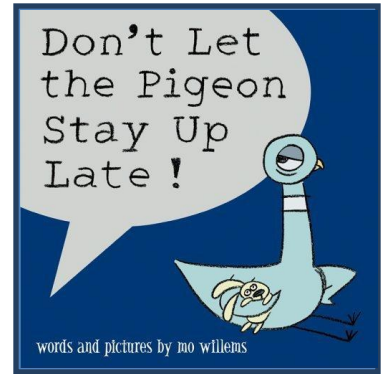


Don't Let the Pigeon Stay Up Late!

Written by: Mo Willems

Illustrated by: Mo Willems

The book begins when a male character asks the reader to make sure a pigeon goes to bed on time. The pigeon tries everything to convince the reader to let him stay up late. In the end, the pigeon falls asleep on his own!



Possible strategies for instruction:

Comprehension:

- **Use prior knowledge to connect with text:**
 - While previewing text or completing a picture walk, students can connect with text. The teacher can ask if the students would like to share a time when they didn't want to go to sleep, or didn't feel ready for bed. The students may share things they've said to their parents to convince them to stay up. Student may also connect this text to other "pigeon books" by Mo Willems if they have read them before.
- **Determine and analyze author's purpose; support with text:**
 - The teacher can use this strategy to when introducing author's purpose, to explain what it means to persuade a reader.
 - "Sometimes author's write stories to convince readers, or to persuade them into doing something. What is the pigeon trying to convince us to do in this story? Give me an example of how he's doing that." (Almost every page of the book includes the pigeon trying to convince the reader to let him stay up late.)
 - The teacher can also use the strategy to teach writing to entertain, as students laugh and comment on how much they enjoy the book.

Accuracy:

- **Trade a word/guess a word that makes sense:**
 - Many of the words in this book can be considered sight words, but every so often a word may be harder for students to decode. The illustrations in this book are not very detailed, and mostly show only the pigeon on each page, without a background, or clues for the reader. This strategy would be easily used to decode some of those unfamiliar words, by considering what would make sense in this easy story line.
 - P. 16 "I've got a great _____. Hmmm...I don't know this word. It has a lot of vowels, and the pictures aren't giving me any clues. Let me think about what's happening in the story and what the word could be. I know the pigeon is trying to convince us to let him stay up late. "I've got a

great_____...idea? could it be *idea*? That makes sense! I wonder what his idea will be!"

Fluency:

- **Read text as the author would say it, conveying meaning or feeling:**
 - This story is so filled with emotion. The pigeon jumps from angry, to excited, to begging, to tired. The teacher could use this strategy to model fluent reading with expression. First, read the first few pages with no emotion or meaning. Ask the students if they are enjoying the book, or if it would be better if you read it a different way. Then use emotion and meaning to model this strategy and discuss the difference.
- **Use punctuation to enhance phrasing and prosody (end marks, commas, etc.):**
 - Punctuation is emphasized in this story, including “quotation marks, exclamation marks, question marks, and more.” Model for students how to use these marks to emphasize phrasing and prosody.
 - P. 18 Read each box on the page emphasizing the punctuation as a model for students.

Expand Vocabulary:

- **Voracious Reading:**
 - This strategy can be used if introducing the book as part of a series, or after having read other Mo Willems’ books, especially “pigeon books” to the students.
 - “I LOVE Mo Willems and his pigeon books. I am a voracious reader for his books! I just can’t get enough of them, so I am going to read Don’t Let the Pigeon Stay Up Late to you again today.”

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.