>Pages 21 and 22:</b> The little girl got in her bed. Make a <b>text-to-text</b> connection and think about another bedtime story that you know.</p> <p>How does thinking about that story help you as you read this one?</p> <p>and the warmest spot under her covers. Make a <b>text-to-self</b> connection when you were settling into bed.</p> <p><b>Practice Visualizing</b> Like a Tiger</p> <p>I do not want to sleep. Use the illustrations and what the girl is doing. What do you see in</p> <p>on help you better understand how the little girl feels?</p> <p>of this help you as a reader?</p>

 <b>Visualizing</b>	
 <b>Get Ready To Read</b> <ul style="list-style-type: none"><li>Learn about the text</li><li>Get your brain ready to read</li><li>Find the meaning of new words found in the book</li></ul>	<b>Summary</b> <p>At the end of a long day, a little girl isn't quite ready for bed. Even when the sun goes down, she still wants to play and wonders how different it will feel—like when she's riding a roller coaster or when she's swimming in the ocean and feels like she's flying. As she gets ready for bed, she begins to wonder what it will be like to sleep in a treehouse or to sleep in a boat and dream about being a pirate.</p> <b>Link to What You Know</b> <ul style="list-style-type: none"><li>Describe what it is like when it's time to stop playing and get ready for bed.</li><li>What is it like to fall asleep? Close your eyes and visualize it.</li></ul> <b>Important Words to Know and Understand</b> <p><b>down</b>—The opening you walk up to get into or out of a vehicle.</p> <p><b>Tuck</b>—To pull or fold something into a snug place so it stays put.</p>
 <b>Learn About Comprehension Strategies</b> <ul style="list-style-type: none"><li>Think about the text</li><li>Know what to do when you get confused</li></ul>	<b>Why Readers Visualize While Reading</b> <p>Reading visualize by using the author's words to make movies in their minds. When readers can do this, it means they are reading with comprehension. Below are some ways that they should know about the text.</p> <p>When you need to picture a book, the illustrations use the author's words to help you visualize the story. You can use the illustrations to help you check that your reading comprehension is correct.</p> <p>When you read a chapter book or other text that does not have pictures, it is helpful to pay attention to all of the describing words. Describing words will help you create mental images in your mind.</p>
	 <b>Sleep Like a Tiger</b> <p>By Moxy Louie Grade Level 2   Guided Reading Level L</p> <p><a href="#">View Sample</a> <a href="#">Buy Now</a></p>

## Visualizing

**3**

**Visualize While Reading**

Notice the words an author uses to describe people, places, ideas, events, and pictures. Do your mind imagine what the pictures in the book look like?

**4**

**Notice the Work You Did While Reading**

That

Tick

Reflect

Write

**Sleep Like a Tiger**  
By: Mo Willems

**Time to Read**

Stop at the following times. Think about the question for each stop. You can do this with a reading partner or on your own. Write down in your notebook.

**Page 1** – Notice the words the tiger says. What do you visualize when you read the words? What do you visualize when the tiger stretches his body? What do you visualize when he says the words on the page?

**Page 15** – Draw this to help you remember where the tiger is. What is your tiger? How does your visualization help you remember where the tiger is?

**Pages 27 and 30** – Notice how the author describes what the tiger is doing. Draw this to help you remember what the tiger is doing? How does your visualization help you to remember what the tiger is doing?

**Pages 31 and 32** – Use the words on the page to visualize the tiger's bed. Draw this to help you remember the tiger's bed. Draw in your mind's eye the place in the book where the tiger's bed is. How does your visualization help you remember where the tiger's bed is?

**Time to Reflect**

What words helped you visualize while reading *Sleep Like a Tiger*? Were they color words? Were they words that made you think of a place? Were they words that made you move in your mind match some of the pictures in the book?

**Tell** – Tell your reading partner about a place in the book where the tiger is sleeping. Use descriptive words to help your partner visualize or act them! Remember to ask your partner to **reflect**.

**Reflect** – Think about how *Sleep Like a Tiger* . How does reading this book help you remember what the tiger is doing? How does reading this book help you to be a better reader? **Write** – Glue your strategy into your notebook. Draw a tiger. Draw a tiger sleeping. Label the tiger *Sleep like a Tiger*. (Remember to include examples from the book.)

## Visualizing

## Practice Pages and Answer Keys

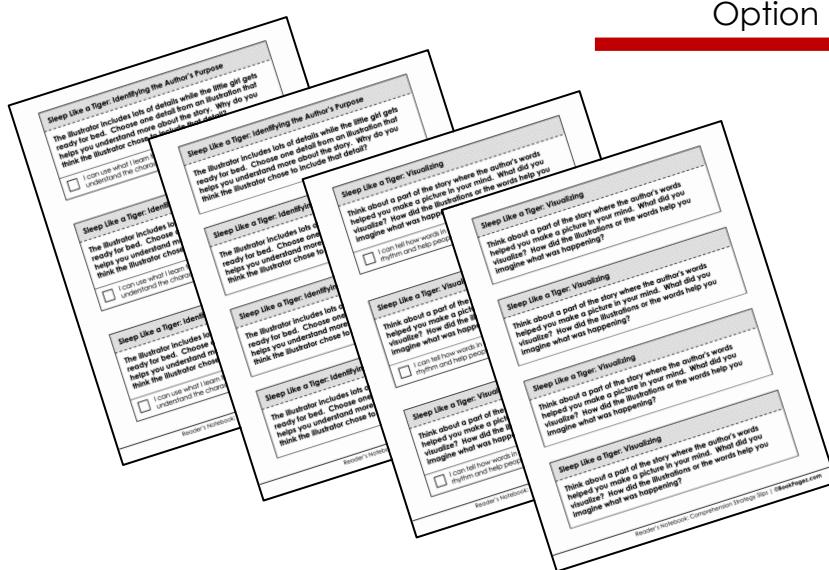
# WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

**“I Can” Statement** 

**Common Core State Standard** 

**Strategy and Text Based Reader’s Response Prompt** 

**Reader’s Notebook: Comprehension Strategy Slips (CCSS)** | ©BookPagez.com



## Common Core Free Option

**Reader’s Notebook: Comprehension Strategy Slips (CCSS)** | ©BookPagez.com

## 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 \_\_\_\_\_ me 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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

**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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**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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Identifying the Author’s Purpose

Making Connections

Visualizing