

# Uncle Timi's Sleep

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## Overview

In this humorous narrative, Uncle Timi falls asleep on the beach and gets a surprise awakening when the tide comes in. The illustrations provide information about the Pacific Islands setting. This is a particularly appropriate text to draw attention to word endings and to develop children's cross-checking strategies. *The Safe Place* is another book at the Green level that has a Pacific Islands setting.

**Curriculum links:** social studies, science, health and physical education

## Text features

- the initial consonant blends “cl”, “cr”, “dr”
- the digraphs “ch” – “children”, “beach”; and “th” – “the”, “THUMP”, “with”
- the rime “un” in the word “Uncle”
- the words starting with “a” – “along”, “asleep”
- the “er” ending in the word “closer”
- the use of verbs ending in “ed” – “walked”, “galloped”, “dropped”
- the use of the irregular verbs “felt” and “woke”
- the contraction “didn’t”
- the possessive apostrophe in the title
- the repetitive structure of the text on pages 7–9
- the use of “but” to extend sentences
- the use of onomatopoeia – “THUMP!”
- the use of ellipses for anticipation
- the use of bold type for emphasis
- the humorous ending
- the Pacific Islands setting conveyed in the illustrations.

## Setting the scene

If there are children in the group who have experience of the Pacific Islands, draw on their knowledge to help the other children in the group build up an understanding of the Pacific climate, the lifestyle, and the jobs people might do there.

Talk about trips to the beach. Discuss the tidal movement of the sea.

You could reread *The Safe Place* with the children and tell them that you have another story for them to read that happens in a similar place.

## The first reading

Look at the title to establish the name of the main character. If the children need help to identify the word “Uncle”, draw their attention to the “un” rime at the beginning.

Examine the cover illustration. *Where is he?* The title page confirms that the story is set at the beach. Read the names of the author and the illustrator.

Page 2 – Look at the picture of Uncle Timi and discuss the work he is doing. *What is Uncle Timi carrying?* Draw out the idea of a hot place making people feel sleepy.

As the children read pages 5 to 8, listen for their enunciation of word endings.

Page 5 – Draw the children’s attention to the birds with their beaks open. Help them to get the idea of noise, but try not to say the word.

Page 6 – Discuss the illustration first. *What has happened?* The illustrations and the visual features of the word “THUMP” will be useful supports.

Page 9 – Encourage the children to read on to the full stop to get the full meaning of the sentence. The word “galloped” may be unfamiliar to some children. Tell them the word if they are unable to work it out, but make a note to use the word in other contexts to consolidate the children’s word knowledge.

Page 10 – Draw attention to the ellipses. *What is going to happen?*

Page 12 – Some children may want to say “waked” for “woke” and will need to cross-check the visual features of the word. *What do you think Uncle Timi would say?*

## Ideas for revisiting the text

(Choose only one or two per session.)

Listen to the children reread the text, noting their use of expression, attention to punctuation features, and clear enunciation of word endings.

Focus on any of the initial consonant blends or digraphs that the children may have been unsure of. Locate the words in the text and make a list of other words that start the same way.

Find the words in the text that start with the digraph “th”. *Can you find a word on page 9 that ends with this sound?* List other words that end with “th”. Repeat the activity with the digraph “ch” and the words “children” and “beach”.

Study the use of the rime “un” at the beginning of a word as it is in “Uncle”. Show the children how they can use their knowledge of this rime to unlock other words, such as “under”, “until”, or “unless”.

Look at the “er” ending of the word “closer” and note the way it is used comparatively in the text. Find or recall other examples of words ending in “er”.

Focus on the irregular past-tense forms “woke” or “felt”. *How do you know it’s not “waked” (or “feeled”)?*

Study the contraction “didn’t”. List other contractions that end this way.

Locate the words in the text that start with “a” (“along”, “asleep”). List other words that start this way, such as “again”, “away”, “ahead”.

Look at the word “THUMP!” *How would you say it?* Encourage the children to use a variety of print features, such as ellipses, bold print, upper-case letters, or exclamation marks for emphasis in their writing.

Discuss the use of apostrophes to show ownership.

### Suggestions for further activities

Write the sentence “A horse with some children on it galloped along the beach” in the middle of the whiteboard or on a large sheet of paper, leaving generous spaces between the words. Ask the children to suggest other nouns for “horse” and, using a different-coloured marker, list them above or below the word. Do the same for the words “beach” and “children”, then have fun with the children choosing from the new nouns and creating new sentences. The children could copy their favourite combination and illustrate the sentence. This activity could be extended to include the other words in the sentence, but consider the needs and abilities of the children in the group and be careful not to overdo it and cause confusion.

Read *The Safe Place*.