

# Lesson Plans and Teaching Resources for Sleep Like a Tiger

## 3 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

## Author's Purpose Lesson Plan

<h2>Identifying the Author's Purpose</h2> <p><b>Get Ready To Read</b></p> <ul style="list-style-type: none"><li>✓ Learn about the book</li><li>✓ Get your brain ready to read</li><li>✓ Identify the meaning of important words found in the book</li></ul> <p><b>Learn About Comprehension Strategies</b></p> <ul style="list-style-type: none"><li>✓ Think about the text you read</li><li>when you get confused</li></ul>	<h2>Sleep Like a Tiger</h2> <p>By: Mary Logue</p> <p>Grade Level: 2 / Guided Reading Level: L</p> <h3>Summary</h3> <p>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 bed, she starts wondering all sorts of things: for example, she wonders about swimming in the ocean, bats hanging upside down in a camp, 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.</p> <h3>Link to What You Know</h3> <ul style="list-style-type: none"><li>Have you ever seen a pet or an animal sleep? Tell what it was like.</li><li>Think about what you love about your bed. Tell about it.</li></ul> <h3>Important Words to Know and Understand</h3> <p><b>Cocoon</b> – A soft, silky covering that some insects make around themselves</p> <p><b>Den</b> – The safe, quiet home or hiding place for an animal</p> <h3>Why Readers Identify the Author's Purpose While Reading</h3> <p>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.</p> <p>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 <b>persuade</b>.</p> <p>On the other hand, when you read nonfiction (books about real places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to <b>inform</b> you.</p> <p>An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to <b>entertain</b> you.</p>
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## Explanation of Strategy

## Key Vocabulary

<p><b>Making Connections</b></p> <p><b>Time to Read</b></p> <p>Read the following page. Then write a new connection on the back of the page.</p> <p><b>Page 7</b> – The little girl wrote her name on the wall. How does this connect to you? What's the last time you wrote your name?</p> <p><b>Page 12</b> – It's time sleep. Make a <b>self-to-self</b> connection. How does this connection help you? What's the last time you went to sleep?</p> <p><b>Pages 21 and 22</b> – The little girl connects and then writes her name. What things have you heard about in the world?</p> <p><b>Page 27</b> – The girl found a book. Make a <b>self-to-self</b> connection. How does this help you better understand the world? What's the last time you read a book?</p> <p><b>Pages 31 and 32</b> – The little girl connects. What do these pages tell you about the message of the story?</p>	<p><b>Grade Level:</b> 2   Guided Reading: Level I</p>	<p><b>Sleep like a Tiger</b></p> <p><b>Making Connections</b></p> <p><b>Time to Reflect</b></p> <p><b>How</b> – When readers make connections, they look for the parts in a book that remind them of something they already know. In a book that remind them of something they already know. If you can find parts in a book, you'll be able to understand even more. How does this connect to you? What's the last time you slept like a tiger? Did your prior knowledge help you as a reader?</p> <p><b>Ask</b> – Tell your reading partner about the type of connection you made. Ask your reading partner about the type of connection they made. Remember to ask your partner to share their connection with you.</p> <p><b>Reflect</b> – Think about the connections that you made while reading. How did these connections help you understand your reading partner's discussion. How does making connections help you as a reader?</p> <p><b>Write</b> – Give your strategy <b>Tip</b> into your reading notebook. Write about the work you did while reading <b>Sleep like a Tiger</b>. Remember to include a connection in the writing.</p>
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## Making Connections

## Visualizing



**Get Ready to Read**

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

**Learn About Comprehension Strategies**

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

### Sleep Like a Tiger

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

#### Summary

The story is a long day, the girl isn't quite ready for bed. Even when the sun goes down, she is still not ready for bed. She is still thinking about the many different kinds of bears wondering how different animals talk like the whole world. She is still thinking about the many different kinds of bears, and ends cutting up like cinnamon rolls. Each slice helps her feel better, but she still isn't quite ready for bed. She is still imagining herself on the many ornaments that she is curious about, but she still isn't quite ready for bed.

#### Link to What You Know

- Describe what it is like when it's time to stop playing and get ready for bed.
- What is it like to fall asleep? Close your eyes and visualize it.

#### Important Words to Know and Understand

**Downey** – the opening you walk through to get into or out of a building

**Tuck** – to pack or fold something into a snug place so it stays put

#### Why Readers Visualize While Reading

Readers visualize by using the author's words to make movies in their minds. They use their imagination to picture what they are able to make connections between what they already know and what they are reading.

When you read a picture book, the illustrator uses the author's words to create a picture that matches what's happening in the story. You can use the words in the story to help you think on the right picture.

When you read a book, or hear that one that does not have pictures, it's helpful to try to envision all of the describing words. Using descriptive words will help you create mental images in your mind.

## Visualizing

## Guided Reading Level

## Activate Prior Knowledge

## Page by Page Guide and Strategy Questions

## Turn, Talk, and Reflect



## Identifying the Author's Purpose

### Time to Read

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

**Pages 5 and 6** – The illustrator puts crows 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 otter 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 this illustrate how you understand the author's words?

**Pages 29 and 32** – The little girl fast falls 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.

**Reflect** – Think about what you learned while reading *Sleep Like a Tiger*. How do you think 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!)

**Sleep Like a Tiger**  
By: Mary Logue  
Grade Level: 2 / Guided Reading Level: L

**Notice the Work You Did While**



✓ Think  
✓ Talk  
✓ Reflect  
✓ Write

**Look for...** [lookforbooks.com](http://lookforbooks.com)

<b>Answer Key for Identifying the Author's Purpose</b> with Sleep Like a Tiger	
<b>Page 14</b> The girl you like I eat with	<b>Your Turn to Practice Identifying the Author's Purpose</b> with Sleep Like a tiger
<b>Why do I          I warm</b>	<b>Pages 5 and 6:</b> The illustrator puts crowns on the little girl's head and her parents' heads. Why do you think she chose to do this?
<b>Pages 22</b> The title The e "net"	How does answering this question help you as a reader? <hr/> <hr/> <hr/>
<b>Why do I          I think          and I</b>	<b>Page 8:</b> The little girl lies "as still as can other" author choose to write this?
<b>How do I          The it          which          the a</b>	<b>Pages 11:</b> The sun your ins your Answ her is belief
	<b>Pages 1 and 2:</b> The sun goes away, but the girl's imagination to help you your mind
	<b>Page 8:</b> Notice it about it When under
	<b>Page 8:</b>

Answer Key for Making Connections with Sleep Like a Tiger	
Pages 21 & 22: The little girl's brother is another text-to-text connection. Answer: Know It: How does Connect: will fall forward Page 25: The girl feels lizing ger	Your Turn to Practice Making Connections with Sleep Like a Tiger
	Pages 21 and 22: The little girl lays in her bed. Make a <b>text-to-text</b> connection and think about another bedtime story that you know.
	How does thinking about that story help you as you read this one?
	End the warmest spot under her covers. Make a <b>text-to-self</b> connection when you were settling into bed.
	On help you better understand how the little girl feels?
	If this help you as a reader?

<p><b>Answer Key for Visualizing</b> with Sleep Like a Tiger</p>	
<p><b>Your Turn to Practice Visualizing</b> with Sleep Like a Tiger</p>	
<p><b>Page 1</b> I am a reader! The get and the her my Answer believe she believe The girl goes away but the little girl did not want to sleep. Use the illustrations and your imagination to help you visualize what the girl is doing. What do you see in your mind?</p>	
<p><b>Page 1 and 2.</b> Notice the words on this page. What do you visualize when you read the words about the girl stretching her toes down under the crisp sheets?</p>	
<p><b>Page 8:</b> Notice the words on this page. What do you visualize when you read the words about the girl stretching her toes down under the crisp sheets?</p>	
<p><b>Page 15</b> "Snoils" cut up like a cinnamon roll inside their shell." Use your imagination to help you visualize what the small book looks like. What do you see in your mind?</p>	
<p>What else can you visualize on this page?</p>	
<p><b>Page 15:</b> "Snoils" cut up like a cinnamon roll inside their shell." Use your imagination to help you visualize what the small book looks like. What do you see in your mind?</p>	

## Practice Pages and Answer Keys

# WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

**“I Can” Statement**

**Sleep Like a Tiger: Visualizing**

Think about a part of the story where the author’s words helped you make a picture in your mind. What did you visualize? How did the illustrations or the words help you imagine what was happening?

I can tell how words in stories, poems, or songs can give them rhythm and help people understand them better.

CCSS: RL.2.4

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

**Sleep Like a Tiger: Visualizing**

Think about a part of the story where the author’s words helped you make a picture in your mind. What did you visualize? How did the illustrations or the words help you imagine what was happening?

I can tell how words in stories, poems, or songs can give them rhythm and help people understand them better.

CCSS: RL.2.4

**Common Core State Standard**

**Sleep Like a Tiger: Visualizing**

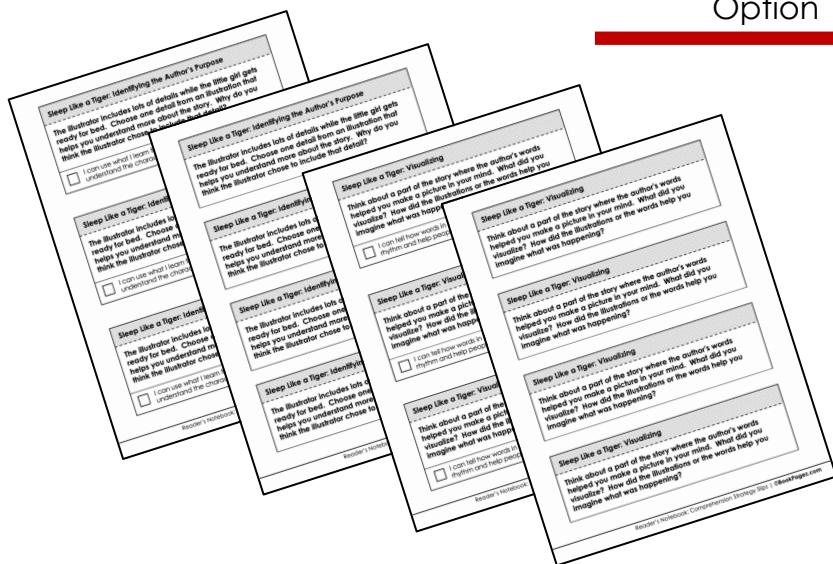
Think about a part of the story where the author’s words helped you make a picture in your mind. What did you visualize? How did the illustrations or the words help you imagine what was happening?

I can tell how words in stories, poems, or songs can give them rhythm and help people understand them better.

CCSS: RL.2.4

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

## Common Core Free Option



**Sleep Like a Tiger: Visualizing**

Think about a part of the story where the author’s words helped you make a picture in your mind. What did you visualize? How did the illustrations or the words help you imagine what was happening?

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

**Sleep Like a Tiger: Visualizing**

Think about a part of the story where the author’s words helped you make a picture in your mind. What did you visualize? How did the illustrations or the words help you imagine what was happening?

**Sleep Like a Tiger: Visualizing**

Think about a part of the story where the author’s words helped you make a picture in your mind. What did you visualize? How did the illustrations or the words help you imagine what was happening?

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**Reader’s Notebook: Comprehension Strategy Slips | ©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 solid 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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

**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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

**Identifying the Author’s Purpose**

**Making Connections**

**Visualizing**

# VOCABULARY CONNECTIONS RESOURCES

<b>Vocabulary Connections</b>	
<b>Sleep Like a Tiger</b>	By: Mary Logue Grade Level: 2 / Guided Reading Level: L
<b>Important Words to Know and Understand in <i>Sleep Like a Tiger</i></b>	
<b>Agreed</b>	Said "yes" to the same idea or thought as someone else
<b>Announced</b>	Said something in a loud or clear way so everyone would hear it
<b>Cocoon</b>	A soft, silky covering that some insects make around them
<b>Crisp</b>	Clean, smooth, and a little stiff in a fresh way (like crisp sheets on a bed)
<b>Den</b>	The safe, quiet home or hiding place for an animal
<b>Doorway</b>	The opening you walk through to go into or out of a room
<b>Mighty</b>	Very powerful
<b>Officer</b>	A fury animal that lives near water and loves to swim
<b>Tuck</b>	To push or fold something into a snug place so it stays put
<b>Wriggled</b>	Twisted or moved your body back and forth, like a little wiggle

## Important Words to Know and Understand in Sleep Like a Tiger Word List

Vocabulary Connections		
Grade Level: 2 / Guided Reading Level: L		
Agreed	Announced	Cocoon
		
Directions: 1. Cut out each card. 2. Fold on the solid line. 3. Open, trace or staple the top of each card to color.		
Crisp	Den	Doorway
		
Picture Vocabulary Sorting Cards   ©BookPages.com		

## Word and Picture Sorting Cards

Vocabulary Connections		
		Steal like a Tiger By: Mary Logue Grade Level: 2 / Guided Reading level: L
<b>Mighty</b>	<b>Otter</b>	<b>Tuck</b>
Very powerful	A furry animal that lives near water and loves to swim	To push or fold something into a snug place so it stays put
<b>Wriggled</b>		
Twisted or moved your body back and forth, like a little wiggle		

## Word and Definition Sorting Cards

Word Games												
<p><b>Directions:</b> Look at the picture and read the sentences. Choose the best word from the Word Bank to fill in the blank. You can color the tiger while you think about the right words!</p> <p><b>Word Bank:</b></p> <table border="1" style="margin-bottom: 10px; border-collapse: collapse; width: 30%;"> <tr> <td style="padding: 5px;">agreed</td> <td style="padding: 5px;">doorway</td> <td style="padding: 5px;">crisp</td> </tr> <tr> <td style="padding: 5px;">den</td> <td style="padding: 5px;">wriggled</td> <td style="padding: 5px;">cocoon</td> </tr> </table>  <p>1. The bear went into his dark _____ to sleep.</p> <p>2. The clean sheets felt cool and _____.</p> <p>3. The puppy _____ to get comfortable.</p> <p>4. I stood in the _____ and waved goodnight.</p> <p>5. Dad _____ to read the book about the tiger.</p> <p><b>Directions:</b> Read the words in the Word Bank. Circle the two words that describe a home or hiding place. Then, label the pictures below using the correct word.</p> <p><b>Word Bank:</b></p> <table border="1" style="margin-bottom: 10px; border-collapse: collapse; width: 30%;"> <tr> <td style="padding: 5px;">agreed</td> <td style="padding: 5px;">doorway</td> <td style="padding: 5px;">crisp</td> </tr> <tr> <td style="padding: 5px;">den</td> <td style="padding: 5px;">wriggled</td> <td style="padding: 5px;">cocoon</td> </tr> </table>    <p>Name: _____</p> <p style="text-align: right;">@BookPages.com</p> <p style="text-align: center;">c o c o o n</p> <p style="text-align: right;">d e n</p> <p><b>Answer Key</b> <b>Sleep Like a Tiger</b></p> <p>the sentences. Choose the best word</p> <p>out</p> <p>on</p> <p>den to sleep.</p> <p>crisp</p> <p>to get comfortable.</p> <p>waved goodnight.</p> <p>ead the book about the tiger.</p> <p>ink. Circle the two words that</p> <p>abel the pictures below using the</p>	agreed	doorway	crisp	den	wriggled	cocoon	agreed	doorway	crisp	den	wriggled	cocoon
agreed	doorway	crisp										
den	wriggled	cocoon										
agreed	doorway	crisp										
den	wriggled	cocoon										

## Word Games and Answer Key

Name: _____				
<h3 style="margin: 0;">Vocabulary Connections</h3>				
<p><b>Directions:</b> Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.</p>				
<b>New Word</b>				
<p><b>Name:</b> _____</p>				
<h3 style="margin: 0;">Vocabulary Connections</h3>				
<p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Write a word from your reading that is new to you in the first column.</li> <li>2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.</li> <li>3. Explain why you think your definition makes sense based on the context clues in the text.</li> <li>4. Write the dictionary definition.</li> <li>5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.</li> </ol>				
<b>Word</b>	<b>What I Think the Word Means</b>	<b>Context Clues</b>	<b>Real Definition</b>	<input checked="" type="checkbox"/>
<b>Visualize</b> Draw a picture to illustrate the meaning of the word.				
<b>Connect to Your Life</b> When or where have you seen it, heard it, felt it, used it, or tasted it?				
Bring Words   <a href="http://BookPagez.com">BookPagez.com</a>				

## Vocabulary Word Extension Activities

<h2>Vocabulary Connections</h2> <h3>Sleep Like a Tiger</h3> <p>By Mary Logue</p>		<p><b>Sleep like a Tiger</b> By: Mary Logue Grade Level: 2 / Guided Reading Level: L</p>
 <p>A new word that I learned in this book is: _____</p> <p>If I were..., _____</p>		<p><b>Steps for Reading:</b> 1. Read the Directions. 2. Read the Story. 3. Complete the Vocabulary Words.</p>
<p>_____</p>		<p>Name: _____</p> 

## Personalized Vocabulary Bookmark

# WORD WORK LESSON PLAN AND ACTIVITIES

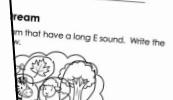
## Instructional Focus Based on the Words in the Book

<h2>Word Work</h2> <p><b>Instructional Focus:</b> Long E Sound</p> <p><b>Background:</b> The long E sound can be spelled in many different ways. Some include "ee," "ea," "e," and even "y" at the end of a word. Spellings look different, they can all make the same long E sound, and happy.</p> <p>Learning these patterns helps students recognize long E words, decode new ones with confidence. As students read, they'll be appearing in all kinds of spelling combinations.</p> <p><b>Examples:</b></p> <table border="1" data-bbox="394 451 580 508"> <tr> <td>see</td> <td>teach</td> <td>creepy</td> </tr> <tr> <td>candy</td> <td>clean</td> <td>sleep</td> </tr> <tr> <td>neat</td> <td>happy</td> <td>she</td> </tr> </table> <p><b>Materials and Preparation:</b></p> <ul style="list-style-type: none"> <li>A copy of <i>Sleep Like a Tiger</i> by Mary Logue</li> <li>Whiteboard or chart paper</li> <li>Markers</li> <li>Long E die (1 per pair of students; cut and tape prior to use)</li> <li>Roll-a-Word Recording Chart (1 per pair of students)</li> <li>Long E Sound Practice Page (1 per student)</li> <li>Answer Key for Long E Practice Page (1 copy for teacher)</li> <li>Optional: Word Detective Extension Worksheet (1 per student)</li> <li>Optional: "Long E Word Hunt" activity to extend engagement</li> </ul>	see	teach	creepy	candy	clean	sleep	neat	happy	she	<p><b>Sleep Like a Tiger</b> By: Mary Logue Grade Level: 2 / Guided Reading Level: L</p> <p><b>Word Work</b></p> <p><b>Step 1:</b> <b>Introduce the Focus of Word Work</b></p> <table border="1" data-bbox="580 405 765 466"> <tr> <td colspan="4">Sample Anchor Chart</td> </tr> <tr> <td colspan="4">Long E Sound</td> </tr> <tr> <td>ee</td> <td>ea</td> <td>e</td> <td>y</td> </tr> <tr> <td>see</td> <td>leaf</td> <td>me</td> <td>happy</td> </tr> </table> <p><b>Step 2:</b> <b>Connect Word Work to Reading</b></p> <p>Example of Long E Sound found in the text:</p> <table border="1" data-bbox="580 623 765 707"> <tr> <td>sleep</td> <td>he's</td> </tr> <tr> <td>even</td> <td>be</td> </tr> <tr> <td>she</td> <td>ate</td> </tr> <tr> <td>sleepy</td> <td>age</td> </tr> <tr> <td>teach</td> <td>peeps</td> </tr> <tr> <td>clean</td> <td>she</td> </tr> <tr> <td>sheets</td> <td>we</td> </tr> </table>	Sample Anchor Chart				Long E Sound				ee	ea	e	y	see	leaf	me	happy	sleep	he's	even	be	she	ate	sleepy	age	teach	peeps	clean	she	sheets	we
see	teach	creepy																																						
candy	clean	sleep																																						
neat	happy	she																																						
Sample Anchor Chart																																								
Long E Sound																																								
ee	ea	e	y																																					
see	leaf	me	happy																																					
sleep	he's																																							
even	be																																							
she	ate																																							
sleepy	age																																							
teach	peeps																																							
clean	she																																							
sheets	we																																							

<h2>Word Work</h2> <p><b>Step 1:</b> Introduce the Focus of Word Work</p>	<p><b>Introduce Long E Sound</b></p> <ul style="list-style-type: none"> <li>Tell students that today they will learn about the <b>long E sound</b>, which can be spelled in <b>many different ways</b>.</li> <li>Tell students that the <b>long E sound</b> is when you hear the letter "E" say its name.</li> <li>Write the following patterns across the top of your anchor chart: <b>ee, ea, e, and y</b>. Explain that these are all common ways to spell the long E sound in English words.</li> <li>Tell students that there are some other ways to get the long E sound, but today you will only focus on the four listed.</li> <li>Say several long E words aloud (such as <b>see, leaf, me, copy</b>), and have students repeat them.</li> <li>Write each example word under the correct spelling pattern on the chart, reading the words together as a class.</li> <li>Ask students if they can think of other long E words they know. Add their suggestions to the chart and sort them by spelling pattern.</li> <li>If students need support, prompt them by asking for rhyming words or familiar words from classroom labels, books, or names (e.g., "Green rhymes with <b>seen</b>. Can we add <b>seen</b>?"</li> <li>Briefly review the chart to show students that even though the spellings look different, <b>they all make the same long E sound</b>.</li> </ul>
<p><b>Step 2:</b> Connect Word Work to Reading</p> <p>Example of Long E Sound in the text:</p> <ul style="list-style-type: none"> <li>sleep • he's</li> <li>even • be</li> <li>she • she</li> <li>sleepy • sleep</li> <li>feet • feet</li> <li>sleep • sleep</li> <li>clean • sleep</li> <li>sheets • we</li> <li>stream • sleep</li> </ul>	<p><b>Long E Sound in the Text</b></p> <ul style="list-style-type: none"> <li>Tell students that they will look for <b>long E words</b> in <b>Sleep Like a Tiger</b> and pay attention to how the author uses different spelling patterns.</li> <li>Turn to <a href="#">page 1</a>.</li> <li>Read the page aloud and invite students to give a quiet signal—such as a thumbs up—when they hear a word with the long E sound (sleep, even).</li> <li>Pause to ask students any long E words they can see on the page, and ask them which spelling pattern each word uses.</li> </ul> <p>under the correct pattern.</p> <ul style="list-style-type: none"> <li>Briefly review how noticing these patterns in real books helps us become better, more confident readers.</li> <li>Tell students that you will read the book once from beginning to end. Tell students that it is their job to look and listen for words with the long E sound.</li> <li>Remind students to be polite and not interrupt.</li> <li>Read <b>Sleep Like a Tiger</b>.</li> </ul>

## Step by Step Lesson Plan

List of words in the book that match the instructional focus

Long E Sound														
Name: _____														
<p><b>Directions:</b> Read the riddles and figure out which long E word from the word bank best solves each riddle. Write the correct long E word next to the riddle it answers. Then, underline the long E sound in each word.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>deep</td> <td>beach</td> <td>he</td> <td>silly</td> <td>bee</td> </tr> <tr> <td>equus</td> <td>grumpy</td> <td>sea</td> <td>peas</td> <td>street</td> </tr> </table>					deep	beach	he	silly	bee	equus	grumpy	sea	peas	street
deep	beach	he	silly	bee										
equus	grumpy	sea	peas	street										
<p>1. When you can't see the bottom of a lake. _____</p> <p>2. Means about the same as "ocean." _____</p> <p>3. An insect that can sting. _____</p> <p>4. A feeling of being unhappy or mad. _____</p> <p>5. This word replaces a boy's name in a sentence. _____</p> <p>6. A place you might go in the summertime. _____</p> <p>7. Something you can eat for dinner. _____</p> <p>8. How you might feel if you tell a funny joke. _____</p> <p>9. Cars drive on this. _____</p> <p>10. Two plus two. _____ four. _____</p>														
<p><b>The Dream</b></p> <p><b>Directions:</b> Circle 3 things in the girl's dream that have a long E sound. Write the 3 things that you circled on the lines below.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> 														
<p><b>Long E Sound Answer Key</b></p> <p>Figure out which long E word from the word bank correctly long E word next to the riddle it answers. Then, underline the long E sound in each word.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>he</td> <td>silly</td> <td>bee</td> </tr> <tr> <td>sea</td> <td>peas</td> <td>street</td> </tr> </table> <p>1. m of a lake. <u>dee</u>p 2. sea n." <u>ee</u>an." 3. bee ad. 4. grumpy dad. 5. sea in a sentence. <u>he</u> 6. beach in summertime. <u>bea</u>ch 7. peas my joke. <u>silly</u> 8. street 9. equus</p> <p><b>ream</b></p> <p><b>Directions:</b> Circle 3 things in the girl's dream that have a long E sound. Write the 3 things that you circled on the lines below.</p> 					he	silly	bee	sea	peas	street				
he	silly	bee												
sea	peas	street												
<p>Independent Word Work Practice   <a href="#">eBookPages.com</a></p>														
<p>Word Work Practice Answer Key   <a href="#">eBookPages.com</a></p>														

## Independent Practice Page and Answer Key

## Interactive Activity with Answer Key

## **Long E Word Hunt**

### Extend Engagement Activity

**Directions:**

- Have students sit at their desks.
- Tell each student to get out the current book they are reading, a paper, and a pencil.
- Tell students that *Sleep Like A Tiger* is not the only book that has long E sounds, and that they can find more long E sounds in their own books.
- Tell students that you want them to flip through their book and write down any words with the long E sound that follow the patterns: **ee**, **ea**, **e**, and **y**.
- Tell students that you will set a timer for 3 minutes.
- When the timer goes off, students set down their pencils and go around the room sharing the words that they found.

**OPTIONAL:**

Record students' words on the whiteboard. Put tallys next to any words that were found by multiple students. Discuss the most common long E words that were found. Discuss any new words that had not been discussed in the lesson for *Sleep Like A Tiger*.

## Optional Activity to Extend Engagement

Environ Biol Fish (2008) 81:111–118

# WORKSHEETS

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

### How I Fall Asleep

Retell how you get cozy and ready for sleep

**Directions:**  
In *Sleep Like a Tiger*, the little girl learns how different animals fall asleep and then discovers the steps that help her drift off to sleep.  
Now think about your bedtime routine. Draw a picture to show what you do first, next, then, and last. Then write a sentence to tell what you're doing in each picture.

First	Next
Then	Last

© BookPagez.com | Worksheet

## Bedtime Routine

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

**Directions:**  
1. These are cause and effect cards for *Sleep Like a Tiger*. Read the cards.  
2. Cut out the cause and effect cards.  
3. Mix the cards up then place them face down in front of you.  
4. Turn the cards over. If the cause and effect are a match, keep the cards and place them on your sorting mat. If they don't match flip them back over.  
5. Play until you find all the matches.  
6. Hint: The cards with a square are cause cards. The cards with a circle are effect cards.

The little girl did not want to sleep because <input type="checkbox"/>	It helps him stay strong. <input type="checkbox"/>
The cat sleeps in front of the fireplace because <input type="checkbox"/>	the bat folds his wings. <input type="checkbox"/>
The Tiger sleeps when is not hunting because <input type="checkbox"/>	she was not tired. <input type="checkbox"/>
The little girl folded her arms because <input type="checkbox"/>	it is the warmest spot in the house. <input type="checkbox"/>

© BookPagez.com | Cause and Effect Sorting Cards for Sleep Like a Tiger

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

**EFFECT CARDS**

1	she was not tired.
2	it is the warmest spot in the house.
3	it helps him stay strong.
4	the bat folds his wings.

**REMEMBER!**  
cause is why something happened.  
effect is what happened.

© BookPagez.com | Cause and Effect Sorting Mat for Sleep Like a Tiger Answer Key

## Compare and Contrast Matching Game and Answer Key

## Compare and Contrast Questions Stems and Answer Key

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

**Sleep Like a Tiger**  
Cause and Effect

**Directions:**  
The first part of the sentences below tell what happened (the effect) in the book *Sleep Like a Tiger*. Complete each sentence by telling the cause.

Name: _____	cause <u>she was not tired.</u>
Directions:	because <u>it is the warmest spot in the.</u>
The little girl did not want to sleep because _____	cause <u>it helps him stay strong.</u>
The cat sleeps in front of the fireplace because _____	cause <u>the bat folds his wings.</u>
The Tiger sleeps when is not hunting because _____	cause _____
The little girl folded her arms because _____	cause _____

**Reading Tip!**  
Remember: the cause is why something happened. The effect is what happened.

© BookPagez.com | Cause and Effect Practice Answer Key

# COMMON CORE ALIGNED COMPREHENSION ASSESSMENT

<b>Sleep Like a Tiger</b> CCSS Assessment	Name: _____ Score: / 8
<b>Directions:</b> Use what you know about <i>Sleep Like a Tiger</i> to answer each of the following questions.	
1. Why does the little girl not want to go to bed at the beginning of the story? <input type="radio"/> A She wants to buy a new bed. <input type="radio"/> B She thinks going to bed is boring. <input type="radio"/> C She isn't sleepy yet. <input type="radio"/> D She is waiting for her friends to visit.	
2. What is the main message of <i>Sleep Like a Tiger</i> ? <input type="radio"/> A Everyone falls asleep in the exact same way. <input type="radio"/> B Staying awake all night is fun and easy. <input type="radio"/> C Tigers are the most powerful animals. <input type="radio"/> D Different creatures have different bedtime routines, but everyone needs rest.	
3. How does the girl respond when her parents tell her she doesn't have to go to sleep? <input type="radio"/> A She gets upset and cries. <input type="radio"/> B She quietly goes to her room and begins settling into bed. <input type="radio"/> C She decides to stay awake all night. <input type="radio"/> D She runs outside to play.	
4. Which phrase helps show how calm and cozy the girl is? <input type="radio"/> A The sun slipped away. <input type="radio"/> B She stretched her toes under the crisp sheets. <input type="radio"/> C The tiger roared loudly. <input type="radio"/> D She jumped up and down.	
5. How does the beginning and ending of the story work together? (RL.2.5) <input checked="" type="radio"/> A The story begins with the girl trying to stay awake and ends with her falling asleep. <input type="radio"/> B The story begins with the parents asleep and ends with the girl waking them up. <input type="radio"/> C The story begins with the girl dreaming and ends with her still dreaming. <input type="radio"/> D The story begins with the girl roaring like a tiger and ends with her sleeping like a tiger.	
6. How is the girl's point of view different from her parents' point of view at bedtime? (RL.2.6) <input type="radio"/> A The girl thinks bedtime is exciting, but her parents think it is scary. <input type="radio"/> B The girl thinks animals never sleep, but her parents think they sleep all day. <input type="radio"/> C The girl wants to sleep right away, but her parents want to stay awake. <input checked="" type="radio"/> D The girl believes she isn't tired, but her parents know she needs rest.	
7. What do the illustrations show about the girl as she settles into bed? (RL.2.7) <input type="radio"/> A She looks excited and ready to play. <input type="radio"/> B She looks worried and scared. <input checked="" type="radio"/> C She looks calm and cozy as she gets comfortable. <input type="radio"/> D She looks angry with her parents.	
8. Why is <i>Sleep Like a Tiger</i> a good book for 2nd graders to read? (RL.2.10) <input type="radio"/> A It has only pictures and no words. <input type="radio"/> B It is long and very difficult. <input checked="" type="radio"/> C It has a clear story and a message that is easy to understand. <input type="radio"/> D It teaches many hard science facts about animals.	
CCSS Assessment 2nd Grade Reading Standards for Literature   <a href="http://BookPagez.com">BookPagez.com</a>	

## Answer Key

Common Core Assessment:  
One question for each Reading  
Informational OR Reading Literature  
standard (1-8)

