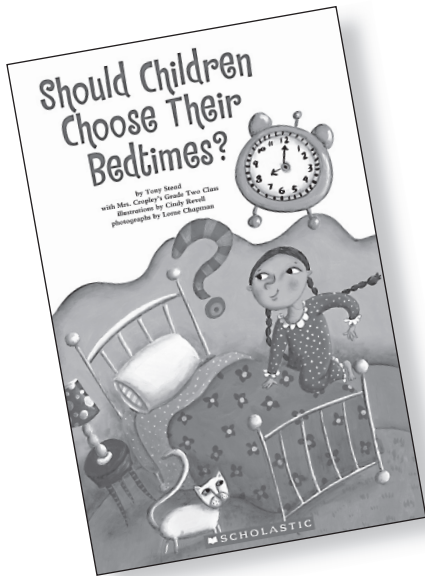


Should Children Choose Their Bedtimes?



Written by Tony Stead with Mrs. Copley's Grade Two Class

Illustrated by Cindy Revell / Photographed by Lorne Chapman

Text Type: Non-fiction: Persuasive — Pro/Con Arguments

Summary: In this book, students are presented with pro/con arguments for the question, “Should students choose their bedtimes?” Each side gives facts/opinions to support its position.

Audio Available Online
www.lpey.ca

See the Planning Charts in the Grade Two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Features

Visual Literacy

- ▶ photographs/illustrations
- ▶ speech/thought bubbles
- ▶ bulleted lists

Print Concepts

- ▶ titles/subheadings, introduction, summary
- ▶ punctuation: question marks, quotation marks, colon, hyphen, bold print

First Reading

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ evaluating

Working with Words

- ▶ associating meaning with words and phrases (discussions, arguments)

Assessment Opportunities

Note each student's ability to:

- ▶ make text-to-self connections
- ▶ evaluate the pro/con arguments
- ▶ recount the pro/con arguments
- ▶ associate meanings with words and phrases

Oral Language Opportunities

- ▶ think-pair-share with a partner about bedtimes
- ▶ discussing pros and cons of an argument

Teaching Tip: Prior to beginning this lesson, post a chart titled “Do you choose when you go to bed? Under the heading, create a two-column chart with Yes/No headings. Ask each student as they enter the class to write their names on the sign-in chart under the appropriate headings.



BEFORE READING

**Making connections:
text to self**

Activating and Building Prior Knowledge

Discuss the results of the sign-in chart created earlier (see above). Then have students do a think-pair-share with a partner about the bedtime routines at their homes. Choose a few students to share their responses.

Read aloud the title, author’s name, illustrator’s name, back cover text, and title page.

ESL Note: Introduce this activity by asking students, *What is a bedtime routine?* Ask them several questions to stimulate their thinking. Have them answer by raising their hands. For example, ask, *Who has a drink of water before bed? Who showers before going to bed?* etc.

**Making connections:
text to self**

Setting a Purpose

Say, *Let’s read the book together to find out what Mrs. Cropley’s class thinks about bedtimes.*



DURING READING

**Tracking print/building
confidence**

Read the book, with appropriate expression, stopping at page 19. Invite students to join in on the subheadings and speech/thought bubbles.

Stop after reading page 11 to point out how each group gets to give only one supporting argument on each page.

Visual literacy

Stop after reading pages 16–17, and discuss the use of the bold print in the speech bubbles. Ask, *Why do you think the author chose to put these words in bold? How do they help us read the text?*

Language predictability

Clarify any words that puzzle the students. Explore the meaning of challenging vocabulary.

Depending on your students’ experiences, discuss any vocabulary that could limit their comprehension, e.g., *arguments*. Many students have limited understanding of the word *arguments* in this context. Some students’ only experience with this word might be in relation to more negative disagreements.



AFTER READING

Analyzing

Refer to the question “What does Mrs. Cropley’s class think about bedtimes?” and have students recount the pro/con arguments. Record their answers on a chart similar to the following:

Pros (of children choosing own bedtime)	Cons (of children choosing own bedtime)

Evaluating

Ask students whether or not the students in Mrs. Cropley’s class had good reasons to support their positions. Have students provide support for their positions.

Print concepts

Point out any new punctuation to students, such as question marks, quotation marks, colon, and hyphen, and explain their purpose. Demonstrate by reading the text, which contains the punctuation, and then invite students to read along with you.

Second Reading

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ evaluating

Working with Words

- ▶ multi-syllabic words

Assessment Opportunities

Note each student’s ability to:

- ▶ evaluate the arguments
- ▶ articulate point of view
- ▶ make text-to-self connections
- ▶ solve words with more than one syllable

Oral Language Opportunities

- ▶ discussing the points raised (pros and cons)
- ▶ evaluating different points of view
- ▶ choosing sides and supporting their opinions
- ▶ adding any new opinions



BEFORE READING

Evaluating

Activating and Building Prior Knowledge

Reread and discuss the chart of the pro/con arguments made by the grade 2 class in the book. Ask students, *Which of the arguments are good ones? Why are they good? Which of the arguments do you think are not very good? Why not?* You might have students role-play, one (or more) pretending to be a parent and another pretending to be a child, wanting to stay up late. How would the “parent” counter the child’s arguments? Role-playing might inspire new ideas and arguments, which can be placed on their own charts of pro/con arguments.

Evaluating

Setting a Purpose

Say, *This time as we’re reading, think about which group has given better reasons for its point of view.*



DURING READING

Tracking print/building confidence

Read through the book, with appropriate expression, encouraging students to join in.

Visual literacy

Stop on page 9. Have students look at the pictures on these pages and explain how the ideas are illustrated. Continue discussing the illustrations as you proceed through the book.

Evaluating

Discuss the two viewpoints presented on each page. Have students state which one they think is the better one, giving support for their responses. Ask, *Would you have used that argument? Why or why not?*

Stop at pages 18–19 and ask if students can think of any reason why all of the points made in the book are repeated here. Lead them to see that this is a good way to see all the arguments at a glance and to easily compare the “yes” and “no” sides.



AFTER READING

Evaluating

Take a vote with a show of hands to see which side presented the stronger arguments. Have a few students articulate the reason(s) for their choices.

Making connections: text to self

Ask students to share personal reflections/viewpoints about the examples given by Mrs. Cropley’s class. Then ask students to consider how their family/parents would react to the pro/con arguments given by Mrs. Cropley’s class.

Word solving and building

Locate multi-syllable words in the book, e.g., *arguments, discussion, decisions, probably, and responsibility*. Make a list on the board. Focus on solving the words *arguments, probably, and responsibility*. Examine one word at a time. Clap the syllables. Talk about the sounds in the first syllable. Print the sounds/letters in the first syllable. Model clapping and adding the next syllable. Discuss the letters/sounds contained in the second

syllable. Then add these letters to the first syllable. Repeat the procedure for the third syllable.

Follow this procedure with the other two words.

ESL Note: Using coloured markers, change colour when adding each syllable to highlight the breaks in each word. Then write the whole word again, using a black marker, beside the multi-coloured word. Ask students to read both words aloud—the first word, pausing at each syllable, and the second word, without pausing.

Third Reading

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ evaluating

Working with Words

- ▶ punctuation

Assessment Opportunities

Note each student's ability to:

- ▶ make text-to-self connections
- ▶ evaluate different points of view
- ▶ articulate opinions
- ▶ identify and understand punctuation and its purpose

Oral Language Opportunities

- ▶ discussing related topics
- ▶ choral reading



BEFORE READING

Evaluating

Activating and Building Prior Knowledge

Review the ideas given by Mrs. Cropley's grade 2 class. Ask, *Do you think it's easy to make a good argument? What do you think is the most important thing about presenting a good argument?* Write students' ideas on the board or on chart paper.

Then show page 20 and read the points. Have students check to see if any of the points the author makes match the points they talked about before reading the list. Ask, *Do you have any extra points that weren't on the author's list? Do you think the author has good points that you didn't include?*

Word solving and building

Depending on your students' experiences, discuss any tricky vocabulary that could limit their comprehension.

Evaluating

Setting a Purpose

Say, *Let's read to see if Mrs. Cropley's class followed these steps.*



DURING READING

Tracking print

Read the book through with students, using a pointer (or have a student use the pointer) to track print. Invite students to join in with the reading.



AFTER READING

Evaluating

Ask, *When you want to win an argument, do you always do all of the things on this list? Why or why not?* Discuss with students the difference between this kind of reasoned argument and a more heated argument that might take place over, for example, the rules in a game. Talk about why it might be easier to win a reasoned argument. Discuss whether they think the steps listed on page 20 were followed by Mrs. Cropley’s class. Have students give support for their reasons.

Making connections: text to self

Have students suggest other topics that would offer an opportunity for pro/con arguments. Record the topics on a chart.

Word solving and building

Turn to pages 16–17. Ask students to consider the author’s purpose for using bold print in the speech bubbles. Have students think about other experiences they have had with this type of print. Ask, *Why do they think it is used?* Discuss other uses of bold print and locate other examples in the book (pages 4–5 and pages 18–19).



FURTHER READINGS

Many texts benefit from being reread with students. The three readings suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of students in your class.

Print Concepts, Book Handling, and Text Features

Word solving and building

Divide the class into two groups. Give one group the label “Student Should Choose,” and the other group the label “Parents Should Choose.” Have each group choral read the appropriate pages, using the appropriate expression indicated by the punctuation (question marks, exclamation marks, and hyphens).

You may wish to have a third group of students act as narrators and read the text on pages 2–5.

Focusing on Comprehension

Self-monitoring

Explain to students that good readers ask themselves questions when they read. Model the strategy of self-monitoring, e.g., say, *I wonder why this book begins a bit differently from other books. Why don’t we just start reading about the argument? How would we know who was making the arguments if we didn’t*

have the Introduction on pages 2–3? What would it be like to read the book without reading the Introduction first? Encourage students to use this and other effective reading strategies.

Inferring

Recall the author's name with students. Ask, *What do you think Tony Stead did? He is the author of the book, but the book seems to be mainly about the arguments that students made about bedtime. What part do you think he played? Can you find any clues to support your argument?* (Author came up with the idea and probably helped students with the introduction and with expressing their ideas—refer to the photo on page 3. He also kept track of their thoughts—refer to the photo on pages 18–19).

Word solving and building

Working with Words

Focus on solving more multi-syllable words (*discussion, arguments, decisions, enough, probably, regular, important, responsibility, tantrums, experience*). Clap and say the first syllable. Write the corresponding letters. Clap and say the first two syllables. Write the corresponding letters for the second syllable. Continue this process for each syllable.

Have students locate other words with two or three syllables. Write each word on a card. Use a pocket chart and ask students to sort the word cards by clapping the number of syllables in each word.



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

Have the class decide on a topic that would support pro/con arguments. In groups, students decide on their opinion, and make a list of supporting ideas and facts. Evaluate the finished work by consulting the steps listed on page 20. Students may wish to share their arguments with another class.

Independent Reading

Make the six small versions of *Should Children Choose Their Bedtimes?* and the online audio available for students. Invite students to use these materials to read the book independently.

Gather a selection of books with persuasive arguments, and place them at the reading centre.

Teaching Tip: The online audio for this book includes a fluent reading and a cloze reading. In this reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.



Home Links

Have students survey their families about whether or not students should choose their own bedtimes. Encourage students to share their finding with the class. Tallies of the results can then be made and a bar graph or pictograph created to show the results.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it. For example, see “Word Expansions and Contracts—Compound Words” under Word Solving and Building.

See also the specific Building Words focused lesson (“Arguments” and “Children”) under Word Solving and Building in the *Working with Words Guide*.

Read Aloud

Read aloud a book that relates to the theme of this book in some way. You might, for instance, read a text about an author’s point of view, such as Judy Blume’s in *The Pain and the Great One*, or *Should There Be Zoos?*, a persuasive text by Tony Stead and Judy Ballister. Discuss how each text connects to the book *Should Children Choose Their Bedtimes?*