

Classroom Connections & Additional Activities

1. Arrange a Show and Tell time when students can bring a favorite toy and share what makes the toy special. (These do not have to be things they sleep with.) **LA**
2. In groups of 3 or 4, create a mural on craft paper showing all the things you might do at a slumber party. **ART**
3. On a Friday afternoon, have a pretend "Sleep Over." Children can bring sleeping bags and pillows from home. As a group, plan games, stories, and snacks.
4. Using a clock, count the hours Ira spent at Reggie's house if he arrived at 7:00 p.m. and left at 9:00 a.m. **MATH**
5. Make a class courage book with dictated sentences and illustrations telling students' stories of their bravery. Or make individual zigzag books, which give each child several frames to tell a story. **LA**
6. Fear causes physical stress. Children can learn to calm the physical reaction to fear so that courage can take over. Ask students to tighten up, hold and then relax various parts of their bodies – hands, arms, shoulders, stomach, legs, etc. End with tightening the whole body, and then relaxing all over. Have children notice how calm and comfortable they feel when they are loose, open, and breathing deeply. **PE**

Ira Sleeps Over

Bernard Waber
1972
Boston: Houghton Mifflin Company

COURAGE
USA
Reading Time: 6 minutes

CONCEPTS

Courage
Love
Respect

SUMMARY

Any child who has ever been comforted by a favorite toy or blanket will understand Ira's struggle with taking his teddy bear to a first time sleep over. Making the decision requires Ira to draw on his courage in this reassuring and realistic family story. Waber's humorous drawings keep the mood light.

OBJECTIVE

The student will be able to define and discuss courage as it applies to this story. The student will be able to recognize the courage needed to make hard decisions and try new things.

After the Story

Ira Sleeps Over

DISCUSSION

1. What was Ira afraid would happen if he took his teddy bear to Reggie's? What was he afraid would happen if he didn't take his teddy bear? What did he decide to do? For Ira, this was a brave decision. What happened next?
2. Ira had to make a hard decision. How did his sister make it harder? (She tried to scare him.) Has a brother or sister ever tried to scare you? What can you say or do when someone tries to make you afraid?
3. It takes courage to make a hard decision. What did Ira do that showed courage? Think of a time when you decided to do something new even though you were afraid.

ACTIVITIES

1. Take turns acting out Ira deciding whether or not to take his teddy to Reggie's house.
2. On chart paper, list situations when students decided to do something that frightened them. Include people who helped them make decisions.
3. List students' first-time experiences from Discussion question three. Choose one and write a class story about it. (You might want to change the names.) Talk about fears and courage as they apply to the story.

WRAP-UP

In My Heartwood Journal, draw a picture of yourself or someone you know having the courage to do something for the first time.

EXTENSION

1. Ask someone at home to tell you about a hard decision he/she had to make and how he/she found the courage to do the right thing.
2. Ask someone at home to remember a time when you were brave but that you may have forgotten.

VOCABULARY

dominoes
magnifying glass