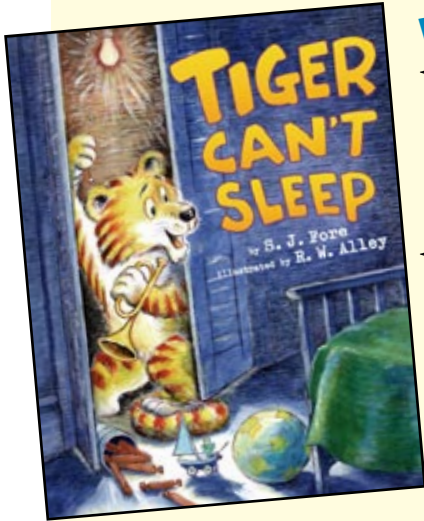


Read-Aloud Activity

Tiger Can't Sleep

Written by S.J. Fore
Illustrated by R.W. Alley



Reader Notes and Book Summary

- ✧ It's bedtime, but loud noises keep this imaginative young boy from falling asleep. Wouldn't you know—there's a tiger in his closet! Although the tiger apologizes each time the boy scolds him for being noisy, the tiger disturbs him yet again until he finally falls asleep in bed with the boy.
- ✧ Many listeners will connect with the antics of the boy and tiger in this story. Some will recognize the behavior of the tiger as similar to someone who just can't settle down when put to bed. Others will relate to the boy's persistent requests for quiet. The author makes use of onomatopoeia (sound words), so read the book in advance to know when to emphasize specific words, make the tiger's noises, and plan exactly where to encourage listeners to participate.



Keeping Your Audience Connected With Books and Reading

Connecting

Connecting story events to kids' own experiences helps them understand and relate personally to the characters and events in the story.

Listening

Help kids listen and join in with predictable words and phrases to actively engage them in the story.

Retelling

Retelling the sequence of story events strengthens comprehension.

Set Read-Aloud Stage

- ✧ Ask if anyone has ever gotten into bed and just can't fall asleep. What kinds of things do they think of? Do they hear or see things that make them curious about exactly what it might be? Sometimes our minds stay active at bedtime, even when we're tired. Our imaginations kick in and usual sounds and sights become unusual and keep us awake.
- ✧ Show the cover while reading the title. Who can't sleep? Ask children to predict what they think this story will be about. Connecting the story to children's own experiences helps them understand and relate personally to the characters and events in the story.

During Read-Aloud!

- ✧ Read the first few pages and ask children why they think the little boy in the story says there is a tiger in his closet.
- ✧ Turn the page and ask children to join in as you point and read the words, "Crunch! Crunch! CRUNCH!" Involving children in the story promotes listening and oral language skills. Seeing and saying these sound words help build phonological awareness (an ability to hear and manipulate the sounds in words). Engaging in oral language and developing phonological awareness promote reading achievement.
- ✧ Before reading the tiger's response, have children tell you what they think the tiger will do or say. Do they think this will be the end of the problem?
- ✧ As you read the rest of the story, continue to invite children to predict what will happen next and pause to encourage them to join in as you read the sounds the tiger makes. They might also join in as you read the tiger's repeated response to the boy's pleas for quiet—"Oops! Tiger is sorry." Help children listen and join in with predictable words and phrases to actively engage them in the story.

Read-Aloud Activity

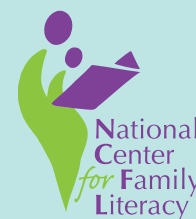
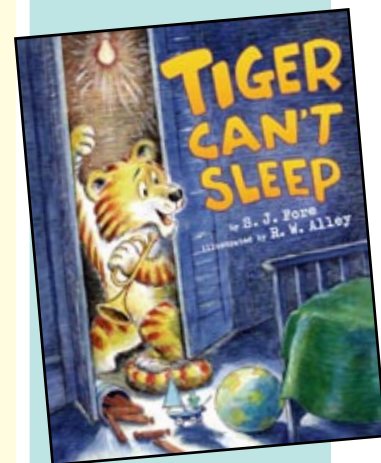
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Read-Aloud Discussion and Wrap-Up

- ✧ After reading the story, ask children if this type of event ever happens in their homes. Does anyone make noise and keep others up? Who tries to get that person to be quiet? Who is like our story's tiger at your house?
- ✧ "Does anyone remember one of the sounds the tiger made?" Explain that a word that spells and says the sound it makes is called onomatopoeia. Ask children to say "onomatopoeia" with you. Ask if anyone remembers any other onomatopoeia words from the story.
 - ◆ crunch: potato chips
 - ◆ bounce: a ball
 - ◆ ker-thump and ouch: cartwheels and falling down
 - ◆ tap-tap: shoes
 - ◆ oom-pah: tuba playing
 - ◆ boom-boom-boom crash: drums and cymbals
 - ◆ click-clack: turning the light on and off
 - ◆ boo-hoo: crying
- ✧ Repeat each sound word mentioned and see if children remember what the tiger was doing to make the sound. "Crunch. Who remembers what made that crunch sound?" Each time ask if there are any other onomatopoeia words in the story? After several or possibly all of these words have been mentioned, again ask children what these sound words are called. "Onomatopoeia. Right!!" Learning about our language helps children become more competent in using language.
- ✧ Ask children to quickly retell the sequence of story events. "The first time the boy heard a noise, the tiger was in his closet crunching potato chips. Then..." Recalling the sequence of events strengthens understanding.
- ✧ This will no doubt become a regularly requested bedtime story. Encourage families to get this book to enjoy together at home.



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