

About the Book

Text Type: Fiction/Descriptive Page Count: 10 Word Count: 74

Book Summary

A girl and her mom are getting ready to read stories in their comfy chairs. Lucky, the dog, begins to bark. Does Lucky want to read a story, too? Students will have the opportunity to sequence events while connecting with prior knowledge. Detailed, supportive illustrations and repetitive phrases support readers.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Sequence events
- Segment onset and rime
- Identify short /o/ sound
- Recognize and locate periods
- Alphabetize

Materials

Green text indicates resources available on the website

- Book—*Our Good Night Story* (copy for each student)
- Chalkboard or dry erase board
- World map and globe
- Sequence events, short /o/, periods 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

*Bold vocabulary words also appear in a pre-made lesson for this title on [Vocabulary a-z.com](http://www.readinga-z.com).

- High-frequency words: *I, now, our, say, to, too, we*
- Content words:
 Story critical: *brings (v.), buddy (n.), choose (v.), climb (v.), night (n.), read (v.)*
 Enrichment: *book (n.)*

Before Reading

Build Background

- Write the word *book* on the board and point to it as you read it aloud to students. Repeat the process and have students say the word aloud.
- Ask students to identify books they like to read or have read to them. Discuss where and when students like to read books.

Book Walk

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 *Our Good Night Story*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Write the following repetitive sentences on the board: *I choose _____. Mom chooses _____. Read the sentences aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the book.*

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the book will help them understand what they read.
- Model connecting to prior knowledge using the information on the covers.
Think-aloud: When I look at the picture on the cover and think about the title, I think about reading a story to my daughter before she goes to sleep. We sit on her bed and read the books she picks out. I know that people like to read books that are interesting to them. My daughter loves books about princesses. I enjoy reading mystery stories. I wonder what kinds of books the mom and daughter in this story will read.
- Invite students to share how they connected to prior knowledge, based on the covers and title page of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Review or explain that stories are generally told in order from beginning to end.
- Model sequencing the main events of a story about taking a dog for a walk. Write key words about each event in order on the board as you describe them to student.
Think-aloud: If I want to tell someone a story about taking my dog for a walk, I need to include certain events in order to tell the story correctly. In my story, first I put the leash on my dog, Max. Next, we walk out the back door and down the steps. Then, as we go through the backyard, he sniffs the ground. Next, we walk up the street, and Max greets people as we pass them. Last, we turn around and come back home.
- Explain to students that certain words are often used to explain a sequence of events. Use the key words on the board to tell the story to students in order, using words such as *first, second, next, then, and last*. Ask students to identify these sequencing words from the example.
- Use the key words on the board to sequence the events of the story out of order. Ask students to explain why the order of the events is important (the sequence of events does not make sense when told out of order). Discuss with students that a story does not make sense when the events are out of order.
- Point out the difference between the sequence of events listed on the board and a retelling of the story of walking the dog (the retelling contains more detail and description; the list shows only the events that are most important for someone to understand the story). Ask students to provide details for each event in the story.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though Mom chooses a book. I wonder what book the girl will choose.*

- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *brings* on page 7 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows the dog getting a book. When I look at the first part of the word, it starts with /br/. However, the word get starts with the /g/ sound, so this can't be the word. I know that another word for get is bring. The word bring starts with the /br/ sound. The sentence makes sense with this word. The word must be bring.*

Set the Purpose

- Have students use what they already know about reading to help them read the book. Remind them to think about the sequence of events as they read.

During Reading

Student Reading

- Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*I*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model connecting to prior knowledge.
Think-aloud: *On page 4, I see the girl and her mom choosing a book buddy to cuddle with as they read. It reminds me of the stuffed horse that my daughter cuddles as we read books together. I know that this is something people do to feel cozy and comfortable. Reading books is a relaxing activity. I wonder what might happen next in the story.*
- Invite students to share how they connected with what they already knew as they read.
- Cut apart the pages of an extra copy of the book. Place pages 3 through 5 out of order in a pocket chart or along the chalkboard ledge. Have a volunteer place the pages in order and tell the sequence of events using the sequence words listed on the board.
- Check for understanding:** Have students read to the end of page 8. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)
- Use the cut-out pictures to order and discuss the sequence events through page 8.
- Have students read the remainder of the book. Remind them to think about what they already know about reading books to help them understand and remember new information 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

- Think-aloud:** *When I read page 10, I thought about the times when I have read to my daughter and she has fallen asleep. Lucky got so comfy and relaxed in his chair that he fell asleep as Mom and the girl were reading to him.*
- Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading about the good night story. Invite them to share and explain their picture to the rest of the class.

- Ask students to explain how thinking about what they already knew helped them to understand and remember the story.

Reflect on the Comprehension Skill

- **Discussion:** Discuss the sequence of events through the end of the book. Place the pictures in order in the pocket chart or along the chalkboard ledge. Have students practice telling the sequence of events to a partner using the pictures in the pocket chart.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). If time allows, discuss their responses aloud.
- **Enduring understanding:** In this book, you read about a family getting comfortable and reading stories before bedtime. Now that you know this information, do you think reading before bedtime is a good idea? Why or why not?

Build Skills


Phonological Awareness: Segment onset and rime

- Say the word *book* aloud to students. Explain that you are going to say the word a second time and leave off the /b/ sound. Then say: /look/; *book without the /b/ is look/*.
- Have students identify other words that end with the /ook/ sound (*look, cook, hook*).
- Have students say the word *night*. Then have them say the word *night* without the /n/ sound (/ight/).
- **Check for understanding:** Say the following words aloud, one at a time: *woof, Lucky, say, now, buddy, good*. Say aloud the initial sound before the vowel (onset). Ask students to say each word without the sound(s) of the onset.

Phonics: Identify short /o/ vowel

- Write the word *Mom* on the board and say it aloud with students.
- Have students say the short /o/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short /o/ sound in the word *Mom*.
- **Check for understanding:** Write the following words that contain the short /o/ sound on the board, leaving out the vowel: *not, top, dog*. Say each word, one at a time, and have volunteers come to the board and add to each word the letter that represents the short /o/ sound.
- **Independent practice:** Introduce, explain, and have students complete the [short /o/ worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Periods

- Write the following sentence on the board: *Mom chooses a book*. Read the sentence aloud with students. Explain that every sentence has a signal at the end so readers will know when to stop reading. Ask a volunteer to come up and point to the signal at the end of the sentence.
- Explain that the signal is called a *period*. Have students say the word aloud. Point out that the period is like a stop sign because it tells readers to stop reading.
- Have volunteers describe two things Lucky did in the story. Write the sentences on the board, leaving off the periods. Read the sentences aloud to students without stopping. Then have volunteers come to the board and add the period to each sentence. Reread the sentences, stopping with the periods.
-  **Check for understanding:** Have students reread the book and highlight all of the periods.
- **Independent practice:** Introduce, explain, and have students complete the [periods worksheet](#). If time allows, discuss their responses.

Word Work: Alphabetical order

- Review or explain to students that words are sometimes placed in a list by alphabetical order. Words are placed in alphabetical order by first looking at the beginning letter in each word and then deciding which letter comes first in the alphabet.
- Write the words *Mom* and *Lucky* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet, *M* or *L*. Explain that the word *Lucky* would come first in an alphabetical list because the letter *L* comes before the letter *M* in the alphabet.
- Write the words *book* and *read* on the board. Have students identify the initial letter in each word (*b* and *r*). Ask students to identify which letter comes first in the alphabet (*b*). Explain that the word *book* would come first in an alphabetical list.



Check for understanding: List these words in the following order on the board: *read, night, good, chair, buddy, woof*. Have students write the words in alphabetical order on a separate piece of paper. When they have finished, discuss their answers.

Build Fluency
Independent Reading

- Allow students to read their book independently. Additionally, partners can 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 identify the sequence of events in the book to someone at home.

Extend the Reading
Realistic Fiction Writing and Art Connection

Have students draw a picture of themselves reading in their favorite chair with their book buddy and book. Under the picture, have students write one sentence telling about their picture.

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

Math Connection

Make a list of books you have read to students during the year. Have students vote on their favorite book. Work together with students to make a graph showing the results.

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.
- 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:

- consistently connect to prior knowledge to understand text
- accurately identify the sequence of events during discussion and on a worksheet
- accurately segment onset and rime during discussion

Lesson Plan *(continued)*

Our Good Night Story

- identify and write the letter symbol that represents the short /o/ sound during discussion and on a worksheet
- correctly understand, locate, and use periods during discussion and on a worksheet
- correctly understand how to place words in alphabetical order on a separate piece of paper

Comprehension Checks

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