

Sleepover Squad #1:

Sleeping Over

6 lessons, each with a full and a short version

6 lessons

1. Whole-Book Plan

Full lesson

TIME

75 minutes

OBJECTIVE

Read the whole book and explain what changed Emily's parents' minds, using both times she asked them.

STUDENT PRODUCT

A two-column chart comparing Emily's first ask and her second ask across four rows

FOCUS

The same request, made two different ways

Essential question

Emily asks her parents the same question twice and gets two different answers. What was different the second time?

Materials

The book, read aloud across the week The passages below, marked with sticky notes before the first session One two-column chart per student

Text to mark before teaching

Passage 6 — Chapter 3, the first attempt Passage 7 — Chapter 3, the answer Passage 8 — Chapter 4, how Emily takes it Passage 12 — Chapter 5, Jo's plan Passage 15 — Chapter 6, the second attempt Passage 16 — Chapter 6, the promise Emily adds Passage 17 — Chapter 7, what changed their minds

Lesson sequence

1	Set up the question · 8 min
Focus:	What can change an answer that is already no
Teacher direction:	Emily's parents have already said no. What could a person do that might get them to think about it again?
Prepared text:	Passage 7
2	Teacher model · 10 min
2	Teacher model · 10 min
Teacher model:	Watch how I fill the first row. Row one is how she starts. The first time she just launches straight in at top speed. The second time she says she is sorry about the way she acted yesterday. Same girl, same question, and already a different conversation. That is what each row has to catch.

Prepared text:	Passage 6, Passage 15
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3 The first ask · 14 min

Focus:	How Emily asks the first time
Teacher direction:	In Passage 6, how does Emily talk, and why does the book say she talks that way?
Expected answer:	She talks as fast as she can, so that her parents cannot refuse before hearing the whole thing. She only stops when she runs out of breath.
Prepared text:	Passage 6

4 What she does when they say no · 14 min

Focus:	The reaction that becomes part of the problem
Teacher direction:	In Passage 8, list what Emily does after her parents refuse.
Expected answer:	She argues that the party is this Friday and asks whether they realise how important it is, then bursts into tears, runs to the house, slams her bedroom door, flings herself onto her bed and tells her doll it is not fair.
Student product:	A list of five things Emily does after the refusal
Prepared text:	Passage 8

5 The second ask · 14 min

Focus:	How Emily asks the second time
Focus:	How Emily asks the second time
Teacher direction:	In Passages 15 and 16, list the things Emily does in the car, in the order she does them.
Expected answer:	She says she wants to say something, apologises for the way she acted, asks them to listen all the way through before answering, explains that she is old enough and that the night-light decision shows she is growing up, gives the details of the party and what she would pack, and promises not to act like a brat if they still say no.
Student product:	A four-step timeline of what Emily does in the car
Prepared text:	Passage 15, Passage 16

6 What the parents say about it · 8 min

Focus:	The confirmation from the people who decided
Teacher direction:	In Passage 17, what do Emily's parents say changed their minds?
Expected answer:	Her mother says they were very impressed by her mature apology and explanation in the car, and her father says that is what changed their minds, adding that she really is growing up and that sometimes they forget it.
Prepared text:	Passage 17
7	Fill the chart · 7 min
Focus:	Both asks side by side

Teacher direction:	Complete all four rows of your chart, then answer the question at the top of the page in one sentence.
Expected answer:	Rows contrasting rushing with apologising, arguing with explaining, no details with packed details, and a tantrum with a promise. The sentence should say that the second time Emily behaved in the way she was asking to be trusted for.
Student product:	A two-column chart comparing Emily's first ask and her second ask across four rows
Prepared text:	Passage 6, Passage 8, Passage 15, Passage 16, Passage 17

Teacher guidance

Why this text works: The book stages the same conversation twice and then has the parents say outright which version worked and why. That means the answer is not a matter of opinion: the difference can be listed, and the parents confirm it.

Expected answer:	The first time, Emily talks as fast as she can so her parents cannot say no before hearing her out, and when they refuse she argues, bursts into tears and runs to her room. The second time she apologises first, asks them to listen all the way through before answering, explains calmly why she thinks she is old enough, gives the details of where and when the party is and what she would pack, and promises not to act like a brat if the answer is still no. Her parents say afterwards that her mature apology and explanation in the car is what changed their minds.
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Model: Watch how I fill the first row. Row one is how she starts. The first time she just launches straight in at top speed. The second time she says she is sorry about the way she acted yesterday. Same girl, same question, and already a different conversation. That is what each row has to catch.

Support and extension

Above: Emily's parents say they will always make the decisions they think are right, but will always listen if she disagrees. Explain how the two conversations in this book show what they mean by listen.

Below: Fill your four rows in this order: how she starts, how she explains, what details she gives, and how she says she will react to a no.

Assessment

Assessment

Look for:	Puts something Emily actually does or says in each cell.
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Includes the apology in the second column.

Includes at least one of the details Emily supplies the second time.

Uses the parents' own explanation of what changed their minds.

Short version

TIME

32 minutes

OBJECTIVE

Read the whole book and explain what changed Emily's parents' minds, using both times she asked them.

STUDENT PRODUCT

A two-column chart comparing Emily's first ask and her second ask across four rows

FOCUS

The same request, made two different ways

Essential question

Emily asks her parents the same question twice and gets two different answers. What was different the second time?

Materials

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Lesson sequence

1	Set up the question · 5 min
Focus:	What can change an answer that is already no
Teacher direction:	Emily's parents have already said no. What could a person do that might get them to think about it again?
Prepared text:	Passage 7
2	Teacher model · 7 min
Teacher model:	Watch how I fill the first row. Row one is how she starts. The first time she just launches straight in at top speed. The second time she says she is sorry about the way she acted yesterday. Same girl, same question, and already a different conversation. That is what each row has to catch.
Prepared text:	Passage 6, Passage 15

3 The second ask · 10 min

Focus:	How Emily asks the second time
Teacher direction:	In Passages 15 and 16, list the things Emily does in the car, in the order she does them.
Expected answer:	She says she wants to say something, apologises for the way she acted, asks them to listen all the way through before answering, explains that she is old enough and that the night-light decision shows she is growing up, gives the details of the party and what she would pack, and promises not to act like a brat if they still say no.
Student product:	A four-step timeline of what Emily does in the car
Prepared text:	Passage 15, Passage 16

4 Fill the chart · 10 min

Focus:	Both asks side by side
Teacher direction:	Complete all four rows of your chart, then answer the question at the top of the page in one sentence.
Expected answer:	Rows contrasting rushing with apologising, arguing with explaining, no details with packed details, and a tantrum with a promise. The sentence should say that the second time Emily behaved in the way she was asking to be trusted for.
Student product:	A two-column chart comparing Emily's first ask and her second ask across four rows
Prepared text:	Passage 6, Passage 8, Passage 15, Passage 16, Passage 17

Teacher guidance

Why this text works: The book stages the same conversation twice and then has the parents say outright which version worked and why. That means the answer is not a matter of opinion: the difference can be listed, and the parents confirm it.

Expected answer:	The first time, Emily talks as fast as she can so her parents cannot say no before hearing her out, and when they refuse she argues, bursts into tears and runs to her room. The second time she
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argues, bursts into tears and runs to her room. The second time she apologises first, asks them to listen all the way through before answering, explains calmly why she thinks she is old enough, gives the details of where and when the party is and what she would pack, and promises not to act like a brat if the answer is still no. Her parents say afterwards that her mature apology and explanation in the car is what changed their minds.

Model: Watch how I fill the first row. Row one is how she starts. The first time she just launches straight in at top speed. The second time she says she is sorry about the way she acted yesterday. Same girl, same question, and already a different conversation. That is what each row has to catch.

Support and extension

Above: Emily's parents say they will always make the decisions they think are right, but will always listen if she disagrees. Explain how the two conversations in this book show what they mean by listen.

Below: Fill your four rows in this order: how she starts, how she explains, what details she gives, and how she says she will react to a no.

Assessment

Look for:	Puts something Emily actually does or says in each cell.
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Includes the apology in the second column.

Includes at least one of the details Emily supplies the second time.

Uses the parents' own explanation of what changed their minds.

2. Key Details: Meet the Four Friends

Full lesson