



# Should the pigeon stay up late?

By: Lori McDonald  
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Pop Culture  
Grades K-2



## Introduction

Begin by gathering students together and showing them three items you have in a bag. These can be toys, shoes, shirts, or anything that you collect (it helps if it is something that the students will be interested in). Ask students which one they think is best. They will most likely have different opinions. Talk to them about the importance of not only saying which one they like the best, but why they like it the best.

## Learning Objectives

- The learner will choose a side to a given issue and defend his/her opinion.
- The learner will write at least five complete sentences.
- The learner will give at least three supports to his/her opinion.

## Materials Needed

- *Don't Let the Pigeon Stay Up Late!* by Mo Willems

## Procedure

After they've had a chance to give their opinions, you can give your own opinion on which one you think is best. At this grade level, I think it is appropriate to do a lot of modeling in writing. So, when you give your opinion, model writing about it on the board.

State which one you like the best. Give at least three reasons to support that. Then, finish with a closing sentence. Allow students to help as you sound out words and add punctuation and capitalization as you write.

Then, do a read-aloud of *Don't Let the Pigeon Stay Up Late!* by Mo Willems.

**Writing Prompt:** Of course, the pigeon wants to stay up late, but the bus driver does not want him to. You will choose a side. Should the pigeon stay up late or not? Tell me your opinion and why you have that opinion with at least 3 reasons. Also, include a closing sentence. Your writing should include at least 5 complete sentences.

## Evaluation

I use a lot of self-evaluation at this grade level. I give students a checklist of all the requirements for the writing, with the following sentences.

Continued on page 2



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Continued from page 1

- I stated my opinion.
- I stated at least 3 reasons for my opinion.
- I have a closing sentence.
- I have capital letters at the beginning of each sentence.
- I have punctuation at the end of every sentence.
- I have written neatly enough that others can read my writing.

Students will fill out this checklist about their own writing. Another variation is to have a partner read the writing and fill out the check list.