

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.

Sleepover Squad #1: Sleeping Over | Grade 3

6. Theme: Being Treated the Way You Behave	
Full lesson	
TIME 30 minutes	
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OBJECTIVE

State what the book is saying about growing up, and support it from Jo's reasoning and the parents' explanation.

STUDENT PRODUCT

A three-sentence response stating the theme and giving two pieces of evidence

FOCUS

One idea stated by a friend and confirmed by the parents

Essential question

What is this book saying about how to be treated as older than people think you are?

Materials

The book, Chapters 5, 7 and 9 Passages 13, 17 and 23, marked before the lesson One lined worksheet each

Text to mark before teaching

Passage 13 — Chapter 5, Jo's reasoning Passage 17 — Chapter 7, what changed their minds

Passage 23 — Chapter 9, the last lines

Lesson sequence

1	Launch · 5 min
Focus:	Separating what happens from what it means
Teacher direction:	Emily gets to go to the party, so the story ends happily.

But what is the book trying to teach a reader?

Prepared text:	Passage 13
2	Teacher model · 8 min
Teacher model:	A theme is what the book is saying, not what happens. Jo says it first, as advice. Then a whole chapter later the parents say the same thing back, without having heard Jo say it. When two different parts of a book agree like that, the book is telling me that idea is the point.
Prepared text:	Passage 13, Passage 17

3 What Jo says · 7 min

Focus:	The idea, stated as advice
Teacher direction:	In Passage 13, write Jo's two-part rule about acting like a baby and acting like a grown-up.
Expected answer:	Acting like a baby keeps you being treated like one; acting more grown-up may get your growing up noticed.
Prepared text:	Passage 13

4 What the parents say · 6 min

Focus:	The same idea, confirmed
Teacher direction:	In Passage 17, what do the parents say about Emily, and what do they promise about future decisions?
Expected answer:	They say they were very impressed by her mature apology and explanation, that it is what changed their minds, and that she really is growing up and sometimes they forget it. They promise they will always make the decisions they think are right, but will always be willing to listen if she

disagrees.

Prepared text:	Passage 17
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5 Write the theme · 4 min

Focus:	Stating and supporting the idea
Teacher direction:	Write your three sentences: what the book is saying, and the two places that show it.
Expected answer:	The book is saying that people treat you the way you behave. Jo says that acting like a baby keeps you treated like one, while acting grown-up gets noticed. Emily's parents say her mature apology and explanation is what changed their minds.
Student product:	A three-sentence response stating the theme and giving two pieces of evidence
Prepared text:	Passage 13, Passage 17, Passage 23

Teacher guidance

Why this text works: Jo states the idea in two sentences and the parents confirm it a chapter later in almost the same terms, so a student can support the theme from two independent places rather than asserting it.

Expected answer:

The book is saying that people treat you the way you behave, so the way to be treated as older is to act it. Jo says that behaving like a baby keeps you treated as one, while behaving more grown-up gets your growing up noticed. The parents confirm it: they say her mature apology and explanation is what changed their minds, and that she really is growing up and sometimes they forget it. The ending keeps it honest, because Emily admits she did miss her parents, but not too much.

Model: A theme is what the book is saying, not what happens. Jo says it first, as advice. Then a whole chapter later the parents say the same thing back, without having heard Jo say it. When two different parts of a book agree like that, the book is telling me that idea is the point.

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Support and extension

Above: Emily's last line is that she definitely missed her parents, but not too much. Explain why the book might end there instead of on how grown-up she is.

Below: Use the frame: 'The book is saying _____. Jo says _____. Her parents say _____.'

Assessment**Look for:**

States the idea as a general one, not as a retelling of the party.

Uses Jo's baby-and-grown-up contrast.

Uses the parents' explanation as the second piece of evidence.

Does not say the theme is simply that sleepovers are fun.

Short version

TIME

16 minutes

OBJECTIVE

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Text to mark before teaching

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Passage 23 — Chapter 9, the last lines

Lesson sequence

1

Teacher model · 6 min

Teacher model:	A theme is what the book is saying, not what happens. Jo says it first, as advice. Then a whole chapter later the parents say the same thing back, without having heard Jo say it. When two different parts of a book agree like that, the book is telling me that idea is the point.
Prepared text:	Passage 13, Passage 17
2	What the parents say · 5 min
Focus:	The same idea, confirmed
Teacher direction:	In Passage 17, what do the parents say about Emily, and
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Expected answer:	They say they were very impressed by her mature apology and explanation, that it is what changed their minds, and that she really is growing up and sometimes they forget it. They promise they will always make the decisions they think are right, but will always be willing to listen if she disagrees.
Prepared text:	Passage 17

3 Write the theme · 5 min

Focus:	Stating and supporting the idea
Teacher direction:	Write your three sentences: what the book is saying, and the two places that show it.
Expected answer:	The book is saying that people treat you the way you behave. Jo says that acting like a baby keeps you treated like one, while acting grown-up gets noticed. Emily's parents say her mature apology and explanation is what changed their minds.
Student product:	A three-sentence response stating the theme and giving two pieces of evidence
Prepared text:	Passage 13, Passage 17, Passage 23

Teacher guidance

Why this text works: Jo states the idea in two sentences and the parents confirm it a chapter later in almost the same terms, so a student can support the theme from two independent places rather than asserting it.

Expected answer:	The book is saying that people treat you the way you behave, so the way to be treated as older is to act it. Jo says that behaving like a baby keeps you treated as one, while behaving more grown-up gets your growing up noticed. The parents confirm it: they say her mature apology and explanation is what changed their minds, and that she really is growing up and sometimes they forget it. The ending keeps it honest, because Emily
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Support and extension

Above: Emily's last line is that she definitely missed her parents, but not too much. Explain why the book might end there instead of on how grown-up she is.

Below: Use the frame: 'The book is saying _____. Jo says _____. Her parents say _____.'

Assessment

Look for:	States the idea as a general one, not as a retelling of the party.
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Uses Jo's baby-and-grown-up contrast.

Uses the parents' explanation as the second piece of evidence.

Does not say the theme is simply that sleepovers are fun.

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