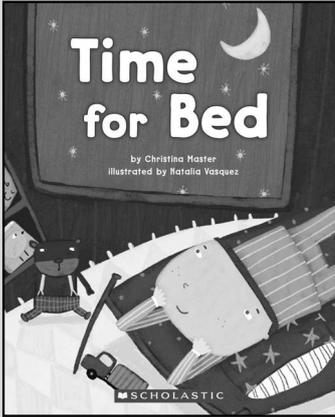


Time for Bed



Time for Bed Teachers' Notes

Learning objective: CLL Language for Communication:

Use simple grammatical structures

Key high frequency words: I, my

Cross-curricular/theme links: Bedtime routines

Genre: Fiction

NC level: Foundation Stage

Assessment: Check how children link statements to develop stories and explanations

Word count: 28

Getting started

Look together at the cover picture, and read the first part of the title aloud. Can the children sound out and blend the word 'bed'? What do the children think this book will be about?

Flip through the book and look at the pictures. Talk about what the boy in the story needs at bedtime. Do the children need these things too?

Guided reading

Page 2: Say: 'In this story, the boy is telling us what he needs at bedtime'. Help the children to read the repeating refrain, 'I need my ...'. Can they spot the word that says 'pillow'?

Page 3: Ask: 'What is the boy telling us that he needs on this page? What sound does 'blanket' start with?'

Pages 4-7: On each page, ask children to use their knowledge of letters and sounds to work out at least the initial sounds of the new words. Encourage them to make connections between the things the boy needs at bedtime, and things they need.

Page 8: Ask: 'What is the boy doing now? Has he got everything he needs to go to sleep?'

Speaking and listening

- After reading, ask the children to take turns to make up a sentence about what they need at bedtime, using the same word pattern as in the book ('I need my ...').
- Can the children explain why they like to have these things at bedtime?

After reading

Use these questions to help children talk about the book.

- What is the boy in this story getting ready to do?
- Can you remember all the things he needs?
- Do you need all these things at bedtime too?

Reading into writing

Write this sentence, for children to fill in the gaps:

___ need my ____.

They can finish the sentence and draw something that they like to have at bedtime.

Book quiz for children

- 1 What did the boy need first?
- 2 On page 7, can you find a word beginning with 'b'?
- 3 What does the boy have on his bed to keep him warm?

Support for less confident readers

Encourage children to look at and talk about the pictures before they try to read independently. Remind them to use their knowledge of letters and sounds to work out the words, as well as using clues from the pictures.

Extension for more confident readers

Confident readers could support less confident readers by reading the book with them, perhaps taking alternate pages.