



Why do we sleep?

Book band: Purple

This non-fiction book explores a number of questions around sleep, including why we need sleep, why we dream and what happens if we don't get enough sleep.

Skills focus

- 1a Draw on knowledge of vocabulary to understand texts
- 1b Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- 1d Make inferences from texts
- Monitoring understanding

Guided reading session

You will need

- Multiple copies of Collins Big Cat *Why do we sleep?*
- Multiple copies of Resource sheet: KWL grid
- Reading Journals

Tune in

Show children the front cover of the book and ask them to read the title.

Ask: Why do you think we sleep?

Discuss what time they go to bed and how long they sleep for.

Ask: How do you feel if you don't get enough sleep?

Read the back cover blurb.

Ask: What kind of book do you think this is? (*non-fiction*)

Give each child a copy of Resource sheet: KWL grid and explain that this is going to help them do research into sleeping.

Ask: What do you already know about why we sleep?

Children can write what they know in the K column of their Resource sheet: KWL grid.

Ask: What would you like to find out from this book about sleeping?

Ask them to write their questions in the W column.

Explain that, if they find the answers to their questions, they can write them in the L column of the grid.

Ask children to find the contents page at the beginning of the book.

Explore their knowledge of contents, how they are organised and what they are for.

Ask: What do you notice about most of the entries in the contents? (*They are questions.*)

Ask them to turn to the section called 'What is sleep?'. Focus on the question at the top of page 3.

Ask: What do you notice about this question?

Establish that it is in bold and is the heading for this section.

Explain that headings tell a reader what the section is about.

Read page 3.

Ask: What have you learnt from this page?

Read pages 4 and 5.

Ask the following questions:

- What is the heading for this section? (*Why do we sleep?*)
- Can you find another word in bold? (*senses*)

Explore children's understanding of glossaries.

Ask them to use the contents to find the glossary and to find and read the entry for 'senses'.

Focus on and read the yellow box on page 5. Explain that this is a caption that helps link what is happening in the photo with the text.

Heads together

Ask children to read pages 6 and 7.

They can then return to their Resource sheet: KWL grid and fill in anything they have learnt in their L column.

If they haven't found the answers to any of their questions, they can write what they have learnt about non-fiction features in their Reading Journals.

Wrap up

Take feedback from the activities, using children's responses to monitor their understanding of what they have read.

Ask: What is the most interesting thing you have learnt about sleep so far?

Vocabulary boost session

You will need

- Multiple copies of Collins Big Cat *Why do we sleep?*
- Children’s copies of Resource sheet: KWL grid

Vocabulary table

Focus word	Child-friendly explanation	Example sentence	Tell me...
dart	If something darts, it moves very quickly.	A bird darts from branch to branch.	Tell me a place where you could dart.
memories	Memories are things that you remember from the past.	The smell of the sea brought back memories of holidays at the beach.	Tell me about a really good memory that you have.
impossible	If something is impossible, it can’t be done.	I would find it impossible to walk on a tightrope.	Tell me about something that you think is impossible.

Tune in

Ask children to remind you what the book is about.

Ask: What have you learnt about sleeping so far?

Read pages 8 to 13, briefly explaining the focus words as you read them. You may wish to use the information in the Vocabulary table above to help you.

Ask the following questions:

- How many different types of sleep are there? (*four*)
- How many hours sleep do teenagers need? (*about nine*)
- What kind of dreams do you have?

Heads together

Use the ‘Tell me’ prompts from the Vocabulary table to explore and develop children’s understanding of the focus words.

Ask questions about their responses to develop their understanding further.

Wrap up

Ask children to add any answers to their questions on their Resource sheet: KWL grid.

Ask them to choose one of the focus words as their word of the week and to try to use it as often as they can – both at home and at school.

Follow-up independent sessions

You will need

- Multiple copies of Collins Big Cat *Why do we sleep?*
- Children’s copies of Resource sheet: KWL grid

Ask children to read pages 14 and 15.

They can discuss times they haven’t had enough sleep and how it has made them feel.

Ask children to add any answers to their questions on their Resource sheet: KWL grid.

Ask children to read pages 16 and 17.

They can discuss any experiences they have had with sleepwalking or sleep talking – either themselves or members of their family.

Ask children to add any answers to their questions on their Resource sheet: KWL grid.

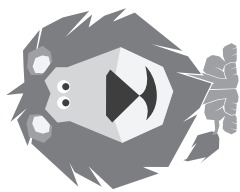
Ask children to read pages 18 to 20.

They can discuss animals that hibernate and animals that are nocturnal and what the words ‘hibernate’ and ‘nocturnal’ mean.

Ask children to add any answers to their questions on their Resource sheet: KWL grid.

Carry out a group discussion about what they have learnt from this non-fiction book and what facts they found the most interesting.

Resource sheet



Name: _____

KWL grid

Book: _____

What we Know	What we Would like to know	What we've Learnt