



NOTE TO EDUCATORS

The activities in this resource aim to provide learning opportunities for both literacy and ESL students. The final decision as to which activities are completed, and how, is left to you and the students.

Note: You will need to support the students by reading through the directions with them as they work through the exercises in the worksheets.

PAGES	CONTENT	PURPOSE
2-4	<p>Teacher's Pages</p> <p>Pre-reading Discussion</p> <p>Post-reading Discussion</p>	<p>Activate students' background knowledge</p> <p>Set a purpose for reading</p> <p>Develop comprehension skills</p> <p>Make connections with the text</p>
5-8	<p>Reproducible Worksheets</p>	<p>Develop knowledge of letter name and sound relationships</p> <p>Develop word recognition strategies</p> <p>Develop vocabulary and writing skills</p>
9-10	<p>Language Experience</p>	<p>Provide familiar, meaningful text that is predictable and easy to read</p> <p>Establish the link between spoken and written words</p>
11	<p>Answer Key</p>	

BEFORE READING THE STORY**1. Share a Personal Experience**

Ask the students to think of a person they know who has a habit or behaviour that drives them crazy (e.g. talking non-stop, always phoning at a bad time, hogging the remote control). While the students think about their personal experience, print the following questions on the board:

What is the habit?

Why does it drive you crazy?

How do you deal with it?

Have the students move into pairs. Read the questions out loud. Encourage the students to share their experiences with one another using the questions as prompts. After students tell their stories, ask if anyone would like to share their story with the group as a whole. This will provide more confident students with an opportunity to speak in front of larger groups.

2. Preview the Book**Choose Option A or B:**

Option A: Tell the students that they are going to read a story about Lee and Tom. Explain to the students they are going to preview the book in order to get an idea of what the story is about. Read the title out loud to the students. Give them time to look at the front cover. Ask, "What do you learn about the story from the photo and the title?" Then direct the students to the back cover. Read the text out loud to the students. Give the students time to look at the back cover. Then ask, "What do you learn from the photo and text?"

Option B: Print the following on the board:

True or False?

- (a) ____ Tom has a loud snore. (c) ____ Lee is cleaning Tom's nose.
(b) ____ Lee does not want to sleep. (d) ____ Tom snores a lot.

Direct the students to the photo on the front cover of the book. Say, "This is Lee and Tom." Ask questions to elicit information about the photo (e.g. What do you see in the photo? What is Lee doing?). Explain new vocabulary as necessary. Direct the students to the title of the book. Read the title out loud. Explain new vocabulary as necessary. Then read statements a and b out loud to the students. Have them determine if the statements are true or false. Have the students give a reason for their responses.

Then direct the students to the back cover of the book and preview the photo and text, as you did with the front cover. Read statements c and d out loud. Have the students determine if the statements are true or false. Have the students give a reason for their responses.

3. Predict the Story

Print the following statements on the board. Tell the students they are going to guess what might happen in the book. Then read each statement out loud. As a group or in pairs, have the students mark the statements probably (P), maybe (M), or no (N). Have the students compare and give reasons for their responses.

- (a) ____ Tom stops snoring. (c) ____ Lee sleeps on the couch.
(b) ____ Lee pours water on Tom. (d) ____ Lee moves out.

AFTER READING THE STORY

1. Tell the Story

Have students move into pairs. Have them work together to remember as many details as possible from the story. Then as a group, have the students tell the story. Begin by asking one student to start the story. Then build the story by inviting other students to say what happened next. As students agree on the chronology of the story, print their ideas on the board. (*Note: The reconstructed story can be left on the board as support for students as they work through the worksheets on pages 5 to 8.*)

2. Check Comprehension

Choose Option A or B:

Option A: Print the following questions on the board and read them out loud. Have the students discuss the questions as a group or in pairs.

- (a) How does Lee get to sleep?
- (b) What three things does Lee think of doing to Tom?
- (c) Do you think Lee is good at finding answers to problems?
Give a reason for your answer.
- (d) Think of a new title for the story.

Option B: Print the following statements on the board and read them out loud. As a group or in pairs, have the students determine whether the statements are true or false. Have the students give one reason for each response.

- (a) ____ Lee is happy when she falls asleep.
- (b) ____ Lee does bad things to Tom.
- (c) ____ Lee is good at finding answers to problems.
- (d) ____ "A Good Night's Sleep" is a good title.

3. Discussion: Beyond the Story

Have the students discuss the following questions as a group or in pairs:

- (a) Lee could not fall sleep because Tom snored. Think of other reasons people cannot fall asleep.
- (b) Everyone has nights when they cannot sleep. How do you help yourself fall asleep? Think of other ways people help themselves fall asleep. Which of these ways do you think is the best? Explain why.
- (c) Everyone has dreams when they sleep. Do you remember your dreams? Do you dream in colour? Do you ever fly in your dreams? Are there dreams you have again and again? Where do you think dreams come from? Do you think dreams have special meaning?

1. Letter Names

Look at the sentences on pages 5, 13 and 17 in the book.

Find words that begin with the letter **n**.

Copy the words on the lines.

2. Letters and Sounds

Listen. Your teacher will read the words you copied in #1.

What sound does the letter **n** make?

Read the words with your teacher.

Think of three more words that begin with the sound /n/.

Your teacher will print the words on the board.

Copy the words.

3. Word Family

(a) Say these words: not
 cot

These words belong to the **ot** word family.

(b) Read these sentences. Circle the words in the **ot** word family.

1. Lee thinks, I better not!
2. We have a lot of time.
3. I got an email from my sister.

(c) Print words that belong to the **ot** word family.

_____ not _____

4. Matching

Read the sentences. Copy the sentences under the correct picture.

1. Lee has an idea.

2. She'll put a pillow on his face.

3. She'll pour water on him.

4. She'll stick a feather up his nose.



(a) _____



(b) _____



(c) _____



(d) _____

5. Predict Words

Read each sentence.

Say a word that makes sense.

Print the word. Your teacher will help you with spelling.

- (a) Lee cannot _____ .
- (b) Lee feels _____ .
- (c) Tom _____ every night.
- (d) Lee has _____ ideas.
- (e) Lee gives Tom a big _____ .
- (f) Tom puts his _____ around Lee.

6. Scrambled Sentences

Put the words in order so they make a sentence.

Print each sentence on the line.

- (a) tired / feels / Lee _____
- (b) snores / Tom / lot / a _____
- (c) idea / a / Lee / great / has _____
- (d) she / asleep / fall / Does _____?
- (e) pour / she / Does / water / Tom / on _____?
- (f) snore / not / Lee / does _____

7. Sentence Frames

Read the first sentence.

Complete the other sentences with your own words.

(a) Lee is very tired.

Lee is very _____ .

Lee is very _____ .

Lee is very _____ .

Lee is very _____ .

(b) I feel good when I sleep well.

I feel _____ when I _____ well.

I feel _____ when I _____ well.

I feel _____ when I _____ well.

I feel _____ when I _____ well.

Look at the sentences again.

Which words do you want to remember?

Add these words to your word bank or dictionary.

LANGUAGE EXPERIENCE APPROACH

Step 1: Start a Discussion

Possible prompt: Ask the students to think of common ways people can block out loud noises at night.

Step 2: Record the Students' Words

Print the students' responses on the board, using their exact words (e.g. They can turn on nice music.). Print clearly. Say each word as you print it.

Step 3: Read the Text

Read the student-generated text out loud to the students, pointing to each word as you read. Then read each sentence, inviting the class to read along with you. Finally, read each sentence out loud, inviting the student who contributed the sentence to read along with you. Always point to each word as you read.

The purpose of using the **Language Experience Approach** is to help students establish the link between spoken and written words and to develop reading skills through using their own words.

Note: Educators and ESL students may not be comfortable working with text that contains non-standard English forms. A flexible approach is recommended. The extent to which you choose to make corrections unobtrusively while recording should reflect the needs and concerns of the students.

Step 4: Use the Student-generated Text

(a) Sight Words

Have students choose three words they would like to remember. Have them add the words to their personal dictionary or word bank.

(b) Cloze

Cover highly predictable words (one per response) with paper and tape. Read the text back to the students. Stop when you reach a covered word and ask students to predict a word that makes sense and sounds right. Check their predictions by uncovering the word.

(c) Review Phonics and Word Families

The target letter and sound for *The Big Snore* was **n/n/**. Have students find, circle, and copy the words that start with the letter **n**. Repeat the process for the word family **ot**, if applicable.

(d) Copying

Have students copy the language experience text. Copying the text provides practice in both printing and in learning the letter-sound relationships.

(e) Frame Sentences

Choose one sentence from the language experience text. Print the sentence on the board. Underline one word and ask the students to substitute the word with their own words. Print the sentence frame again to record each student's response.

Example:

They can turn on nice music.

They can turn on soft music.

They can turn on low music.

They can turn on country music.



ANSWER KEY

Teacher's Pages

After Reading the Story

2. Check Comprehension:

Option A: (a) Lee gives Tom a kiss to wake him up. Tom puts his arms around Lee. Then Lee falls asleep in Tom's arms knowing that he loves her. (b) putting a pillow on his face; pouring water on him; sticking a feather up his nose (c) Possible answer: Yes. Lee thinks of many answers and chooses the best one. Lee chooses the most positive way to solve a problem. (d) Students will have different answers.

Option B: (a) True: Lee is in the arms of the man she loves. Lee knows that Tom loves her. (b) False: Lee just thinks of doing bad things to Tom. (c) True: Lee thinks of many answers and chooses the best one. Lee chooses the most positive way to solve a problem. (d) Students will have different answers.

Worksheets

1. **Letter Names:** night, nose, neck
2. **Letters and Sounds:** Students will have different answers.
3. **Word Family:** (b) 1. not 2. lot 3. got (c) Possible answers*: cot, lot, got, dot, hot, jot, pot, rot, tot
4. **Vocabulary:** (a) She'll pour water on. (b) She'll stick a feather up his nose. (c) Lee has an idea. (d) She'll put a pillow on his face.
5. **Predict Words*:** (a) sleep (b) tired (c) snores; sleeps (d) many; different; crazy; bad (e) kiss (f) arms
6. **Scrambled Sentences:** (a) Lee feels tired. (b) Tom snores a lot. (c) Lee has a great idea. (d) Does she fall asleep? (e) Does she pour water on Tom? (f) Lee does not snore.
7. **Sentence Frames:** Students will have different answers.

* Other answers are good if they make sense.