

# Guided Reading Lesson Plan (Levels A-L)

Title: Night Creatures

Level: J

ISBN: 978-0-545-05797-4

Publisher: Scholastic

Familiar Read: (3 min.)

Familiar Writing: (3 min.)

1. night
2. walk
3. under

Word Building (3 min.)

all - call - calm  
an + ten  $\rightleftarrows$  antennae

Before Reading: (5-7 min.)

- Book Introduction: (include meaning, structure, visual)

This non-fiction book is full of stunning photography of nocturnal animals. It is unusual for non-fiction books to have rhyming text, but this book has two or three rhyming words on each page. You may need to read a page several times until you can read it smoothly enough to hear the rhymes. Read about one creature at a time and then we will talk about what you learned about each one. As you read you may imagine what the creature may feel or sound like. Consider if the creature lives near you and is busy while you are asleep. The book is not very long so we can take our time to get the most out of it that we can.

- Difficult Words/Vocabulary jaguars (p.6) cough (p.9) echo (p.15) Ai! (p.23)
- Suggested Teaching Point: (refer to Behaviors to Notice and Support)  
Readers slow down to figure out new words. They use pictures, look for chunks/rimes, and think about the main idea of the book (habits of nocturnal animals) to help them figure out new words.

During Reading: (5-10 min.) \*Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense?*

After Reading: (5-7 min.)

- Discuss the story

After each animal, have a student locate the rhyming words. Another student can tell something new they learned about the creature. Talk about where the animal lives and how big it is, or about its other properties.

Pages 28 and 29 have quiz questions to see how well the students learned the fascinating facts about these nocturnal animals.

- Return to Teaching Point: On page 9, how did looking for a chunk help you figure out the word that begins with the letter **s** ? On page 15, how did reading the word **skin** help you figure out the word that begins with the letter **c** ? Students
- Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Writing Connection: (5 min.)

Students can write about another nocturnal animal they know. Encourage them to write down some facts and then attempt to write a sentence or two and using rhyming words. Depending on the size and make-up of the group they could work together in pairs.

For example: raccoons have humped backs and black masks, their tails are striped, they get into trashcans.

Our trash got dumped  
by critters with masks.  
Their backs are humped.  
I wish they'd asked.