



About the Book

Text Type: Fiction/Realistic Page Count: 10 Word Count: 110

Book Summary

Time for Bed tells a story with which all young readers will be familiar—getting ready for bed. The little boy's bedtime routine is presented in a simple, repetitive text pattern. The picture-to-text correspondence supports the story.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions based on available text information
- Identify sequence of events
- Segment onset and rime
- Identify initial consonant *r*-blends
- Identify and use the pronouns *he* and *she*
- Place words in alphabetical order

Materials

Green text indicates resources available on the website

- Book—*Time for Bed* (copy for each student)
- Chalkboard or dry erase board
- [Sequence events, pronouns, alphabetical order worksheets](#)
- Word Journal (optional)
- [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 [VocabularyA-Z.com](#).

- High-frequency words: *for*
- Content words:
 - Story critical: ***bed*** (n.), ***brushes*** (v.), ***drinks*** (v.), ***pajamas*** (n.), ***reads*** (v.), ***washes*** (v.)
 - Enrichment: *clothes* (n.), *face* (n.), *glass* (n.), *hands* (n.), *teeth* (n.)

Before Reading

Build Background

- Have students tell the things they do to get ready for bed at night. Make a list on the board.
- Ask students to share any special things they like to do at bedtime.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they might read about in a book called *Time for Bed*. (Accept any answers students can justify.)

- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: Make, revise, and confirm predictions

- Explain that good readers make predictions, or guesses, about what will happen in a story. Explain that making predictions can help people to make decisions, solve problems, and learn new information. Emphasize that knowing how to make predictions is more important than whether the prediction is right, or confirmed.
- Model using the cover pictures of the book to make a prediction.
Think-aloud: I know that readers look at the cover of a book to make predictions about the book. Looking at the front cover, I see a boy putting on clothes. Since the title of the book is Time for Bed, the clothes might be his pajamas. It seems as though the boy might be getting ready for bed. However, the picture on the back cover shows toys. I wonder if the boy in the story won't go to bed because he wants to play with his toys. Making predictions about this book gives me a purpose for reading it because I want to find out if my prediction is right.
- Have students use the pictures on the covers and title page to make a prediction before reading the book. Invite them to share their prediction.
- 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, reinforce any difficult words or language patterns. For example, on page 4, say: *What do you think Ben is going to do? Do you think he might be going to his room to get ready for bed?*
- Model reading strategies students can use to work out unfamiliar words. Point to the word *pajamas*. Say: *I know that Ben is doing all of the things he needs to do to get ready for bed. When I look at the picture I can tell that Ben is getting dressed for bed. I need a word that tells what Ben is wearing to bed. The word begins with the /p/ sound. I think the word is pajamas. When I reread the sentence, this word makes sense.*
- Encourage students to add the new vocabulary words to their word journals.

Set the Purpose

- Have students read to find out what happens in the book. Remind them to make, revise, and/or confirm predictions about the book 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. Read the word together (*Ben*). Point out where to begin reading on each page. Remind students to read words from left to right. Point to each word as you read it aloud while students follow along in their own book.
- Ask students to place a finger on the page number in the bottom corner of the page. 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 revising a prediction.
Think-aloud: I predicted that the boy, Ben, would not go to bed because he wanted to play with his toys. On page 3, I read that Ben likes to play with his toys. However, as I continued to read, it seems as though Ben is following his routine for bedtime. I wonder what Ben will do next. Since he is washing his hands and face, he might also brush his teeth.
- Ask students if they can confirm their prediction based on the words they read and the pictures. Have them revise their prediction or make a new prediction.
- Have students read the remainder of the book. Encourage them to continue to make, revise, and/or confirm predictions as they read the rest of the story.



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

- Invite students to discuss whether their predictions turned out to be true or whether they needed to be revised. Reinforce that making predictions about what they are reading helps them get meaning from the book and gives them a purpose for reading.

Think-aloud: *I predicted that the boy would brush his teeth while getting ready for bed. This prediction was correct. He also got a drink of water and put on his pajamas.*

- Discuss additional strategies students used to gain meaning from the book.

Teach the Comprehension Skill: **Sequence events**

- Discussion:** Have students compare what Ben does to get ready for bed with what they do. Ask them how they think Ben feels when his dad reads him a story.
- Introduce and model:** Tell students that a story is a series of events that happen in a particular order. First one thing happens, then something else, and so on. Explain to students that the order in which the events happen is called the *sequence*. Point out to them the sequence in this story.
Think-aloud: *This story told what the boy did at bedtime. First, he takes off his clothes. Next, he washes his hands and face. I don't include all the details of the story, as I would in a retelling. I only tell the most important events in order to tell the story correctly.*
- Check for understanding:** Have students share the sequence of events through the end of the story. If necessary, use the pictures in the book as a guide.
- Independent practice:** Introduce, explain, and have students complete the **sequence events worksheet**. If time allows, discuss their answers.



Instruct students to use the last page of the book to draw a picture of themselves doing something they do each night before going to bed. Ask students to share their picture with the group.

Build Skills

Phonological Awareness: **Segment onset and rime**

- Say the word *bed* and tell students they can say the word and separate it into its beginning part and ending part: *bed*; *b-ed*. Repeat the word and have students segment it into its parts.
- Say the following words to students: *Ben, hand, face, teeth, drink, brush*. Pause after saying each word so that students can segment each word into its beginning and ending sounds.

Phonics: **Initial consonant r-blends**

- Write the word *brush* on the board and read it aloud with students. Underline the *br* blend and explain that the sounds of these two letters together stand for the /br/ sound. Ask students to blend the sounds of the letters together to say the /br/ sound.
- Tell students that the letters *br* form a consonant blend. Write the following consonant blends on the board: *br, cr, gr, dr, fr, pr, tr*. Ask students to say each blend with you. Under each blend write a word that begins with that blend: *brick, cram, grain, drop, frog, prop, track*. Ask students to blend the sounds together in each word with you as you run your finger under the letters. Ask volunteers to circle the blends in the words.

- Have students look on page 8 to find a word with an initial consonant *r*-blend (drinks).

Grammar and Mechanics: **Pronouns**

- Review with students that a *noun* is a *person, place, or thing*. Have them share examples of nouns.
- Have students turn to page 5 in their book. Read the first sentence aloud with them. Ask students to identify the subject in the sentence (*Ben*).
- Read the second sentence on page 5 aloud with students. Write the word *He* on the board. Ask students to explain to whom the word refers (*Ben*).
- Write the following sentences on the board: *Mom read me a story. She reads every night.* Point to each word as you read the sentences aloud to students. Circle the word *She*. Ask students to explain to whom the word refers (*Mom*).
- **Independent practice:** Introduce, explain, and have students complete the [pronouns worksheet](#). If time allows, discuss their answers.

Word Work: **Alphabetical order**

- Write the words *face* and *hands* on the board. Underline the first letter in each word. Ask students what letter comes first in the alphabet: *f* or *h*.
- Review or explain that words are sometimes placed in a list by ABC, or alphabetical, order. Words are placed in alphabetical order by looking first at the initial letter in each word and deciding which letter comes first in the alphabet. Explain that *face* would come first in an alphabetical list.
- List the following content vocabulary words out of order on the board: *bed, clothes, hands, face, reads, teeth*. Have students write the words in alphabetical order on a separate piece of paper. When they have finished, discuss their answers.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, 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.

Extend the Reading

Writing and Art Connection

Ask students to write about their routine at bedtime. Have them write and illustrate each step on a separate piece of paper. Combine the pages into their own book titled *Good Night*.

Science Connection

Identify with students the healthy habits mentioned in the book, such as washing their hands and brushing their teeth. Discuss the importance of these habits for staying healthy. Have each student create a poster about a healthy habit.

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.

Lesson Plan *(continued)*

Time for Bed

- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

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

- consistently make, revise, and confirm predictions while reading
- correctly sequence events of a story during discussion and on a worksheet
- correctly segment words into onset and rime
- identify words with initial consonant *r*-blends
- correctly identify and use pronouns during discussion and on a worksheet
- accurately place words in alphabetical order during discussion and on a worksheet

Comprehension Checks

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