

Text Outline

While a boy is sleeping we meet all the people working at night. Children will follow the characters' journeys to work, looking at the places they stop on the way and considering what it would be like to sleep during the day and work at night.

Day 1	Activity	Comprehension Strategies
	Children familiarise themselves with the following words by completing the activities in their workbooks: delivery driver, market stallholder, supermarket worker, van, lorry, packets, cans	Clarifying
Day 2	Activity	Comprehension Strategies
	Children pre-read the text for the week's work (either independently, in pairs, or by having the text read to them by a TA or using the eBook narration). Using their workbooks, children write their thoughts about the three key questions and generate their own questions. The three key questions are:  Which characters have we met in this story before, and what are they doing now?  Is everyone laughing and joking in the supermarket?  What would it be like to sleep during the day?	Summarising Connecting Activating Prior Knowledge Questioning
Day 3	Teacher discussion: see reverse of card.	
Day 4	Activity	Comprehension Strategies
	In pairs, children revisit the questions discussed on Day 3 and reflect on how their thinking has developed by writing in their workbooks. The prompt for their notes is: <ul style="list-style-type: none"> List the good and bad things about sleeping during the day. 	Summarising Visualising Connecting
Day 5	Activity	Comprehension Strategies
	Children complete a writing activity in their workbooks. Children draw pictures of what the people they know are doing while they are at school. <ul style="list-style-type: none"> Support: Children complete the same activity with sentence starters and a word bank of people to draw from. Extend: Children complete the same activity but state why people are doing certain activities. 	Visualising Activating Prior Knowledge Connecting (Extend)

Day 3

Summarising	
<p>Give the children two minutes to discuss the text in pairs. Can they identify three important points about the text? Then ask each pair to feed back the three points they have thought of to the rest of the group. <i>Are there any main points we have missed?</i></p>	
Clarifying	
<p>Ask children if there were any words they found confusing while reading and help to clarify these words for them by asking questions. For example: <i>Can you remember what the word “tucked” meant? Can you think of a sentence using the word “siren”? Imagine you are talking to an alien, and describe what a supermarket is.</i></p>	
👁️ Looking Question	Comprehension Strategies to Observe
<p>Which characters have we met in this story before, and what are they doing now?</p> <p>Questions to develop dialogue further:</p> <ul style="list-style-type: none"> • Who is in the café? Have we seen them before? • Have we seen the lady on page 21 before? • What about the boy? What is he doing? 	<p>Summarising: Can the children recall where they have seen characters before?</p> <p>Connecting: Can the children link the characters in the different pictures?</p> <p>Summarising: Can the children identify that all of the characters have been busy, apart from the boy, who has been asleep the whole time?</p>
Linked Resources on ActiveLearn Primary	
<p>There are no Linked Resources for this week.</p>	
🔍 Clue Question	Comprehension Strategies to Observe
<p>Is everyone laughing and joking in the supermarket?</p> <p>Questions to develop dialogue further:</p> <ul style="list-style-type: none"> • What are the workers doing? • Who is the man in the yellow shirt? How do you think he is feeling? • Have you ever behaved like these workers? 	<p>Connecting: Can the children identify the man in the yellow shirt is the boss? Can the children imagine how the man in the yellow shirt is feeling?</p> <p>Connecting: Can the children connect the manager’s bad mood with the worker’s behaviour?</p> <p>Activating Prior Knowledge: Can the children relate to the supermarket workers or the manager?</p>
❓ Thinking Question	Comprehension Strategies to Observe
<p>What would it be like to sleep during the day?</p> <p>Questions to develop dialogue further:</p> <ul style="list-style-type: none"> • Do you know anyone who works at night and sleeps during the day? • Look at page 24. What might wake you up during the day? What wakes you up at night? • What would you miss if you slept during the day? 	<p>Activating Prior Knowledge: Do children know anyone who works at night and sleeps in the day?</p> <p>Connecting: Can the children make a connection between features in the picture on page 24 (e.g. birds tweeting, the city noise, the light) and being woken/ finding it hard to sleep?</p> <p>Activating Prior Knowledge: Can the children accurately think of events they would miss in their own lives by sleeping during the day?</p>