

# Bedtime

## GOALS

### Comprehension

Ask students what they usually do to get ready for bed.

What are some things they do when they are “fooling around” instead?

### Vocabulary

**High-frequency Words:** I, can

**Content Words:** jump, skip, roll, flip, slide, hop, dive, flop

### Phonemic Awareness

Recognise that words can be broken into individual sounds and produce them

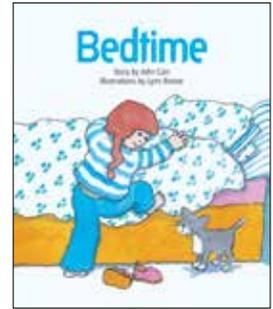
### Phonics

**Letters and Sounds:** c

**Words to Blend and Segment:** cat, can, cab, cap, cot

### Fluency

Model fluent reading of a section of the story for students to repeat



Before going to sleep, a little girl has fun on the bed.

## Before Reading

- Read the title to students. Ask them what they usually do to get ready for bed. What are some things they do when they are fooling around instead?
- Together look at the cover of *Bedtime*. Read the names of the author and illustrator. Discuss what is happening in the picture. Ask: Who is going to bed? Why is there a kitten? Look at the title page illustration. Does the girl look sleepy? Who else is in the picture? What do you think might happen in the story?
- Talk/walk through the pictures. Ask: What is the girl doing on each page? What about the kitten? Before turning to page 16, have students predict the ending. Ask: What happens when Mum and Dad peek in? Do they know what the girl has been doing?

## Reading the Text

- Read the title and the names of the author and illustrator.
- Read the title page together.
- On page 2 have students discuss what they think the girl is doing in the picture.
- Together read the words *I can jump*. Follow this pattern for each page, discussing the picture and reading the words together.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Who in the story knows what the girl has been doing? Do you think she was supposed to be jumping on the bed?
- Ask: What do you think the cat was thinking on each page? Model a retelling of the story on the board pretending you are the cat. Students join in reading the retelling.

## **Phonemic Awareness**

- Recognise that words can be broken into individual sounds and produce them. Have students listen to and hear the sounds in *can* /k/ /a/ /n/. Say them separately, then blend together slowly. Do the same for *cat*, *cab*, *cap* and *cot*.

## **Phonics**

- Discuss the name and sound of the letter c. Write cvc words *cat*, *can*, *cap*, *cab* and *cot* on the board to practise blending and segmenting the sounds together as a group, e.g. /c/ /a/ /t/. Illustrate using alphabet letters *c*, *a*, *t*, touching them as the sounds are made for the word *cat*.

## **Word Study**

- Talk about the words *I* and *can*. Copy and print the flash cards from the inside front cover. Read them together. Ask students to locate *can* and *I* on each page.
- On a piece of paper, students draw a picture of themselves doing an activity from the story. They write the words *I can* \_\_\_\_\_. They find the final word in the story and read their sentence to a partner.

## **Fluency**

- Model fluent reading of a section of the story for students to repeat, such as pages 2, 4 and 6. Then follow with three more pages. Continue on until the end of the story with students repeating after hearing the model.
- Students take turns to read the story to a partner.

## **Writing**

- Students write a new story using the same pattern *I can...* Ask: What is something you can do at bedtime? (I can read/play/hug/sing.) They write the story and illustrate it.

## **Home/School Link**

Students take the book and any related activity done in class home to share with family.