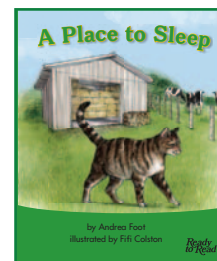


A Place to Sleep

by Andrea Foot
illustrated by Fifi Colston

This text is levelled at Green 3.



Overview

Puffin, the farm cat, is looking for a warm, quiet place to sleep. It's too noisy inside, but he can't seem to find a suitable place outside either. After facing challenges from various animals, including a dramatic encounter with some cows, Puffin finally manages to find just the right place.

A Place to Sleep supports the development of a self-improving reading process. It requires students to “use a range of sources of information in text, along with their prior knowledge, to make sense of the texts they read” (from the *Reading and Writing Standards for Years 1–8*, page 10).

There is an audio version of the text on the *Readalong 2012: Ready to Read and Junior Journal 44 and 45 CD* as well as on an MP3 file at www.readytoread.tki.org.nz

Text characteristics

The students are working at the standard for after one year at school. Characteristics of Green texts are shown in the boxes with a solid outline. Other boxes indicate additional characteristics.

The context of a cat looking for a place to sleep, which is likely to be familiar to students

Some complex sentences (on pages 3, 5, and 9) that require students to attend to meaning and punctuation

Illustrations that support and extend the meaning but may not exactly match the words (for example, there is a shift in time on page 9 but the illustration shows only one time period and there is a series of actions on page 11 but only one is shown)

A range of punctuation, including speech marks and commas, to support phrasing and meaning

To support word recognition:

- many high-frequency words, for example, “about”, “good”, “looked”, “walked”, “where”.

To support word-solving strategies:

- interest words that are likely to be in a reader's oral vocabulary and that are strongly supported by the context or illustrations, for example, “across”, “angry”, “asleep”, “barn”, “closed”, “curled”, “dog kennel”, “else”, “fur”, “ground”, “hay”, “mokomoko”, “Moove”, “noise”, “only”, “poked”, “raced”, “shake”, “staring”
- a wide range of regular verbs (for example, “curled”, “jumped”, “opened”, “squeaked”, “walked”) and some irregular verb forms (“found”, “heard”, “leapt”, “ran”, “saw”, “thought”)
- the adjectives “angry”, “flat”, “long”, “perfect”, “quiet”, “soft”, “warm”.

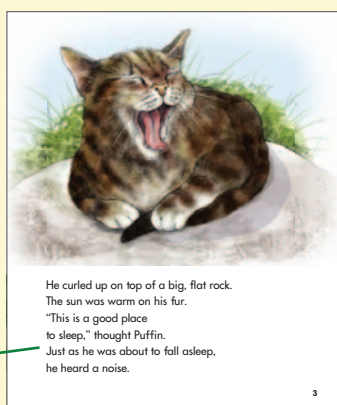
Dialogue between easily identified speakers

Some visual language features, such as the thought bubble on page 7, the “shaky” illustration on page 9, and the speed track on page 11

The farm setting, which may be unfamiliar to some students

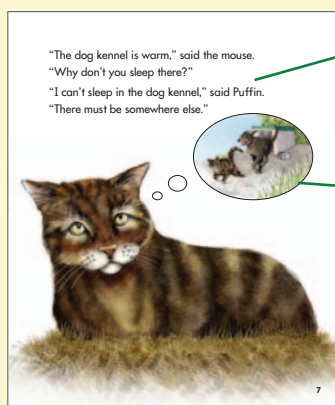
Most content explicitly stated, but also some implicit content that provides opportunities for students to form hypotheses about where Puffin could sleep and make simple inferences (for example, why Puffin didn't want to sleep inside at the beginning of the story and why the boy's lap was the perfect place at the end of the story)

The dramatic climax to the story on pages 10–11



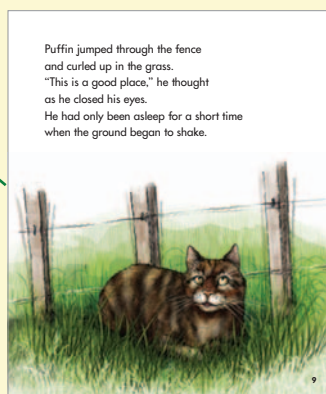
He curled up on top of a big, flat rock.
The sun was warm on his fur.
“This is a good place to sleep,” thought Puffin.
Just as he was about to fall asleep, he heard a noise.

3



“The dog kennel is warm,” said the mouse.
“Why don't you sleep there?”
“I can't sleep in the dog kennel,” said Puffin.
“There must be somewhere else.”

7



Puffin jumped through the fence and curled up in the grass.
“This is a good place,” he thought as he closed his eyes.
He had only been asleep for a short time when the ground began to shake.

9

A suggested reading purpose

To find out what kind of sleeping place Puffin is looking for and where he finally finds it

Setting a learning goal

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically about” texts?)

Select from and adapt the opportunities below to set your specific learning goal or goals. In addition to using the information you have gathered about your students from a range of reading assessments, be guided by their particular strength, needs and experiences – their culture, language, and identity (*Reading and Writing Standards for Years 1–8*, Knowledge of the learner, page 6).

The characteristics of this text provide opportunities for students to:

- make connections to their prior knowledge and use information in the text and illustrations to form and test hypotheses and to make simple inferences
- draw on multiple sources of information, for example, grapho-phonetic information, known words, sentence structure, punctuation, context, and/or illustrations to make meaning
- monitor their own reading and self-correct where necessary, using strategies such as rereading text or checking further sources of information
- summarise the information in the story.

Introducing the text

- Read the title. Draw on the students’ prior knowledge of cats. *Where do cats like to sleep? Why?* Prompt them to think about criteria for where cats like to sleep, for example, somewhere warm. Have the students think, pair, and share with the group. Write the criteria on a chart for them to refer back to.
- Discuss the cover illustration to clarify the farm setting. *Where would be a good place for a cat to sleep on a farm?* To support students who are unfamiliar with the setting, display an enlarged photocopy of the cover and label the elements. Ask them to think, pair, and share what they know about what else you can find on a farm. For students who need more support with the setting and the relevant language, you could create a word map for farms as the pairs share their ideas with the group. Students who have a first language other than English will benefit from opportunities to explore the setting, and ideas about cats, in their first language.

- English language learners may benefit from listening to the audio at least twice before reading. After introducing the text as above, you could give these students a listening task that requires them to pick up some of the main ideas. For example, refer them to the places on your word map and ask them to listen and identify the places Puffin goes to or you could give them a list so that they can tick the places they hear rather than write them down. Play the audio once, pausing after each couple of pages. After the first listening, have the students discuss the places they heard with a partner. Play the audio again, and then have them share any additional ideas about what they heard. Tell them that they will confirm the places in the story as they read with the whole group.

- Share the reading purpose.

Reading the text

Below are the sorts of behaviours you want your students to demonstrate as they read and discuss this text, on the first or subsequent readings. These are shown in bold. The behaviours are followed by instructional strategies you can use to support students to demonstrate those behaviours. **Select from and adapt** the suggestions according to your students’ needs and experiences.

The students make connections to their prior knowledge of cats and farm animals and use information in the text and illustrations to form and test hypotheses and make inferences.

The students draw on multiple sources of information to make meaning.

The students summarise the information in the story to help clarify why the boy’s lap was the perfect place.

- **Title page** – Expect the students to infer that the illustration shows Puffin searching for a place to sleep.
- **Page 2** – Listen to the students read quietly to themselves. Ask them to summarise what has happened on this page by identifying the most important information. You may need to support their summary by asking: *What sort of place is Puffin looking for?*
- Prompt them to think critically. *Why is Puffin going outside to find a place to sleep?* (Expect the students to infer from the illustration that it’s too noisy inside.)
- **Page 3** – Prompt the students to use the illustration to infer that Puffin has found a warm, quiet place, then have them read to confirm. Check their understanding of the irregular verb “thought”. *Read me the part that tells you what he’s thinking.*

- Reread the last sentence. Model your thinking and build anticipation. *I wonder what the noise could be. I'm thinking about what else might like to sleep on a flat rock in the sun.* It's unlikely that the students will be able to predict this, so have them read on to find out.
- **Page 4** – If necessary, explain that “mokomoko” is the Māori word for skink. Prompt the students to infer why the mokomoko is staring at Puffin. Read the dialogue together with appropriate expression. Create a chart like the one below to record the places where Puffin tries to sleep. Add to it throughout the reading.

Place	Puffin's criteria	Does it meet Puffin's criteria?		Does he sleep there? Why/why not?
		Yes	No	
Rock	Warm and quiet	✓		No. A mokomoko is there.

- **Page 5** – The students should be able to decode “barn”, but you may need to explain what a barn is. *Does this look like a good place?* Prompt the students to recall Puffin's criteria (warm and quiet). *What could that squeaking be?*
- **Page 6** – *Why is the mouse angry?* Prompt the students to think critically. *Why can't Puffin and the mice all sleep in the barn? I'm beginning to see a pattern about these places that Puffin has tried.* Have the students think, pair, and share about what else Puffin needs to consider (as well as being warm and quiet, he needs a place that doesn't belong to anyone else) and add that to the chart.
- **Page 7** – *Will Puffin go to sleep in the dog kennel? How do you know?* If necessary, explain that the thought bubble shows what Puffin is thinking. Expect the students to infer either that Puffin has gone into the dog kennel before or that he is imagining what would happen if he did. Have them summarise the story so far.
- **Pages 8 and 9** – To support the students with the phrasing on page 8, you may need to prompt them to see that the second sentence carries on over two lines (that there is no full stop at the end of line 2).
- *Could this be a good place?* Ask the students to think, pair, and share their predictions about what could be causing the shaking and how Puffin is feeling. *How does the picture help you?*
- **Pages 10 and 11** – Have the students use the illustrations to review their predictions then read the text. If they are unsure about the meaning of “poked” on page 10, model what it looks like to “poke” your head up and have the students do it too.

- Enjoy the play on words in “moove”. *What do you notice about this word?* Encourage the students to reread the cows' words, emphasising the “moo”.
- *How is Puffin feeling?* Listen in to the students' word-solving attempts, especially “leapt” and “raced”, and provide support as necessary. If they say “leaped” for “leapt”, model the pronunciation. With “raced”, you may need to remind them to draw on their knowledge that “c” can have more than one sound (“raced” rather than “raked”). Once they are secure with the interest vocabulary, reread the page together with pace, phrasing, and expression.
- Model your thinking. *I wonder if Puffin will ever find a place to sleep.* Prompt the students to review the criteria for a good place to sleep and use the illustration of the cat door to form hypotheses about where Puffin will try next and whether he will be successful.
- **Page 12** – *Why is this a perfect place to sleep?*
- Together, review the purpose for the reading. Refer back to the chart and summarise the events in the story and why the places Puffin tried to sleep were unsuitable.

Monitoring during the reading

The students monitor their own reading and self-correct where necessary.

- You may have noticed students doing some self-monitoring during the first reading, but you can monitor this more closely as they reread the text quietly to themselves or to a partner. Observe their attention to the print and use of illustrations to search for further information. Note their ability to use the punctuation to track dialogue and to support phrasing and expression.
- When students make an error, wait till the end of the sentence or page before intervening, unless they stop reading. Waiting gives them the opportunity to notice the error and fix it themselves.
- Give feedback (without disrupting the flow of the reading) when the student does self-monitor. For example, *You said “he had a noise”, and then you changed it to “he heard a noise”. How did you know the word was “heard”?*
- With the visually similar words “through” and “thought”, check that the students are using meaning and structure to confirm their attempts. If necessary, provide prompts, for example, *Try that again and think about what would make sense. What does he do?*

- If students are making errors without noticing a problem, use appropriate prompts to draw their attention to the error. For example:

Text in book	Student reads	Teacher prompt
Just as he was about to fall asleep, he heard squeaking.	Just as he was about to fall asleep, he heard something .	If the word was “something”, what letters would you expect to see?
He saw some long, soft grass on the other side of the fence.	He saw some long, soft grass (but then stops)	You stopped after “grass”, but there is no full stop. Start the sentence again and read till you get to the full stop.

Other prompts you could use include: *Does that make sense to you? Does that look/sound right to you? Why did you stop? What did you notice? Try that again and think about what would make sense here.* Remember that these types of prompts are always based on what you know about the students’ prior knowledge. For example, asking an English language learner if a word sounds right may not be useful if they are not familiar enough with English phonemes and vocabulary to know the answer. In this case, an explanation and further examples would be more effective.

- Create charts to remind the students about the strategies they could use when they read. Give feedback when you notice them adopting these new strategies.
- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1 to 4*, page 130.

After reading: practice and reinforcement

After-reading tasks should arise from monitoring the students’ needs during the lesson and should provide purposeful practice and reinforcement.

Select from and adapt the suggested tasks according to the needs of your students.

- The students can build their comprehension and fluency by rereading the text while listening to the audio version on the CD or MP3 files. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.

- Have the students talk with a partner about how the illustrations, including the thought bubble on page 7, helped them to work out what Puffin was thinking or feeling.
- Have the students draw a story map that visually summarises the story. Ask them to draw the places Puffin tried or thought about and then to write a sentence for each one to say why it was or wasn’t a good place to sleep. If necessary, support English language learners by modelling an example and writing it on the whiteboard: “The barn wasn’t a good place to sleep. The mice were there.” Then provide a sentence frame with some of the words removed: “The _____ wasn’t a good place to sleep. The _____ were there.”
- Have the students reread the text together with a partner, with a focus on reading the dialogue expressively.
- Identify appropriate descriptive vocabulary from the text (“warm”, “quiet”, “perfect”) and have the students think, pair, and share about other words and phrases that describe a good place for a cat to sleep (for example, “cosy”, “cuddly”, “peaceful”, “soft”, “just right”). Write all these words, along with words about where cats may like to sleep (for example, “basket”, “chair”, “bed”), on a chart for the students to refer to. Ask them to draw a picture of a perfect sleeping place for a cat and to add a sentence that describes it. They can use the same ideas as in the book or describe a place where their own cat likes to sleep. For students who need support with constructing sentences, you could model a sentence, for example, “This basket is warm and soft. It is a good place for a cat to sleep.” If they need further support, provide a sentence frame on the whiteboard, for example, “This _____ is _____ and _____.”
It is a _____ place for a cat to sleep.”
Remind them to refer back to the chart for words they may want to use.

Related texts

- Texts with a similar structure (with a plot complication involving repeated incidents): *No, Skipper!* (Shared); *Tim’s Costume* (Green)