

Time for Bed

by Fran Hunia

illustrated by Jennifer Cooper

Overview

In this humorous text, Awanui's family remind him that it's time for bed, but Awanui doesn't hear because he is preoccupied with other activities. A careful reading of the illustrations shows that Awanui already knows it's bedtime without being told and that he has the situation under control. Children will find plenty to talk about in this delightful family story. The repetitive text structure supports the reader while the word changes on each page encourage the development of cross-checking strategies. *Off Went the Light* (Yellow) is another Ready to Read text about bedtime. There is an audio version of this text on the Ready to Read CD *Readalong 2001*. This text is also available in Māori as *Ko te Wā Moe* in the He Purapura series, (item 26600).

Curriculum links: health and physical education

Text features

(Focus on only one or two per session.)

- the high-frequency words “a”, “big”, “But”, “for”, “He”, “his”, “little”, “said”, “was”
- the verbs ending in “ing” – “cleaning”, “climbing”, “drawing”, “reading”, “riding”
- the initial consonant blends “br”, “cl”, “dr”, “tr”
- the contraction “didn't”
- the names of the family members
- the use of direct speech
- the positive models of literacy activities – Koro reading the newspaper, Awanui reading a book, big brother doing his homework
- the relationship between the boy and his pet dog
- the family members in the illustrations
- the clear sequence of activities shown in the illustrations
- the Ready to Read book featured in the illustration on page 11
- the humorous ending.

Setting the scene

Have a discussion about bedtime routines. Draw out the idea that families are not the same – that different things may happen in different households before children settle down to go to sleep. *How do you know when it's time for you to go to bed? What do you do to get ready for bed? Do all the children in your family go to bed at the same time?*

The first reading

Look at the cover of the book. Can you read the title? What are the children doing before they go to bed? Read the names of the author and the illustrator.

Title page – Ask the children to read the title again. Can you see what the boy is drawing? Why do you think he has drawn that?

As the children read this text, vary the level of support that you give to them according to their familiarity with te reo Māori. You may want to introduce the names Awanui and Koro before the children meet them in the text.

Page 2 – What is Mum saying to Awanui? Is he going to answer her? Why not? The children may need support on pages 2 and 3 to establish the pattern of the text. If they say “Awanui wasn’t listening” or “didn’t listen”, draw the children’s attention to the word “hear” and encourage them to cross-check the print details. Does that look right? What else could it be?

Listen to the children read the text themselves, offering support as necessary. Note that, as the story progresses, Awanui is actually getting ready for bed. He moves from physical outside activities to quieter inside activities and then gets into his pyjamas, cleans his teeth, and reads a book.

Page 12 – What was he doing? Observe how the children manage the text change on this page.

Encourage the children to think critically. What will his family say when they see Awanui asleep in the chair? Why do you think little sister is still awake?

Ideas for revisiting the text

(Choose only one or two per session.)

Listen to the children reread the text, observing their attention to visual information and their use of expression.

Locate some of the high-frequency words in the text. How many times can you find the word “for”? Can you write the word without looking at the book? Can you find the word “But”?

Look through the text and identify all of the verbs that end in “ing”. List them on the whiteboard and think of others, or use the words in the list orally in sentences.

Find the words “climbing” and “cleaning” in the text. Can you think of other words that begin with “cl”? Make a list. Do the same for “br”, “dr” or “tr”.

Locate the contraction “didn’t” in the text. Write “did not” on the whiteboard and show the children how an apostrophe can replace the “o” to make “didn’t”. Reread a few pages using “did not” instead of “didn’t”. Talk about how contractions can be used in writing to make it seem more informal.

Focus on some of the examples of speech marks in the text. Reread the text together so it “sounds like talking”.

Look through the illustrations in the text, discussing the relationship between the boy and his pet dog. Should the dog be in the bathroom? Why? Why not?

Have a close look at the illustrations and talk about what Awanui is doing. Enjoy the humour in the fact that his family keep telling him it's time for bed without noticing that he is actually on his way. Note the sequence of activities shown in the illustrations. Relate Awanui's bedtime routines to the children's own experiences. *Have you ever fallen asleep before bedtime?*

Suggestions for further activities

Listen to the Ready to Read CD *Readalong 2001* and read along with the book.

Innovate on the story for a class big book or wall story, using the same text structure. You could change the characters or the verbs, for example, " 'Time for bed,' said Aunty. But Timoti didn't hear. He was ..." Alternatively, you could change the setting, for example, "Time to get up..." or "Time for school..."

Make a group book about getting ready for bed.

Draw a character from the book. Transfer their speech into a speech balloon and attach the speech balloon to the picture.

Read the Ready to Read book *At the End of the Day* to the children.