



Sleeping Baby Animals



Written by Janine Scott





Reading Tools

DESCRIBE CONNECTIONS BETWEEN IDEAS

As we read, we look for how ideas in the text are connected, or how they fit together.

- What do you learn about each baby animal?
- What connections do you notice?

CONNECT TEXT AND PICTURES

As we read, we think about what ideas from the text are shown in the pictures. We use the pictures to help us understand what we are reading.

- What do the pictures show?
- How do the pictures help you understand the text?

See **Talking Tools** on the inside back cover for support with talking about the text.

Sleeping Baby Animals



Written by Janine Scott



These baby owls
sleep in a tree.



These baby birds
sleep in a nest.





Collaborative Conversations

Use the **We Talk** graphic organizer.

WHAT DO YOU THINK?

- What did you learn about in this book?
- How are the different sleeping places alike? How are they different?



TALK TOGETHER

- Try to add to your friends' ideas.
- Point out details when you talk about the text.

Talking Tools

The _____ and the _____ are connected.

They are connected because _____ .

Another connection I notice is _____ .

**DESCRIBE CONNECTIONS
BETWEEN IDEAS**

The pictures and words _____ .

The picture on page _____ helps me understand _____ .

**CONNECT TEXT
AND PICTURES**

I have another idea. I think _____ .

_____ is another example.

TALK TOGETHER

See **Reading Tools** on the inside front cover for support with thinking about the text.

Published by
MONDO Publishing
980 Avenue of the Americas
New York, NY 10018
www.mondopub.com

Copyright © 2018

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the copyright owner.

Talk About Books Program Authors:
Maria Nichols and Lori Oczkus

Author: Janine Scott

The publisher is grateful to the following for permission to reproduce copyright material:

Front cover: Getty/moodboard; back cover: Getty/Jenny E. Ross. Inside: Getty/Don Johnston, 1, 9; /Jenny E. Ross, 7; /moodboard, 3, 16; iStock/karissakc, 5; /shanelinkcom, 11; Shutterstock/Rowan S, 13.

While every care has been taken to trace and acknowledge copyright, the publisher tenders their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to come to a suitable arrangement with the rightful owner in each case.

ISBN: 978-1-68156-717-4

Printed in China, Shen Zhen, ID# 12873

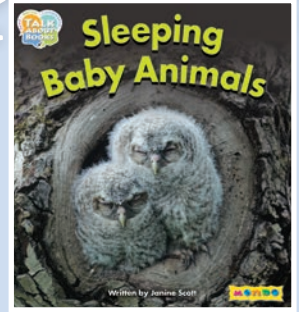


How are all baby animals alike?
They all sleep! Find out about different
sleeping places.

LEVEL B

ISBN 978-1-68156-717-4
90000 >
9 781681 567174

Sleeping Baby Animals



Grade K • Level B
Report

Summary: All baby animals sleep. They sleep in different places, such as trees and nests. Some even sleep in their mother's pouch!

Vocabulary:
connections, diagram, nest, den, burrow



PURPOSEFUL TALK

During collaborative conversations, nudge students to provide evidence for their thinking by saying,

What makes you say that?

READ

SESSION 1 Describe the connection between ideas or pieces of information in a text. (RI.K.3)

SESSION 2 Describe the relationship between illustrations and the text. (RI.K.7)

SESSION 3 Compare and contrast ideas in a text. (RI.K.3)

TALK

SESSION 1 Talk to make connections between ideas using academic language. (SL.K.1)

SESSION 2 Talk to discover how photographs help add meaning to a text using academic language. (SL.K.1)

SESSION 3 Compare and contrast ideas using academic language; ask questions to clarify understanding. (SL.K.4)

Session 1 RI.K.3, SL.K.1

Previewing the Text

Ask students to read the title, author credit, and back cover. Read with them as needed.

Let's use all the information on the front and back cover and think about what we think this book is about. Who would like to start our discussion?

I think the book is about baby animals and how they sleep.

Prompts below increase in level of support from low to high. Use as needed.

SUPPORT COMPREHENSION Front and Back Cover

Think about the book title and the pictures on the front and back cover. What do you think these animals are doing? So what do you think we will learn about in this book?

Let's reread the title and back cover again. Also look again at the pictures. Let's work together to figure out what this book will be about.

EXPAND ACADEMIC LANGUAGE Front and Back Cover

We can say: From the cover and back cover we found out that this book will be about... Now can you try sharing your ideas like this?

From our discussion, we can say: We found out that this book will be about baby animals and how they sleep. Let's try it together...

Reading the Text

Introduce the Session 1 lesson focus and ask students to read pages 2–5.

This book is about different animals. We're going to look for connections between the animals in the text. As you read, think about what the animals in the book have in common.



THINK ALOUD



Let me reread this part to you. On pages 2–3 I read that baby owls sleep in a tree. I saw a photograph of two baby owls sleeping. I also read about two birds on page 4. I can make the connection that these birds are also babies and they are sleeping too, like the owls.



To fuel students' engagement, give them an opportunity to react in an open way. Ask:

What did you find most interesting?

RESPONSIVE SUPPORT



Sentence Frames

Model language structures as necessary and allow students tentative use of these structures.

2 Sleeping Baby Animals

Reading the Text (continued)

Discuss pages 2–5 with students.

Who wants to tell us what you read about the connections between these animals?

The animals are all babies. They are all sleeping.

SUPPORT COMPREHENSION Making Connections

We are looking for connections. Let's think about what these animals have in common, or how they are the same.

One connection between the owls and birds is that they are both sleeping in a tree. What is another connection between them?

Turn back and read pages 2 and 4. Work together to figure out what is happening and what the animals have in common.

EXPAND ACADEMIC LANGUAGE Making Connections

We can use the word "connection" to talk about what these animals have in common. Can you share your ideas again using the word "connected"?

Can we say: The owls and birds are connected because _____.

I will put our ideas together. Then we can all try. The owls and birds are both babies. They are both sleeping.

If students can apply the learning focus, have them read pages 6–15. If not, use the Think Aloud above to provide additional modeling.

Discussing the Text

Ask the Wow! question to help engage students in the conversation. Then use academic language to discuss connections.

When we have finished reading, we can think about the connections in the book so that we can better understand important ideas. What important ideas did you learn about the animals in this book?

They were all babies. They all sleep. There are many different places where baby animals sleep.

SUPPORT COMPREHENSION Important Ideas

Let's talk together about what the animals have in common.

What did you see in the pictures? Talk about what the animals were all doing.

Turn back and look again at the diagram on page 14. How can this help us make connections about what these animals have in common?

EXPAND ACADEMIC LANGUAGE Important Ideas

We can put these ideas you shared together in one idea by using the words _____ are all connected because they _____. Now you try.

We can put your ideas together and say, "The animals are all connected because they are all babies and they are all sleeping." Now let's try together.

As you wrap up the discussion, remind students that thinking about connections in a text can help us understand an author's important ideas.

Session 2 **RI.K.7, SL.K.1**

Returning to the Text

Ask students to summarize by telling what they think the book was mostly about.

Rereading the Text

Explain the Session 2 lesson focus to students before rereading.

Today, let's focus on how the photographs add to what we read. Remember that a photograph is a picture. The photographs included in a book can give us more information about what the author wants us to know.

Discussing the Text

Encourage a conversation about the relationship students found between the text and the photographs.

What words did you see on page 6? How does the photograph on page 7 help you understand what you read?

Work with students to understand the relationship between the photographs and the book. Remind them that together they help us better understand the book.

Session 3 **RI.K.3, SL.K.4**



Collaborative Conversations

Use the *What Do You Think?* prompts in the student book to launch the collaborative conversation. Students can use the We Talk graphic organizer (p. 4) to help frame their thinking.

The *Talk About Books Guidebook* provides support for facilitating these conversations.

WHAT DO YOU THINK?

Analyze Facts by Comparing and Contrasting

What did you learn about in this book?

I learned that rabbits lived in the ground.

I learned that baby animals sometimes sleep in a group together.

How are the different sleeping places alike? How are they different?

The sleeping places are alike because they all have baby animals in them. All animals need to sleep.

The sleeping places are different because they are in different places. One is in a tree, and one is in the snow.

TALK TOGETHER

I have another idea. I think ____.

____ is another example.



PHOTOGRAPHS

"den" (p. 8) image of foxes in a den (p. 9), "burrow" (p. 10) image of rabbits in a burrow (p. 11)

ACADEMIC LANGUAGE

Photographs

The pictures and words ____.

The picture on page ____ helps me understand ____.



Write About It

After the conversation, have students construct a written response to the second What Do You Think? prompt.

(W.K.8)



Sleeping Baby Animals

Take notes about two of the sleeping places. Then talk about how they are the same and different.

Sleeping place 1:

Sleeping place 2:

What do you think now?

Did your friends change your thinking?