KEY IDEA  Polly and her friend Bed Rabbit are ready for a bedtime story, but first Polly needs to lure her parents away from their own reading.

LITERACY STANDARDS ADDRESSED IN THIS PLAN

**RL.1.3***  MAIN FOCUS Key Ideas & Details  
Sessions 1, 2, 3  
Determine which major events in a story are challenges and describe how characters respond or contribute to the challenge.  
*Standard adapted from another grade

**RL.1.4**  Craft & Structure  
Sessions 1, 3  
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**RL.1.5***  MAIN FOCUS Craft & Structure  
Sessions 2, 3  
Identify structural elements of a text, sentences, paragraphs, and stanzas and their purpose in conveying the message.  
*Standard adapted from another grade level

**RL.1.7**  MAIN FOCUS Integration of Knowledge & Ideas  
Sessions 1, 3  
Use illustrations and details in a story to describe its characters, setting, or events.

**RL.1.10**  Range of Reading & Level of Text Complexity  
With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**SL.1.1c**  Comprehension & Collaboration  
Sessions 1, 2, 3  
Ask questions to clear up any confusion about the topics and texts under discussion.

**L.1.4c**  Vocabulary Acquisition & Use  
Session 1  
Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

**RF.1.3c**  Phonics & Word Recognition  
Additional Instruction  
Know final -e and common vowel team conventions for representing long vowel sounds.

**RF.1.3e**  Phonics & Word Recognition  
Additional Instruction  
Decode two-syllable words following basic patterns by breaking the words into syllables.

**RF.1.4**  Fluency  
Session 2  
Read with sufficient accuracy and fluency to support comprehension.

**W.1.3**  Text Types & Purposes  
Writing Connection  
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**W.1.8**  Research to Build & Present Knowledge  
Sessions 2, 3  
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Session 1

PREVIEWING THE TEXT  5 minutes
Read the title and author and illustrator credits with students. Invite students to study the front-cover illustration and read the back-cover blurb.

Let’s read together the title of today’s book.
A Bedtime Story

Let’s look at the illustration on the front cover. What’s happening here? Who has thoughts?

It looks like a mom and dad are kissing their child good night. There’s a book on the bed. Maybe they just read their child a bedtime story.

Those are good guesses about what’s happening here. Now who can share what information we get from the text on the back cover?

The child on the cover is Polly. The stuffed animal Polly is hugging must be named Bed Rabbit. I think the story is going to be about reading a bedtime story.

READING THE TEXT CLOSELY  10 minutes
Explain the learning focuses for students. Before asking them to read to page 8, explain that as they read they should think about the characters, setting, and problem in the story.

As we read we are going to think about who the characters in the story are, where and when the story takes place, and the problems that the characters have. Let’s read pages 3–8. . . . The author gives us a lot of information in the beginning of the story. We already know that Polly and her stuffed animal Bed Rabbit are characters in the story. Are there any other important characters?

Yes. Polly’s mom and dad.

What have we learned about the setting of the story?

I used clues in the illustrations to tell me that the story is taking place in Polly’s home. I see Polly’s mom and dad reading in a room that looks like a living room.

Do any of the characters in the story have a problem or challenge?

Well, I think Polly does. She wants her parents to read her a story. But they seem very busy reading.

If you are satisfied that students can apply the focus, have students read the remainder of the story. If you are not, prompt students to return to pages 3–8 to identify the characters, setting, and problems in the story.

Our work today as readers is to understand what Polly does to solve her problems. Let’s pay close attention to the words the author wrote and the pictures the illustrator drew as we read the rest of the book together.

DISCUSSING THE TEXT  10 minutes
Invite students to talk about Polly’s challenge and how she responds. Ask them to provide details from the text and illustrations to support their statements. Encourage them to ask questions to clear up confusion about the text.

Let’s talk some more about Polly. Are there any big events that are challenges, or problems, for her? Who has thoughts on this?

She wants her mom and dad to read a bedtime story to her and Bed Rabbit, but her parents don’t do it right away.
You’ve identified the main problem in the story. Do Polly’s mom and dad ever read Polly and Bed Rabbit a bedtime story?

Yes, but not right away. Polly’s mom and dad keep asking her questions. I noticed that all of the questions are about things Polly should do before she goes to bed.

That’s a good observation. Now let’s talk about what Polly does and how she might be feeling.

Well, Polly answers each question by saying that she and Bed Rabbit have done that thing that her mom or dad ask about. This happens on a lot of pages in the book. I looked for clues in the pictures to help me understand how Polly must be feeling. I think maybe she’s bored because she just keeps hanging around the living room as she answers her parents’ questions.

Finally, what happens? Who would like to share?

Polly’s dad asks her if she’s snuggled in bed. That’s something Polly hasn’t done. So she goes into her bedroom and gets into bed with Bed Rabbit. Finally her parents follow and read her a bedtime story. At last!

Focus on the word wanted on page 6.

Let’s have a close read of the sentence on page 6. The word wanted is in this sentence. Can someone share what the root word is?

want

If I want a glass of water, I want it right now. When we add -ed to the end of an action word, it means that the action happened in the past. Let’s relate this to Polly. What did she want?

She wanted a bedtime story.

Confirm students’ good use of the focuses and encourage them to keep them in mind whenever they read about characters responding to challenges in a story.

You did a great job thinking about Polly’s challenge here. She had a problem and she wanted to solve it. Remember to figure out what the challenges are in other stories you read and what the characters do or say to respond.

Formative Assessment: Comprehension Using the Quick Start Planner, note this session’s learning focuses. Observe each student’s articulation and use of text evidence to evaluate individuals’ effective use of the learning focuses.

COMPREHENSION: CHALLENGES AND RESPONSES

Formative Assessment Have students use the blackline master on page 10 to identify challenging events and how characters respond to them in A Bedtime Story. Review students’ answers as you evaluate their mastery of the learning focus.
RETURNING TO THE TEXT 5 minutes
Ask students to reflect on the story and how they applied the learning focuses to their reading in the previous session.

Let’s quickly review our discussion from the last session. Who wants to start?

We talked about what happened in A Bedtime Story. The main character, Polly, has a problem. She wants her parents to read her a bedtime story. They are busy reading their own books. We used the words in the story and the pictures to understand what Polly did to solve her problem.

Getting information from words and illustrations helps good readers understand how characters solve problems or react to challenges.

READING THE TEXT CLOSELY 10 minutes
Explain the learning focuses. Invite students to reread pages 7–10 and discuss what they notice about how the author wrote the story. If you are satisfied that students can apply the learning focuses, invite them to reread the entire story. If not, provide corrective feedback as suggested on page 2 of this lesson plan.

Today we are going to take a close look at how the author wrote this story. We’ve already discussed that Polly has a problem. When she asks her parents to read her a bedtime story, what is the first thing they do?

Polly’s dad asks her as question. He asks her if she has had a glass of milk.

Why do you think Polly’s dad asks her that question? Who has an idea?

Her parents are busy reading their own books. I think Polly’s dad wants to make sure she has had a glass of milk before going to bed. I also think he wants to read more of his book.

How does Polly respond to her dad’s question? Is her problem solved?

She says that she and Bed Rabbit have both had a glass of milk. Her problem isn’t solved because her parents are still reading.

Let’s talk about how the author continues the story. What do you notice on the next two pages?

Polly’s mom asks her a question, too. She wants to know if she brushed her teeth.

What else did you notice?

I noticed that her Mom also kept reading . . . just like her dad did.

Now take a look at how Polly responds to the question. What do you think?

Polly responds just the way she did to the first question. The author even repeats some of the same words. I’m noticing a pattern.

Formative Assessment: Phonics and Fluency Listen to each student read a portion of the text. Observe how they decode various spellings of the vowel team ea in words such as read (page 6) and ready (page 15). Pay close attention to fluency as well. If students need additional practice with decoding or fluency, provide the necessary support at the end of the session. Ask students to note words or phrases they find challenging for discussion after the reading.
DISCUSSING THE TEXT 10 minutes

Support a discussion in which students continue to analyze how the author wrote the story and the effect the author’s craft has on what happens.

I’d like to hear more about how the author told the story. Let’s talk about whether the question-and-answer pattern we noticed when we reread the beginning of the story continues throughout the story.

I noticed that Polly’s parents keep asking Polly a lot of questions. They also keep reading quietly after they ask a question. Polly answers each question the same way. She and Bed Rabbit have done whatever Polly’s mom and dad wanted Polly to do.

Now take a close look at the words the author uses each time mom and dad asks a question and each time Polly answers a question. Who can share something you notice?

The author uses the same words over and over. After Polly’s mom or dad asks a question, the words “And quietly carried on reading” appear. Each time Polly answers a question, the words “and so has Bed Rabbit” appear.

The author, Mem Fox, does repeat a lot of things in this story. She asks and answers a lot of questions. She uses the same words over and over. What affect do you think all of this has on the story and how Polly is reacting to the problem she has?

Because Polly’s parents keep asking Polly questions, I get the feeling that a lot of time has passed. And Polly’s parents still haven’t read Polly a bedtime story! I get the feeling that Polly must be waiting a really long time for a bedtime story. That must be hard.

What does the author do at the end of the story?

Finally, her dad asks if Polly is snuggled in and ready for her story. Polly says “Yes,” and then Polly asks her parents “Isn’t anyone coming?” Thank goodness Polly’s parents finally read a bedtime story to Polly and Bed Rabbit!

Focus on the words fast asleep on page 23.

Let’s have a close read of part of the first sentence on page 23 . . . “Polly and Bed Rabbit were fast asleep.” What do you think the words fast asleep mean?

in a deep sleep

Sometimes an author uses a phrase that helps us form a picture in our minds. Can someone share a picture you have in mind as you read those words?

Polly is really tired. That’s what the words make me think of.

Who can add to that?

I think Polly doesn’t hear or see anything else because she is sleeping like a baby.

Confirm students’ good use of the focuses and encourage them to keep them in mind whenever they read other stories.

You did a great job looking closely at the words the author used to tell the story and discussing how the decisions the author used helped us understand how Polly was feeling. Think about the work we just did whenever you are reading other stories.

Formative Assessment: Comprehension Using the Quick Start Planner, note this session’s learning focuses. Observe each student’s articulation and use of text evidence to evaluate individuals’ effective use of the learning focuses.
**PHONICS AND FLUENCY FOLLOW-UP**

**Phonics Practice** Write *read* and *ready* on a whiteboard or easel. Underline the *ea* in both words. Guide students to use the Sound and Say routine to read these words.

Let’s practice reading words that have *ea* in them using our Sound and Say strategy. We’ll try it together. (Point to underlined letters of the first word). **Sound it.** (Students say the underlined sound.) **Now say the word.** (Repeat for the next word.) Let’s go back to pages 6 and 15 and read these words in our books.

**Fluency Practice** Chorally reread pages 7–12 with students. Remind students to make their voices sound like yours as you read. Read at an appropriate rate to support comprehension. As you read, stress the rhythm produced by the repetitive phrases. Also alter your voice when reading pieces of dialogue and remind students that quotation marks surround the words that a character says or thinks.

**COMPREHENSION: MAJOR CHALLENGES**

**Formative Assessment** Have students use the blackline master on page 11 to identify challenges that Polly faces and challenges that her parents face in *A Bedtime Story*. Review students’ answers as you evaluate their mastery of the learning focus.

**CONSTRUCTED RESPONSE: COLLECT TEXT EVIDENCE**

**Formative/Summative Assessment** Use the blackline master on page 12 to introduce the constructed response question: **How does Polly respond to her parents’ questions?** Have students use self-stick notes to mark places in the book that help them answer the question. Point out that the details they include can come from the illustrations as well as the main text. Review students’ self-stick notes as you evaluate their mastery of the learning focus.
Session 3

RETURNING TO THE TEXT 5 minutes
Quickly review what students did to understand Polly’s problem and the main events of the story.

We’ve already read A Bedtime Story twice and worked hard to understand what Polly’s problem is and how the problem is solved. Who would like to remind everyone what we have done as good readers?

We looked closely at how the author tells the story. We found that she has the characters ask and answer a lot of questions. Since the author asks and answers so many questions, I got the feeling that a lot of time passes and that Polly must be tired of waiting for her parents to read her a bedtime story.

READING THE TEXT CLOSELY 10 minutes
State the learning focuses, then invite students to look closely at the illustrations on pages 10–13. Then have students reread the story again.

Remember that illustrations in a story sometimes give more information about what is happening. Take a close look at the illustrations on pages 10–11 and 12–13. What clues do the illustrations give that the words didn’t give?

The words tells us that Polly’s parents carried on reading. The illustrations tell us more about how Polly’s mom feels about Polly. I notices that Polly’s mom has her arm around Polly on page 10 and is holding onto to her in the next illustration. Those illustrations help me understand that Polly’s mom cares about Polly, and even though Polly is waiting a long time for her parents to read her a bedtime story, Polly knows that they care.

I like the way you found more story details in the illustrations. Now let’s read the whole story again, looking closely at the illustrations.

DISCUSSING THE TEXT 10 minutes
Generate a discussion that focuses Polly’s challenge.

What was the main thing Polly had to do in the story?

She had to wait a really long time for her parents to read her a story.

I’m very interested to hear your opinion about how Polly reacted to having to wait for such a long time. Turn and talk to a partner about how Polly responded to this challenge . . . Who will share thoughts that you discussed together?

I was really proud of Polly, because even though she had to wait a really long time for her parents to read her a story, she never got upset. Instead she answered her parents’ questions very politely. Even though Polly looks a little bored in the pictures, she doesn’t look upset.

Support students as they discuss the feelings about Polly’s parents and the effect her parents’ actions had on the story events.

It might also be helpful for us to talk about how Polly’s parents acted in the story and why they acted the way they did. Who’d like to begin this discussion?
At first I didn’t like the way Polly’s parents were acting. It almost seemed like they didn’t care about Polly and were more interested in reading their own books.

Did something happen to change your mind about that?

First I saw clues in the pictures that helped me understand that Polly’s parents care about her. Then I thought about the questions they were asking Polly. I think they just wanted to make sure she had done all the things she was supposed to do before bedtime.

Review the strategies students used to understand Polly’s challenge and the story events.

You’ve done a good job reading this story and looking at the illustrations. Always remember to pay attention to how the author tells the story. Then you’ll be able to understand the story events better.

Writing Connection

WRITING A NARRATIVE

You’ve been thinking about how Polly responds to challenges. You have collected evidence as you read. Now you can use this evidence to help you write your own story about a new challenge that Polly faces. Work with a partner to review the evidence you have gathered. Start by explaining the challenge. Then tell a story about what Polly does to respond to this challenge. Remember to tell the events in order. End your story by explaining how Polly feels.
**WORD STUDY**

Syllables Focus on the word *goodnight*. Decode the word by breaking it into syllables.

- The word *goodnight* is used in this story. Which two words are in *goodnight*? *good* and *night*
- Can someone share how many vowel sounds each word has? *one*
- Every syllable must have a vowel sound. So, how many syllables does the word *goodnight* have? *two*
- Let’s continue with the words *inside* and *tiptoe* . . .

**VOCABULARY**

Context Clues Help students determine the meaning of the word *replied* by using context.

- We’ve read the word *replied* many times in this story. Let’s read the sentence with this word on page 8. How does that help us understand what the word means?
  - *It has something to do with talking. Polly starts the sentence with “Yes,” so I think she’s answering a question. But I still don’t know what it means.*
- We see quotation marks, so we know the words inside are what someone says. Who would like to add to what we’ve said about what *replied* means?
  - *It means you are answering a question. Someone says something, and you say something back.*
- That’s a good explanation of what *replied* means. Remember that when you don’t know what a word means, you can look for clues in all the words around it.

**PHONICS**

Words with Final -e Write the word *time* on a whiteboard or chart paper.

- We read this word in the story. What do you know about words that end with an -e?
  - The *e* is silent. The first vowel stands for the long vowel sound.

Use the Sound and Say routine for more practice with long and short *i* in one-syllable words. Write the following words, underlined as indicated: *did, time, swim, bib, fîng, whîng*.

- Let’s use the sounds of long and short *i* that we know to read these words. Listen to me sound and say the first word. (Point to the underlined letter *i*, say the short *i* sound, then read the word *did.*) Now it’s your turn. (Point to the underlined *i* and *e* in *time.*) Sound it. (Students say the long *i* sound.) Now say the word.
Comprehension: Challenges and Responses

Think about the events in *A Bedtime Story*. Some are challenging to characters. Below, write about two challenges, or problems, in this story and how a character responds to each one.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>How a Character Responds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score: _______
## Comprehension: Major Challenges

Different characters face different challenges, or problems, in *A Bedtime Story*. In the chart below, write down challenges that Polly faces and challenges that her parents face.

<table>
<thead>
<tr>
<th>Challenges for Polly</th>
<th>Challenges for Polly's Mom and Dad</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score: ___________
Constructing Response

How does Polly respond to her parents’ questions?

Polly responds to her parent’s questions by ________________________________

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Score: ___________