

About the Book

Text Type: Fiction/Informational Page Count: 12 Word Count: 132

Book Summary

What do animals do at night? In *Night Animals*, students learn about animals that are active at night and how their senses help them find food in the dark. Students have the opportunity to identify the main idea and supporting details as well as to connect to prior knowledge. Detailed, supportive photographs, high-frequency words, and repetitive phrases support emergent readers.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Identify main idea and details
- Discriminate final consonant /t/ sound
- Identify final consonant Tt
- Recognize and use verbs
- Understand, use, and write the high-frequency word *this*

Materials

Green text indicates resources available on the website.

- Book—*Book title* (copy for each student)
- Chalkboard or dry erase board
- *Main idea and details, final consonant Tt, verbs 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.

- **High-frequency words:** *at, is, this*
- **Content words:**

Story critical: *active (adj.), catch (v.), hunt (v.), nectar (n.), senses (n.), special (adj.)*

Before Reading

Build Background

- Write the phrase *night animals* on the board and point to the phrase as you read it aloud to students. Repeat the process and have students say the phrase aloud.
- Ask students whether or not they know about any animals that are active at night. Discuss animals that are active at night and make a list of them on the board.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Night Animals*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Connect to prior knowledge**

- Model how to connect to prior knowledge as you preview the book.
Think-aloud: I see a bat on the cover of Night Animals. I know that a bat is an animal that is active at night. Bats sleep during the day and come out at night to hunt for food. On the basis of the title and the picture on the cover, I think that the book might tell about other animals that are active at night.
- Invite students to share how they connected to prior knowledge on the basis of the covers and title page of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Review or explain to students that every book has a big, or main, idea, which is what the book is mostly about. Read the title to students. Explain that the title often provides clues about the book's main idea. Invite students to share predictions about the main idea of this book.
- Explain that a book may have one main idea, or it may have sections with a main idea for each section and a main idea for the whole book. Most of the sentences in a book or section will describe the main idea.
- *Think-aloud: As I look at the table of contents, I see that this book has several sections. There is an introduction as well as other sections about the places animals live: In the Air, In Water, and On Land. I have already guessed that the book will be about animals that are active at night, based on the title and the pictures. Now that I have examined the table of contents, I think each section will tell about animals that live in these places that are active at night. I think the main idea is: Some animals are active at night. I will read and think about the details to make sure they fit with this main idea. I can change this main idea if I need to.*
- Write the following sentence on the board: *Some animals are active at night.* Draw an oval around the sentence and label the oval with the phrase *Main Idea*. Draw lines extending out from the oval.
- Review with students that details explain the main idea by providing new information about that big idea. In this case, the details should explain which animals are active at night. Encourage students to search for details that explain the main idea of the book as they read.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 4, you might say: *It looks as though some animals are active at night, when it is dark, and those animals sleep during the day.*
- Remind students to use their decoding strategies to read new or difficult words. Review or explain that one way to read a new word is by using the picture and the context of the sentence. For example, point to the word *special* on page 5 and say: *I am going to check the picture and read the rest of the sentence to figure out this word. I see in the picture that the fox has large eyes. The sentence reads as follows: These animals have /spl/ eyes to help them see in the dark. One word that would make sense is large, but that starts with the /ll/ sound, and this word starts with the /spl/ sound. So I can think about other words that might make sense in the sentence. I know that things that are used for a certain purpose are special. The word special starts with the /spl/ sound. This word must be special.*

Set the Purpose

- Have students use what they already know about animals to understand and remember what they read. Remind them to think about the main idea and the details that support it as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 4 (*Some*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place their finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model connecting to prior knowledge.
Think-aloud: After I read the introduction, I learned that animals that are active at night have special eyes to help them see in the dark. I also learned that most of them hear and smell well, too. I know that sight, hearing, and smell are all senses that help living things understand their world. I know that these special senses help night animals find food in the dark.
- Invite students to share how they connected with what they already knew as they read.
- **Check for understanding:** Have students read to the end of page 8. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)
- Review the main idea on the board: *Some animals are active at night*. Ask students to share some details they found that support the main idea (owl, bat, and nurse shark).
Think-aloud: I read that owls catch mice and rats in the dark and bats eat fruit and nectar in the dark. I know that owls and bats are animals that are active at night, but I also learned what they do at night. Based on the information I have read so far, I think I might need to revise the main idea. My new main idea is: Night animals find food in the dark.
- Introduce and explain the [main-idea-and-details worksheet](#). Write the new main idea in the oval on the board. Have students write the new main idea on their worksheet. Have them fill in the information about the owl on their worksheet. Discuss the information they recorded on their worksheet.
- Have students read the remainder of the book. As they read, remind them to look for details that explain the main idea of the book.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

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

- *Think-aloud:* When I read page 11, I thought about when I am active. I am usually active during the day, and I sleep at night. During the day, I go to school and take care of my family. At night, I rest to get ready for the next day. I am not like the animals in the book in this way.
- Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading about night animals. Invite them to share and explain their picture to the rest of the class.
- Ask students to explain how thinking about what they already knew helped them to understand and remember what they read.

Reflect on the Comprehension Skill

- **Discussion:** Read the main idea on the board with students. Review the details that students drew on their worksheet. Invite them to explain why each of the details on the worksheet matches the main idea of the story.
- **Independent practice:** Have students complete the main-idea-and-details worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about some of the animals that are active at night. You learned that their senses of sight, hearing, and smell help them find food in the dark. Now that you know and have thought about this information, how do you think each of the senses helps them catch their food?

Build Skills


Phonological Awareness: **Discriminate final consonant /t/**

- Say the word *hunt* aloud to students, emphasizing the final /t/ sound. Have students say the word aloud and then say the /t/ sound.
- Read page 7 aloud to students. Have them raise their hand when they hear a word that ends with the /t/ sound.
- **Check for understanding:** Say the following words, one at a time, and have students give the thumbs-up signal if the word ends with the /t/ sound: *night, crab, hunt, tiger, hermit, rat*.

Phonics: **Identify final consonant Tt**

- Write the word *hunt* on the board and say it aloud with students.
- Have students say the /t/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /t/ sound in the word *hunt*.
- Have students practice writing the letter *Tt* on a separate piece of paper while saying the /t/ sound.
- **Check for understanding:** Write the following words that end with the /t/ sound on the board, leaving off the final consonant: *hat, bit, get*. Say each word, one at a time, and have volunteers come to the board and add the final *Tt* to each word.
- **Independent practice:** Introduce, explain, and have students complete the **final consonant Tt worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: **Verbs**

- Review or explain that some words name actions. These words are called *verbs*. Have students name some action words they know. Write the verbs on the board and have volunteers act them out.
- Have students turn to page 6. Read the second sentence aloud together. Ask students to name the word that identifies an action (*catches*).
- Write the following sentence on the board: *Bats fly at night*. Have a volunteer come to the board and underline the verb in the sentence. Ask another volunteer to act out the underlined verb.
-  **Check for understanding:** Have students search pages 6–10 to locate other action words and underline them. Have them work with a partner to make a list of action words. Invite students to share their lists and act out one verb from each list.
- **Independent practice:** Introduce, explain, and have students complete the **verbs worksheet**. If time allows, discuss their responses.

Word Work: High-frequency word *this*

- Tell students that they are going to learn a word that they will often see in books they read. Write the word *this* on the board and read the word aloud. Have students read the word with you.
- Ask students to write the word *this* on the top of their desk with their finger as you spell it aloud with them, pointing to each letter on the board as you say the letter name with students.
- Point to the word *this* on page 6. Explain that the word *this* is used to point out a certain person or thing.
- **Check for understanding:** Have students locate and circle the word *this* everywhere it appears in the book. Then have them use the word *this* in oral sentences with a partner.

Build Fluency
Independent Reading

- Allow students to read their book independently. Additionally, partners can 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. Have students decide on the main idea with someone at home and together identify details that support the main idea.

Extend the Reading
Informational Writing and Art Connection

Have students draw a picture of a night animal getting food. Under the picture, have them write one sentence telling about their picture. Remind students to use a capital letter and a period.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Science Connection

Provide Internet and other resources about nocturnal animals. Read these materials with students and discuss the new information learned. Make a list of night animals, including those from the book and others that were read about in class. Sort the list into the categories listed in the book: *In the Air*, *In the Water*, and *On Land*. Discuss how these groups of animals are alike and different from one another.

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.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently connect to prior knowledge to understand text during discussion
- accurately determine main idea and supporting details during discussion and on a worksheet
- accurately discriminate final consonant /t/ sound during discussion
- identify and write the letter symbol that represents the final consonant /t/ sound during discussion and on a worksheet
- correctly understand and use verbs during discussion and on a worksheet
- correctly write and use the high-frequency word *this* in text and in oral sentences

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)