



# BEBOP CLASSROOM CONNECTION



Guided Reading with

## Good Night

Guided Reading Level: E  
DRA Level: 8

by Barbara Flores, Elena Castro, and Eddie Hernandez  
photographs by Mike Castro

**Overview:** Sebastian is ready to go to sleep. But first, everybody has to say, "Good night."

### About the Book

Page number: 8 , Word Count: 131

**Genre:** Nonfiction

**Focus:**

**Concepts of Print and Reading Strategies:**

- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use context to confirm decoding of unknown words
- use known words as markers (high frequency or previously decoded)
- use background and vocabulary knowledge to understand words read
- read with fluency and stamina, especially longer sentences with multiple clauses

- read with expression to reflect characters' feelings and speech inflection
- attend to punctuation, including quotation marks, commas, and end punctuation
- read and understand common contractions

**Supportive Text Features:**

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive phrasing
- familiar content close to some children's experiences

**High-frequency words:**

- *For, put, on, your, and, then, go, into,*

*he, Mom, Dad, come, here, they, I, to, a, his, him, up, the, you, we, too*

**Contractions:**

- *it's, we're*

**Phonics:**

- initial and final consonant digraphs: th, sh, ch
- initial consonant blends: cl, pl, br, sl
- short vs. long vowel sounds in one syllable words
- "igh" as a spelling of long i, as in night

**Common Core Standards:**

- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RL.1.1, RL.1.2, RL.1.3, RL.1.7

**ELL/ESL: Buenas noches** See last page

### Getting Ready to Read

**1. Introduce the concept and vocabulary by asking open-ended questions:**

- How do you get ready for bed? Does an adult help you? What do you do and what do they do?
- What are some things kids and grown-ups might say to each other
- How might a puppy look? Describe a puppy you've seen before.

**2. Connect children's past experiences with the story and vocabulary:**

- Hold the book. Call children's attention to the title. Read: "Good Night."
- Ask children to predict what will happen in the book.



- Show the back cover and read the copy. Ask children to predict what the Sebastian will do to get ready to go to sleep.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures.

### 3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to attend to the letters in each word, using their sounds to decode. Encourage them to think about the story as they read each sentence.
- Ask them to find an example of quotation marks in the text. Talk about how quotation marks work. Work together to decode an example of what one of the characters says in the text.

### 4. Be aware of the following text features:

- The book contains many high frequency words, listed in the previous section. You might introduce several of the words using an orthographic mapping routine.
- The book contains content-specific and other useful vocabulary words and phrases including: "good night," sleep, please, pajamas, brush, teeth, hug/hugs, kiss/kisses, happy, parents, covers, tuck. You might introduce several priority words by discussing their letters and sounds and meaning.
- The text includes short sentences and sentences with more than one clause. It also includes assigned dialogue.

## Reading the Book

1. Set a purpose by telling children to read the book to find out how Sebastian gets ready for bed.
2. Have children read quietly, but out loud. Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.

### 3. Look for these reading behaviors during the first reading:

- Do they identify more words by sight?
- Do they rely on the print and not just the pictures when reading?
- Do they read with increased confidence?
- Do they sound out each letter in a word they don't know?
- Are they self-correcting to get meaning from the story?
- Are they using letter sounds and language patterns?
- Do they reread to check accuracy and meaning?
- Are they using chunks of words rather than individual letters when sounding out?
- Do they expect to get meaning from the text?
- Do they make connections between the story and previous experiences?
- Are they asking questions about the story?

4. As children read, offer reading strategy if they are struggling: "Let's say the sounds in this word from left to right and blend them." If the word requires a phonics skill children have not yet learned, give them the information they need to read the word. After solving an unknown word,



encourage a student to reread the sentence and think about the meaning of the text.

## 5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used. Connect the letters to the sounds in each word.
- Review how to decode a word left to right, looking for parts of words that are familiar.
- Review using grammar (syntax) to confirm words by considering the sentence structure or parts of speech in the sentence.
- Explore the story grammar—characters, setting, problem, solution, and so on.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process.
- Model how to revisit the text to find specific examples or ideas in the story.

## After the First Reading

**1. Have children confirm their predictions and talk about how Sebastian got ready for bed.**

**2. Ask questions like:**

- Who told Sebastian to get ready for bed? What did he tell him to do?
- What did Sebastian need before he could go to sleep?
- What did Sebastian and his parents say to each other?
- How did Sebastian’s mom help him get ready for bed?

- How did Sebastian feel when he went to sleep?
- Why do you think the authors want to share Sebastian’s story with young people?
- How does Sebastian’s bedtime routine compare to yours?
- What advice do you have for Sebastian to get a good night’s sleep?
- Why do you think it is important for Sebastian to have a good bedtime routine?

## Second Reading

**1. Have children reread the book in a whisper voice or to a partner.**

**2. This is a time for assessment. While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student’s reading behavior.**

## Cross-Curricular Activities

**Language:** Brainstorm a list of bedtime vocabulary words and phrases, starting with those from the book. Talk about the letters and sounds as you add each word to your list.

Label a chart with some of the initial consonant blends found in words in the book (e.g., cl/pl/sl) Add words from the book to the chart. Brainstorm or sort picture or word cards to extend the lists. Talk about using the first several letters of a word (instead of just the first letter) to begin to read it. Practice reading sentences that include some of the consonant blend words.

Title a three-column chart with the words from the book that include the consonant digraphs th, ch, and sh (e.g., teeth, brush, much). Talk about the sound



of each digraph. Notice the position of the digraphs in the example words. Brainstorm or sort additional words. (You could also add a fourth column for wh words not from the text.)

Sort one-syllable words from the book by short vs. long vowel sounds. Use the examples to reinforce previously-taught phonics skills, or expose students to new ways to spell long vowel sound (e.g., silent e, vowel digraphs).

Use the letters and sounds in the word "night" to practice reading other related irregular words (light, fight, might, etc.) Talk about how "igh" is an alternative way to spell the long i sound.

Use the examples from the book (it's, we're) to talk about how to form and read contractions. Work through other examples of common contractions and practice writing sentences with them.

Turn the book into a short performance by having children play the roles or use simple puppets for the three characters.

Ask students to think about their own bedtime routines. Have them create their own "Good Night" book using vocabulary from the story. Provide blank pages with a sentence frame such as, "I need \_\_\_\_\_ before I go to sleep."

Set up a doll/stuffed animal bedroom in your classroom. Have students create a bedtime routine chart for the toys and add props so they can pretend to put the toys to bed.

**Mathematics:** Use the events in the story to practice telling time or showing time on a clock. Have students create a sample bedtime schedule for Sebastian or themselves.

Work together to research how much sleep children should get each night. Use this information to write a list of example bedtime and wake-up times for Sebastian to make sure he gets enough sleep.

**Social Studies:** Have students look at photos or online videos or read other books aloud about bedtime routines and sleep practices around the world. Compile information gathered on a class chart.

**Art:** Have students paint, draw, or collage a picture of themselves sleeping peacefully, perhaps dreaming of something happy in a thought bubble, using the final illustration from the book as inspiration.

**Music:** Listen to lullabies or other peaceful music from around the world. Encourage students to talk about how the music makes their bodies and minds feel.

**Physical Education:** Talk about what might make it hard to relax and go to sleep. Practice mindfulness and calming strategies that could help, such as yoga, meditation, or breathing exercises.

**School-Home Connection:** Have students write or dictate to an adult their step-by-step bedtime routine. What do they do each night to get ready for bed? What do they need to have with them (stuffed animal, special blanket, night light, toothbrush, and so on). Students should sketch their bedtime routine as well.

Encourage families to share a favorite bedtime story they read together at home. Students can share recommendations and you can compile a list to share with families. One example: *How Far Do You Love Me?* (<https://www.leeandlow.com/books/how-far-do-you-love-me>).



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### Guided Reading with **Buenas noches**

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

#### Noun & Verb Support

The following steps are involved in the boy's bedtime routine:

1. poner el pijama
2. cepillar los dientes
3. ir a la cama
4. dar un abrazo y un beso
5. jalar las cobijas
6. acomodar en la cama
7. dar el osito de pulche
8. prender la lucita de noche

Print the steps on individual index cards. Then, without support from the illustrations, students can order the steps in chronological from the story. If needed, students can refer to the illustrations for support throughout the activity.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**INT. (Intervention)** Intervention levels were assigned by literacy experts and certified Reading Recovery® teachers and are intended for use in early intervention and one-on-one tutorial programs, including Reading Recovery®. These levels are not officially authorized by Reading Recovery®. Reading Recovery® is a registered servicemark of The Ohio State University.

**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

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