



### About the Book

Text Type: Fictional/Humorous Page Count: 16 Word Count: 283

#### Book Summary

All is quiet at 2 a.m., and Alistair the cat is ready to play. Students will enjoy reading about Alistair's clever attempts to wake Dan and Becky. The book provides opportunities for students to develop flexibility with print layout by altering the location of text throughout the book. Humorous illustrations accompany the text.

### About the Lesson

#### Targeted Reading Strategy

- Self-question


#### Objectives

- Use the reading strategy of self-questioning to understand text
- Identify point of view
- Manipulate initial sounds
- Understand that some consonants are silent and that /n/ may be represented by *n* or *kn*
- Match contractions to their individual words
- Identify and define high-frequency word play

#### Materials

Green text indicates resources available on the website

- Book—*Alistair's Night* (copy for each student)
- Chalkboard or dry erase board
- [Point of view, silent letters, contractions worksheets](#)
- [Discussion cards](#)

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

- High-frequency words: *are, come, get, here, out, play, that, there, up, what, with, you*
- Content words: *burglars, dangerous, dong, entertain(ing), grandfather clock, pounce, vase*

### Before Reading

#### Build Background

- Ask students to tell about any pets or other animals they know that are active during the night (nocturnal). Prompt students to share what these animals might do while other animals—including people—sleep.

#### Preview the Book

##### Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Alistair's Night*. (Accept all answers that students can justify.)

## Lesson Plan *(continued)*

## Alistair's Night

- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Ask students to tell who they think Alistair is and what they think he might do during the night.

### Introduce the Reading Strategy: **Self-question**

- Review or explain that good readers often ask themselves *I wonder why...* or *I wonder how...* questions while they read. This strategy helps readers stay involved with and understand what is happening in the story.
- Have students look at the picture of Alistair on page 3. Model self-questioning.  
**Think-aloud:** *As I read what time it is (2 a.m.), I wonder why Alistair thinks it's time to get up. I can tell from the picture that it's the middle of the night! I wonder if he is hungry. Maybe he heard a noise and wants to investigate. I'll have to keep reading to find out why he wants to get up.*
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- As you preview the book, ask students to talk about what they see in the pictures and use the vocabulary they will encounter in the text. Incorporate content vocabulary while looking through the pictures or reinforce related comments made by students. For example, while looking at the picture on page 3, you might say: *My neighbor has a grandfather clock that goes "Dong!" on the hour every hour. Ask: Does anyone know what time this grandfather clock shows? (2 o'clock) I bet the clock will go "Dong! Dong!"*
- Model one way to decode an unknown word. Point to the word *Dong!* on page 3. Say: *I know that if that word ended with -ing, it would say Ding, but I notice it has an o instead of an i, so I am going to try another sound.* Then read the sentence to students using the word *dong* and ask if the word *dong* makes sense and looks right.

### Set the Purpose

- Have students read the book to find out about Alistair's night. Remind them to self-question with *I wonder...* questions as they read.

## During Reading

### Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number at the bottom corner of page 3. Have them read to the end of page 6, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Ask students why Alistair is so intent on waking Becky and Dan (Alistair wants to play).
- **Check for understanding:** Have students read to the end of page 9. Model how to self-question as they read.  
**Think-aloud:** *While reading, I used the self-questioning strategy whenever I was curious and wanted to know more information. On page 8, Becky carried Alistair out of the room, but Alistair didn't want to go out. I wonder what kind of trick Alistair will try next to wake Dan or Becky. By self-questioning as I read, I am thinking about the story and what might happen next.*
- Have students read the remainder of the book. Encourage them to ask *I wonder...* questions as they read.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

## After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Ask students to explain how they used self-questioning while reading the story.
- **Think-aloud:** *As I reached the point in the story when Becky decided to get up and read, I asked myself, I wonder if Alistair will ever find the mouse he was looking for?* By asking myself questions while reading, I was able to stay involved in the story and was always wondering what might happen next.
- Invite students to share how they used the self-questioning strategy as they read and how it helped them understand and stay involved with the story.

### Teach the Comprehension Skill: **Point of view**

- **Introduce the skill:** Explain to students that one way to understand and follow a story is to think about the point of view from which the story is told. Ask: *In Alistair's Night, is the story told from Alistair's, Becky's, or Dan's point of view?* (Alistair's)
- Ask students to identify examples that indicate that the story is told from Alistair's point of view (page 3: *I wonder what Becky and Dan are doing?* page 4: *Lazy people! It's time to get up. I want to play.*) Ask how the sentences might have been written if told from Becky's or Dan's point of view.
- **Check for understanding:** On the board, draw a simple T chart with the headings *Teacher* and *Students*. Use an example from a class event to write a sentence or two from the teacher's point of view, such as *I was startled when I hurried into the classroom after lunch and found the room dark and silent. Suddenly, my students popped out from under their desks shouting, "Surprise!"* Invite students to rewrite the sentences from the students' point of view under the *Students* heading.
- **Independent practice:** Introduce, explain, and have students complete the [point of view worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, Alistair the cat becomes playful during the night, when his owners are asleep. He tells us about his night. Do you think the things Alistair does could really happen? What about the story do you think could not really happen? What do you think happens when you sleep at night? Do your pets get into mischief and talk? Do your toys come to life?

### Build Skills

#### Phonological Awareness: **Manipulate initial sounds**

- Explain to students that you are going to say some words from the story and you want them to replace the first sound of each word with the sound of /n/ as in *night*. For example, replace the first sound in *fight* with /n/ (*night*).
- Have students practice replacing the initial sound in each of the following words: *get (net)*, *go (no, know)*, *me (knee)*, *bed (Ned)*, *that (gnat)*, *you (new, knew)*, *west (nest)*.
- The following words may be used for additional practice: *lab (nab)*, *rag (nag)*, *sail (nail)*, *game (name)*, *tap (nap)*, *wreck (neck)*, *mice (nice)*, *sick (nick)*, *pickle (nickel)*, *fine (nine)*, *hip (nip)*, *rod (nod)*, *moon (noon)*, *hose (nose)*, *cow (now)*, *purse (nurse)*, *cut (nut)*.
- Say the word *no* aloud and write it on the board. Have students go on a word search through the book to find words that have a different initial sound (*go, so*).

#### Phonics: **Silent letters**

- Write the words *know* and *night* on the board and ask students to identify the initial sound of the words (/n/). Review or explain that while many words with the initial /n/ sound begin with the letter *n*, sometimes another consonant, a silent letter, may team with the letter *n* to make the /n/ sound. Explain that *kn* is a common letter combination for the /n/ sound. (Other spellings of the /n/ sound include *gn* as in *gnome* and *pn* as in *pneumonia*.) Have students brainstorm other examples and record them on the board under two columns headed with the examples *know* and *night*.
- Introduce, explain, and have students complete the [silent letters worksheet](#). If time allows, discuss their answers.

### Grammar and Mechanics: Contractions

- Read page 3 aloud as a group. Write the word *It's* on the board and review or explain that this word is a shortened way of saying the two words *it* and *is*. Point out the apostrophe and explain that this mark takes the place of the missing letter *i*. Tell students that the word *it's* is an example of a *contraction*.
- Have students turn to page 12 in the book. Ask them to read the page and tell what Alistair imagines himself as (Kitty Super Hero). Tell them to point to the contraction on the page (*I'll*). Write the words *I will* on the board. Explain that these two words can be shortened to the smaller word *I'll* by using an apostrophe in place of the letters *wi*. Write *I'll* on the board. Ask students to tell other common contractions.
- **Check for understanding:** Have students identify examples of contractions in the book. Ask them to tell the two words that have been joined to make each contraction. Have them tell what letter(s) the apostrophe replaces in each word.
- Introduce, explain, and have students complete the [contractions worksheet](#). If time allows, discuss their responses.

### Word Work: High-frequency word *play*

- Review or explain that words have different meanings, depending on the way in which they are used. Write the word *play* on the board and ask students to tell the different meanings of the word (a performance in front of an audience, to take part in a game or activity, and so on).
- Write the following sentence from page 4 on the board: *I want to play*. Ask students to tell how the word *play* is used in this sentence. Then go on a word hunt with students to find other places where the word *play* is used. Discuss the way each instance of *play* is used.
- Ask students how many times the word *play* was used (5). Challenge them to think of a different form of the word *play* that describes Alistair (*playful*).

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them practice identifying point of view as they read.

## Extend the Reading

### Humorous Writing and Art Connection

Have students select their favorite attempt of Alistair to wake Becky and Dan. Have them draw a picture of the attempt and write a caption to accompany their picture.

Visit [Writing A-Z](#) for a lesson and leveled materials on narrative writing.

### Math Connection

Beginning with the example from the story (2 a.m.), have students practice telling time to the hour and half-hour using an educational clock.

### Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.

Lesson Plan *(continued)***Alistair's Night**

- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

**Assessment****Monitor students to determine if they can:**

- accurately demonstrate self-questioning while reading
- identify character's point of view during discussion and on a worksheet
- accurately manipulate initial sounds during discussion
- recognize silent letters during discussion and on a worksheet
- understand and identify contractions and the words they represent during discussion and on a worksheet
- identify and define high-frequency word play during discussion

**Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)