

About the Book

Text Type: Fiction/Adventure Page Count: 18 Word Count: 537

Book Summary

Noise in the Night is about two boys who love to play in a tent they have set up in the backyard. One night they decide to sleep in the tent for the first time. They awaken suddenly to a loud noise but are unable to identify its source until they search the tent next to them. Readers will enjoy the ending.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions to understand text
- Identify the setting
- Identify variant vowel *aw*
- Identify and use pronouns *he*, *she*, and *they*
- Recognize and use suffixes *-ed* and *-ing*

Materials

Green text indicates resources available on the website

- Book—*Noise in the Night* (copy for each student)
- Chalkboard or dry erase board
- Make, revise, and confirm predictions, variant vowel *aw*, pronouns, suffixes worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: **awfully** (adv.), **frantically** (adv.), **quietly** (adv.), **snore** (v.), **tent** (n.), **whispered** (v.)

Before Reading

Build Background

- Ask students whether they have a sleeping bag or a tent. Explain that a tent is a form of shelter made of canvas or nylon that is stretched over poles and attached to the ground with stakes. Encourage students to share experiences they may have had with camping outdoors.
- Ask students what they would need to bring if they were sleeping in a tent overnight. Ask whether they think sleeping in a tent would be fun.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book this is and what it might be about. (Accept any answers students can justify.)

- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that good readers often make predictions, or guesses, about what will happen in a book based on what characters say, do, and think in the story. As they read the story, readers revise or confirm their predictions based on what they learn from reading. Emphasize that knowing how to make predictions is more important than whether a prediction is correct, or confirmed. Before reading a book, readers can use the covers to make predictions.
- Model how to make a prediction using the covers.
Think-aloud: On the front cover, I see two boys sitting up in their sleeping bags looking very surprised. On the back cover, I see the boys walking with baseball bats in their hands. Since the title of the book is Noise in the Night, I think this might be a story about two boys who go camping and hear a noise that scares them. I'll have to read the book to find out.
- Create a three-column chart on the board with the headings *What I predict will happen*, *Changes in my prediction*, and *What actually happened*. Model writing a prediction in the first column. For example: *The boys will hear a noise that scares them.*
- Discuss with students that the reasons behind their predictions are what make their predictions valuable.
- Encourage students to make predictions about what they think they will read about the boys in the book. Invite them to share their predictions.
- **Independent practice:** Introduce and explain the [make, revise, and confirm predictions worksheet](#). Have students write a prediction in the *What I predict will happen* column.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Direct students to page 11. Have them find the word *frantically*. Model how they can use context clues to figure out the meaning of the unfamiliar word. Explain to students that the sentences before the word describe Jason waking up because he hears a loud noise. The sentence containing the unfamiliar word explains that he jumped up and *frantically* shook Manuel. The picture shows Jason looking scared. Tell students that these clues make you think that the word *frantically* means *wild with worry*. Have them follow along as you reread the sentence on the page to confirm the definition.
- Remind students that they should check whether a word makes sense by rereading it in the sentence.

Set the Purpose


- Have students read the book to find out more about the noise. Encourage them to make predictions about what will happen in the story based on what the characters say, do, and think. Remind students to revise or confirm their predictions as they learn more about the events in the story.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 10. Encourage those who finish early to go back and reread the text.

- Model making and confirming a prediction.
Think-aloud: So far my prediction is right. I predicted that the story might be about two boys who go camping and hear a noise that scares them. It looks as though that's what it's about. But from what I've read about Manuel, it seems he might not be afraid of the noise. On page 10, it says that he told Jason to go back to sleep and stop bothering him. I predict that Jason will wake him up again because the noise will continue, and they will have to go and investigate.
- Direct students to page 4. Read the sentence *They loved playing in the tent more than anyplace else they could think of.* Ask students what this tells them about how the boys feel about their tent. Ask whether they think the noise experience will change the way they feel about being in the tent.
- Encourage students to continue to make, revise, and confirm their predictions as they read the remainder of the story. Tell them to fill out the middle column of their prediction worksheet (*Changes in my prediction*).

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Discuss how making and revising predictions about what will happen in the story keeps students actively involved in the reading process and helps them understand and remember what they read.
Think-aloud: I predicted that Jason would have to wake up Manuel again when the noise continued. My prediction turned out to be partially correct. Jason actually had to wake Manuel up twice before they investigated the noise. Did anyone predict something different?
- Tell students to fill out the last column of their prediction worksheet (*What actually happened*).
- Ask students to share their prediction(s) about what they thought might happen in the story. Ask them to compare their predictions with what actually happened in the story and to share any predictions that were confirmed. Reassure students by explaining that predicting correctly is not the purpose of this reading strategy.
- Ask students to explain how the strategy of making, revising, and confirming predictions helped them enjoy the story.

Teach the Comprehension Skill: **Story elements: Identify setting**

- **Discussion:** Talk with students about the setting of the story. Remind them that the setting is the time and place a story occurs (in the back yard, all day long, after breakfast). Ask students to tell how they know these facts (the author's words and the illustrator's pictures give us clues).
- **Introduce and model:** Review or explain that in many stories the place where the characters are may change, and the time of day, season, or year may change as well. Ask students to think about how the setting changes in this story.
- Have students turn to page 3. Read the page together and have students identify the words that depict setting (*in Manuel's yard, next to the woods, under a large oak tree*). Explain how these words show where and when the story takes place. Tell students to look at the illustration. Ask them whether Manuel and Jason stay outside of the tent for the whole story (*no*). Ask whether it is always daytime in the story (*no*). Explain that these clues show how the setting changes.

Lesson Plan *(continued)*

Noise in the Night

- **Check for understanding:** Have students turn to page 8 and tell the words in the text that depict the next setting (*one day, in the tent, after dinner*). Discuss how the setting is different than when the story began (it's a different day; it's after dinner; they're no longer outside of the tent but going to sleep inside the tent). Point out the illustrations and how they support the text.
- **Extend the discussion:** Discuss the story's ending. Ask whether anyone has ever heard something that scared them but which they later found out was nothing to be afraid of. Discuss how people's imaginations can sometimes lead them to the wrong conclusions.

Build Skills

Phonics: Variant vowel **aw**

- Write the word *crawl* on the board and say it aloud with students.
- Have students say the vowel sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the vowel sound in the word *crawl*.
- Circle the *aw* letter combination. Explain to students that the letters *a* and *w* together represent the vowel sound in the word *crawl*. Have students practice writing the *aw* letter combination on a separate piece of paper as they say the sound the letters represent.
- **Check for understanding:** Write the following words that contain the variant vowel *aw* on the board, leaving out the *aw* combination: *drawn, shawl, thaw*. Say each word aloud. Have students complete and write each word on a separate piece of paper. Then have them read each word aloud to a partner.
- **Independent practice:** Introduce, explain, and have students complete the [variant vowel aw worksheet](#). If time allows, discuss their responses.

Grammar and Mechanics: Pronouns

- Review or explain to students that a *pronoun* is a word used in place of a noun. Examples of pronouns are: *he, she, and they*. Write the following on the board: *Jason and Manuel are good friends*. Ask a volunteer to replace the nouns *Jason* and *Manuel* with a pronoun (*They*).
- Ask students to turn to page 11. Write the following sentence from the book on the board: *"Wake up," he said*. Ask students to identify the pronoun (*he*). Ask them which noun *he* takes the place of (*Jason*). Ask a volunteer to repeat the sentence using *Jason* in place of the pronoun *he*. (*"Wake up," Jason said.*)
- Discuss the reasons why authors sometimes choose to use pronouns in the place of nouns (to make the writing flow better, to avoid repeating the same words, and so on).
- **Check for understanding:** Ask students to turn to page 3. Write the following sentence from the book on the board: *They put it next to the woods*. Ask students to identify the two pronouns (*they, it*). Ask them which nouns *they* and *it* take the place of (*they*: Jason and Manuel, *it*: the tent). Ask a volunteer to repeat the sentence using *Jason and Manuel* in place of the pronoun *they*. Have another volunteer repeat the sentence using *the tent* in place of the pronoun *it*. Ask a third volunteer to repeat the sentence using both pronouns.
- **Independent practice:** Introduce, explain, and have students complete the [pronouns worksheet](#). If time allows, discuss their answers.



Have students work with a partner to find and circle all of the pronouns in the book. Allow time for pairs to discuss their findings.

Word Work: Suffixes **-ed** and **-ing**

- Review or explain to students that a *suffix* is a syllable added to the *end* of a word to alter or change its meaning. Two examples of suffixes are *-ed* and *-ing*.

Lesson Plan *(continued)*

Noise in the Night

- Explain to students that these two suffixes are called *verb suffixes*. The *-ed* suffix indicates past tense, or something that has already happened (*walked, asked, and cooked*). The *-ing* suffix indicates a present participle, or something you are in the process of doing (*walking, asking, and cooking*).
- Write the word *played* on the board. Ask students to name the root word. Write *play* next to *played*. On the board, write: *They like to play in the tent*. Explain to students that the word *play* is the verb and that the action is taking place in the present tense. When the suffix *-ed* is added to the verb *play*, the action becomes past tense (*played*), such as in the sentence: *They played in the tent yesterday*. Point out how the suffix changes the meaning of the word.
- Repeat the above exercise, changing the verbs *listen, ask, and help* to past tense verbs by adding the suffix *-ed* (*listened, asked, and helped*).
- Write the word *hearing* on the board. Ask students what the root word is and write *hear* next to *hearing*. Explain that *hear* is the verb, such as in the sentence: *I hear you*. When the suffix *-ing* is added to *hear*, the suffix creates a present participle (*hearing*), such as in the sentence: *You are hearing things*.
- Repeat the above exercise, changing the words *call, eat, and play* by adding the suffix *-ing* (*calling, eating, and playing*).
- **Check for understanding:** Have students turn to page 10 and find the words with the suffix *-ed* (*reached, whispered*) and the suffix *-ing* (*bothering*). Have them identify the root words (*reach, whisper, bother*).
- **Independent practice:** Introduce, explain, and have students complete the [suffixes worksheet](#). If time allows, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing and Art Connection

Have students write about an experience they have had outdoors, such as camping, riding bicycles, fishing, or skating. Have them provide details, such as where they went, what they did, whom they were with, and why the experience was fun (or not fun). When they have finished, have them illustrate their writing and share their experience with the group.

Social Studies Connection

Provide print and Internet materials for students and have them research the topic of tents. Include mail-order camping catalogues if possible. Explain that there are many different kinds of tents. Ask students to find out the kinds of materials tents can be made of, how many people can fit into various tents, and how tents are assembled. Encourage them to find out what kinds of tents may be best in warm or cold climates, and in wet or dry climates.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently make logical predictions then modify and/or confirm the predictions during discussion and on a worksheet
- accurately analyze changes in the setting during discussion
- correctly identify variant vowel *aw* in words during discussion and on a worksheet
- correctly identify and use pronouns in discussion and on a worksheet
- correctly identify and use suffixes *-ed* and *-ing* during discussion and on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**