

Sleepover Squad #1: Sleeping Over | Grade 3

5. Sequence: The Night of the Party

Full lesson

TIME

30 minutes

OBJECTIVE

Put the events of the sleepover in the order the book gives them.

STUDENT PRODUCT

A four-step timeline of the sleepover in order

FOCUS

One evening, told in order

Essential question

What do the four friends do at the sleepover, from the moment everyone arrives to the moment they fall asleep?

Materials

The book, Chapter 8 Passages 18, 19, 20 and 21, marked before the lesson One timeline worksheet each

Text to mark before teaching

Passage 18 — Chapter 8, pyjamas at five fifteen Passage 19 — Chapter 8, decorating the cupcakes

<https://tumbleta.com/module-library/5690.html>

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Passage 20 — Chapter 8, the dare Passage 21 — Chapter 8, how the dare ends

Lesson sequence

1	Launch · 4 min
Focus:	Using the clock as a guide
Teacher direction:	None of these girls has ever been to a sleepover. What do you think they will do first?
Prepared text:	Passage 18

2	Teacher model · 7 min
Teacher model:	This chapter keeps telling me the time, so I use it. Pyjamas at five fifteen in the afternoon. That is box one, and I do not have to guess whether it came first, because Jo complains about how early it is.
Prepared text:	Passage 18

3 The cupcakes · 7 min

Focus:	How many, and what happens before anyone eats
Teacher direction:	In Passage 19, how many cupcakes are there and how many does each girl decorate, and what does Jo make them stop for?
Expected answer:	There are a dozen cupcakes, so each girl frosts and decorates three. Jo makes them stop so she can take a picture of all the cupcakes with the digital camera she got for her birthday, before anyone eats them.
Prepared text:	Passage 19

4 The dare and what happens · 7 min

4 The dare and what happens · 7 min

Focus:	The last two boxes
Teacher direction:	In Passages 20 and 21, what is Taylor's dare, and what does Kara do when Taylor tries it?
Expected answer:	The dare is that the first person to fall asleep gets the leftover cupcake stuck to their forehead. When Taylor creeps forward with it, Kara's eyes open, she says Hey, thanks, grabs the cupcake and stuffs it into her mouth, then rolls over and goes back to sleep.
Prepared text:	Passage 20, Passage 21

5 Build the timeline · 5 min

Focus:	All four steps in order
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Teacher direction:	Fill in your four boxes so they tell the evening in order.
Expected answer:	Box 1: pyjamas at five fifteen. Box 2: decorating and photographing the cupcakes. Box 3: Taylor's cupcake dare. Box 4: Kara falls asleep, wakes, and eats the cupcake.
Student product:	A four-step timeline of the sleepover in order
Prepared text:	Passage 18, Passage 19, Passage 20, Passage 21

Teacher guidance

Why this text works: The chapter is a clear chain of activities with times stated on the page - five fifteen in the afternoon, not even nine o'clock, two twenty-five in the morning - so students can order events against the clock rather than from memory.

Expected answer:	First Taylor announces that everybody should change into pyjamas, at five fifteen in the afternoon, which Jo thinks is too early. Then they play in the rec room, eat spaghetti in the dining room, and decorate a dozen cupcakes, three each, stopping so Jo can photograph them before anyone eats. Then they tell spooky stories and Taylor sets the dare that the first person to fall asleep gets the leftover cupcake stuck to their forehead.
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first person to fall asleep gets the leftover cupcake stuck to their forehead.

Then Kara falls asleep, wakes just as Taylor is holding the cupcake over her forehead, says thanks, eats it and goes back to sleep.

Model: This chapter keeps telling me the time, so I use it. Pyjamas at five fifteen in the afternoon. That is box one, and I do not have to guess whether it came first, because Jo complains about how early it is.

Support and extension

Above: Jo objects at the start that it is only five fifteen, and at the end she is the one who suggests going to sleep. Explain what stays the same about Jo across the whole evening.

Below: Label your four boxes before you write: 'pyjamas', 'cupcakes', 'the dare', 'Kara falls asleep'.

Assessment

Look for:	Puts the pyjamas first and Kara falling asleep last.
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Includes the cupcake decorating before the dare.

Uses at least one time from the book.

Does not add events the passages do not give.

Short version

TIME

16 minutes

OBJECTIVE

Put the events of the sleepover in the order the book gives them.

STUDENT PRODUCT

A four-step timeline of the sleepover in order

FOCUS

One evening, told in order

Essential question

What do the four friends do at the sleepover, from the moment everyone arrives to the moment they fall asleep?

Materials

The book, Chapter 8 Passages 18, 19, 20 and 21, marked before the lesson One timeline worksheet each

Text to mark before teaching

Passage 18 — Chapter 8, pyjamas at five fifteen Passage 19 — Chapter 8, decorating the cupcakes

Passage 20 — Chapter 8, the dare Passage 21 — Chapter 8, how the dare ends

Lesson sequence

1	Teacher model · 6 min
Teacher model:	This chapter keeps telling me the time, so I use it. Pyjamas at five fifteen in the afternoon. That is box one, and I do not have to guess whether it came first, because Jo complains about how early it is.
Prepared text:	Passage 18
2	The dare and what happens · 5 min
Focus:	The last two boxes

Teacher direction:	In Passages 20 and 21, what is Taylor's dare, and what does Kara do when Taylor tries it?
Expected answer:	The dare is that the first person to fall asleep gets the leftover cupcake stuck to their forehead. When Taylor creeps forward with it, Kara's eyes open, she says Hey, thanks, grabs the cupcake and stuffs it into her mouth, then rolls over and goes back to sleep.
Prepared text:	Passage 20, Passage 21

3 Build the timeline · 5 min

Focus:	All four steps in order
Teacher direction:	Fill in your four boxes so they tell the evening in order.
Expected answer:	Box 1: pyjamas at five fifteen. Box 2: decorating and photographing the cupcakes. Box 3: Taylor's cupcake dare. Box 4: Kara falls asleep, wakes, and eats the cupcake.
Student product:	A four-step timeline of the sleepover in order
Prepared text:	Passage 18, Passage 19, Passage 20, Passage 21

Teacher guidance

Why this text works: The chapter is a clear chain of activities with times stated on the page - five fifteen in the afternoon, not even nine o'clock, two twenty-five in the morning - so students can order events against the clock rather than from memory.

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anyone eats. Then they tell spooky stories and Taylor sets the dare that the first person to fall asleep gets the leftover cupcake stuck to their forehead.

Then Kara falls asleep, wakes just as Taylor is holding the cupcake over her forehead, says thanks, eats it and goes back to sleep.

Model: This chapter keeps telling me the time, so I use it. Pyjamas at five fifteen in the afternoon. That is box one, and I do not have to guess whether it came first, because Jo complains about how early it is.

Support and extension

Above: Jo objects at the start that it is only five fifteen, and at the end she is the one who suggests going to sleep. Explain what stays the same about Jo across the whole evening.

Below: Label your four boxes before you write: 'pyjamas', 'cupcakes', 'the dare', 'Kara falls asleep'.

Assessment

Look for:	Puts the pyjamas first and Kara falling asleep last.
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Includes the cupcake decorating before the dare.

Uses at least one time from the book.

Does not add events the passages do not give.

6. Theme: Being Treated the Way You Behave

Full lesson

TIME

30 minutes