

Fox and Rabbit's Sleepover

"I can't fall asleep," said Fox. Rabbit did not hear because he was fast asleep. Fox poked him in the side.

"What is it?" asked Rabbit.

"I can't fall asleep," said Fox.

"Why not?" asked Rabbit.

"I don't know."

"But it's so late," said Rabbit.

Fox pressed his nose to the window. It did look late. The moon was high above the woods, and the woods were dark.

"Are you cold?" asked Rabbit.

"Maybe." Rabbit moved the blankets so they covered Fox. Then he fell back asleep, air whistling through his nose.

"Rabbit," said Fox. "These blankets are too hot."

Rabbit did not open his eyes. Instead, he rolled over, taking the blankets with him.

"Rabbit," said Fox.

Rabbit pulled the pillow over his head.

"I'm hungry," said Fox.

Rabbit sighed, and he and Fox got out of bed. They put on their slippers and crept downstairs. Fox turned on the light in the kitchen. Rabbit stood on a chair to see inside the cupboards. He looked inside them very carefully and then he said, "We should make cookies!"

"Great idea!" exclaimed Fox.

Fox watched from a soft green chair in the corner of the kitchen, by the warm stove. "How soon will they be ready?" asked Fox.

"Soon!" said Rabbit.

Rabbit mixed the batter for chocolate chip cookies. He put them in the oven, and he waited while they baked.

“Fox,” said Rabbit. “They’re ready.” But Fox was curled up in the big chair, asleep.

Close Reading Framework

Setting the Stage (Introduction)

Slowing down with reading instruction is imperative for creating critical thinking skills. When students linger over a text, they can start to identify patterns and pinpoint an author’s underlying message and purpose for writing the text. Stylistically, it is also important for students to realize that writing is a true form of artistry and self-expression. Gather the class to set the stage for the close reading exercise. Explain the importance of close reading, and also remind them of recent teaching points that they should be on the lookout for specifically. You could say:

Friends, I want to encourage you to slow down when you’re reading to make sure you notice every word on the page. Have you ever wondered why an author chose one word over another? Nothing on the page is an accident! Authors read and reread their work and write each sentence carefully. As readers, our job is to try and figure out what the author was thinking as he or she was writing. We should always take time to pause and ask questions. Why did that character do that? Why does the author choose to use one word instead of another word?

As we read today I want you to slow down and study the words on the page that you might not notice if you read the story very quickly. I also want you to make a guess about why the author is writing. What message is she sending you? What is she trying to teach you about the world?

Whole-Class Practice:

Read the story with the class, pausing after the first few paragraphs to have a whole-class discussion to model close reading.

Okay, let’s start by looking just at the first few sentences of the story. I know from the title that this will be a story about two friends—Fox and Rabbit—having a sleepover. Right away I am excited because I loved sleepovers when I was a kid. From the opening we can tell that one of the friends is having a hard time falling asleep. Fox is wide awake but his friend Rabbit is already asleep. It’s no fun being awake while everyone else is asleep, is it? I can tell Fox is lonely or

doesn't like being awake because he pokes Rabbit awake for some company and maybe some advice to help him fall asleep.

Let's keep reading to see if Rabbit can help Fox fall asleep! (Finish reading and go through a handful of questions from the Core Ready worksheet. Then have students finish with independent practice.)

Independent Practice

Have the students reread the text independently or in small groups. Ask them to answer a question from each box of the Core Lens guiding worksheet. Have students discuss their thinking with a partner while you circulate to monitor progress.

<p>7 Core Ready Lenses <i>Guiding Questions for Close Reading Instruction</i></p>		<p>The Personal Lens</p> <p>1) Do you think sleepovers are fun? Why or why not?</p> <p>2) What do you do when you can't fall asleep at night?</p>
<p>The Linguistic Lens</p> <p>1) What words or descriptions does the author use to show that Rabbit is losing patience with Fox?</p> <p>2) What words does the author use to remind you that Fox and Rabbit are animals?</p>	<p>The Semantic Lens</p> <p>1) What does Rabbit try to do to help Fox fall asleep?</p> <p>2) Does Fox end up eating the cookies that Rabbit makes?</p>	<p>The Analytical Lens</p> <p>1) Why do you think Fox is having trouble falling asleep?</p> <p>2) What helped Fox finally fall asleep?</p>
<p>The Context Lens</p> <p>1) What do you think Fox and Rabbit did at their sleepover party before they went to sleep?</p> <p>2) Do you think Rabbit was able to fall back asleep after he baked the cookies?</p>	<p>The Metaphoric Lens</p> <p>1) What does Fox think makes it "look late" outside?</p>	<p>The Critical Lens</p> <p>1) Do you think Fox was rude for waking Rabbit up when Fox couldn't sleep?</p> <p>2) Do you think Fox and Rabbit both had fun at their sleepover? Why or why not?</p>