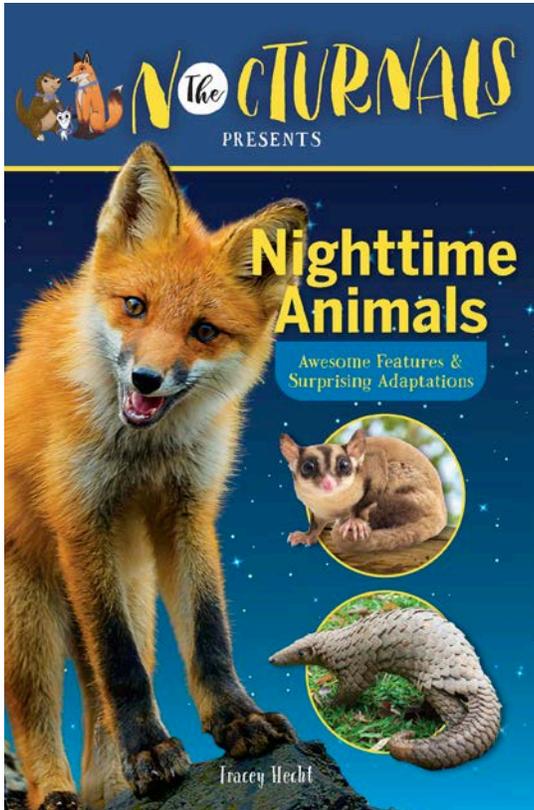


EDUCATOR'S SCIENCE GUIDE

Nonfiction Interactive Read-Aloud



PB ISBN 978-1-944020-70-5 | \$6.99
64 Pages | 80 Four-Color Photos
Lexile 740L | Fountas & Pinnell R
Also in HC & Ebook

Getting Started

The Nocturnals, by Tracey Hecht, introduces young children to animals they usually wouldn't have the opportunity to encounter, given where these animals live and that they are awake only at night. The creative interplay between the fictional tale and the informational text of *Nighttime Animals* introduces readers to the unique features of nocturnal animals, including sugar gliders, red foxes, pangolins, and more.

This easily accessible guide offers engagement strategies to incorporate fun science-based learning opportunities into an interactive read-aloud.

About the Series

In the critically acclaimed book program, we meet three unlikely animal friends—Dawn, a serious fox, Tobin, a sweet pangolin, and Bismark, a pint-sized sugar glider. *The Nocturnals* solve unpredictable mysteries, meet new friends, and learn life skills in the fun-filled early reader and middle grade series.

The delightful stories introduce emerging readers to SEL/CASEL 5 Competencies, and the books use sight words, textual repetition, and colorful illustrations to grow reading skills. New nonfiction connects readers to the animal science in the fiction books.

About the Author

Tracey Hecht is the author of *The Nocturnals*, a middle grade and early reader series. In partnership with the New York Public Library, she created a Read Aloud Writing Program that is now used nationwide. Tracey currently splits her time between New York City and Oquossoc, Maine, with her husband and four children.

EDUCATOR GUIDE WRITER

Kathy Renfrew is a National Board Certified Teacher and recipient of the Presidential Awards for Excellence in Mathematics and Science Teaching. She was the Elementary Science Coordinator for the Vermont Agency of Education for nine years and is currently an Education Specialist for the Wade Institute for Science Education and a virtual coach for Seeing Is Believing.

NEXT GENERATION SCIENCE STANDARDS

Biological Evolution: Unity and Diversity (2-LS4-1)

COMMON CORE LANGUAGE ARTS STANDARDS

Reading Standards for Informational Text

(RI K-2.1; RI K-2.3; RI K-2.4; RI K-2.7)

Speaking and Listening Standards (SL K-2.1; SL K-2.2)

For more information: nextgenscience.org and corestandards.org

★ Engagement Strategies

This easily accessible guide offers engagement strategies to incorporate fun science-based learning opportunities into an interactive read-aloud. You may choose any combination of these activities before, during, or after you read the story.



Science Notebooks

Have students take notes in their own personal science notebooks using the following engagement strategies and discussion questions.

Scientists look for patterns as they make observations and collect data on which to make comparisons. Students, like scientists, can also observe and collect data. Encourage them to record their favorite facts or any questions they have about nocturnal animals to inspire additional curiosity.

Word Wall

Before you begin reading, write the Word Wall words from the chapter sections on flash cards or pieces of paper. As you encounter vocabulary words in the text, post them on your Word Wall and have students guess the meaning from the context clues.

Compare students' guesses with the definitions in the glossary on page 57. Have students write each word in their science notebooks and draw an illustration that helps them remember the meaning of the word.

“Stop & Jot”

“Stop & Jot” gives students an opportunity to write down what they are thinking in response to a prompt or what was just read to them. The following sentence frames may be used as either a scaffold or a prompt in the reading.

I think _____ because _____.

I predict _____ because _____.

“Listen & Learn”

“Listen & Learn” asks students to verbally share their thoughts with a partner while encouraging important relationship skills. It can help ensure all students' voices are heard. The expectation is that students use clear communication and active listening to exchange thoughts and ideas with a classmate.

I agree with you because _____.

I respectfully disagree with you because _____.

★ Pre-Reading Cover Discussion

Word Wall Introduce the Word Wall and begin a cover discussion by defining “nocturnal” (p. 57).

Discussion Questions What does “*The Nocturnals presents Nighttime Animals*” mean?
Who are The Nocturnals?

What can you learn by looking closely at the cover? One of the things scientists do is look closely or make observations. What observations can you make of the cover?
What can we learn from the cover of the book?

“Stop & Jot” In your science notebook, stop and jot a prediction based on the cover of the book.

“Listen & Learn” Share your cover prediction with a partner. Be prepared to tell the whole group one thing you learned from your partner.

★ Intro & Chapter 1

Word Wall adaptations (p. 6); predators (p. 7); prehensile (p. 17); habitats (p. 21)

Discussion Questions What is one body feature a sugar glider has that contributes to its survival?

“Stop & Jot” What is an athletic ability demonstrated by one of the animals in the chapter?

“Listen & Learn” Tell your partner why the “tails” of the animals in the chapter are important.

★ Chapter 2

Word Wall sense (p. 23); echolocation (p. 30); wingspans (p. 32); roost (p. 33); scents (p. 34)

Discussion Questions What “superpower” does the microbat possess? How does this superpower help the microbats?

“Stop & Jot” What did you find interesting about the red fox?

“Listen & Learn” Tell your partner something new you learned about the microbat or the snake.

★ Chapter 3

Word Wall venom (p. 37); species (p. 40)

Discussion Questions How do common brushtail possums talk to each other? How does this talk help them survive?

“Stop & Jot” Why do you think this chapter is called “Bizarre Bodies?”

“Listen & Learn” Tell your partner the name of the animal in this chapter and why you think it has a bizarre body.

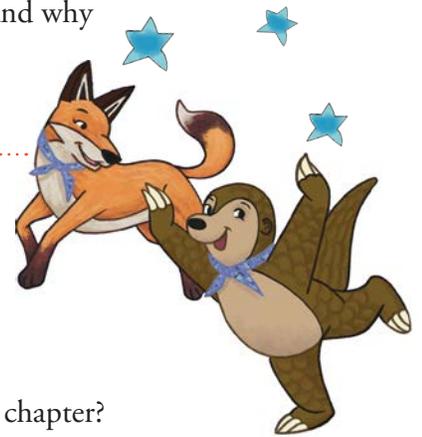
★ Chapter 4

Word Wall trafficked (p. 49); colony (p. 51)

Discussion Questions What body feature protects the pangolin from predators?
How does the pangolin’s tongue help it survive?

“Stop & Jot” “A pangolin is like a medieval knight wearing armor.”
What do you think that sentence means after hearing the chapter?

“Listen & Learn” Talk with your partner about one way the pangolin protects itself.



★ Post-Reading

Word Wall Discuss the definition of “nocturnal” (p. 57).

Discussion Questions What patterns do you think scientists might see or talk about after reading this book?

What is your favorite thing you learned?

What is something you would like to investigate further?

**WANT MORE
NOCTURNALS?**

Read all 8 **Grow & Read** books!



N^{The}CTURNALS

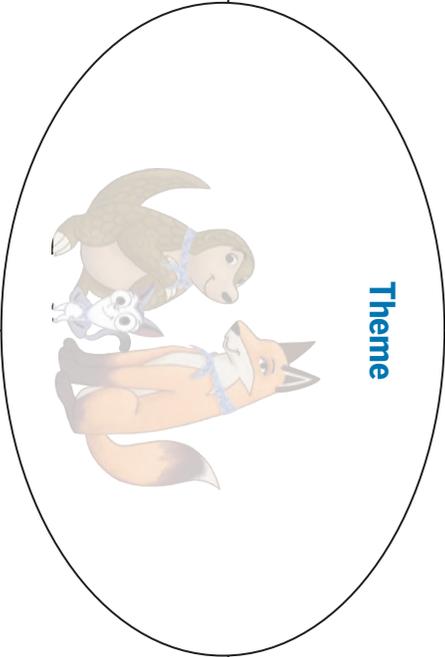
FEATURE & FUNCTION TABLE

Complete the graphic organizer by filling in the name of animals from *The Nocturnals* series, a particular body part, and finally, what it does to help the animal survive.

HOW DO ANIMALS' BODY PARTS HELP THEM SURVIVE?		
Animal	Body Part	What It Does
 Sugar Glider		
 Fox		
 Pangolin		

WORD WALL

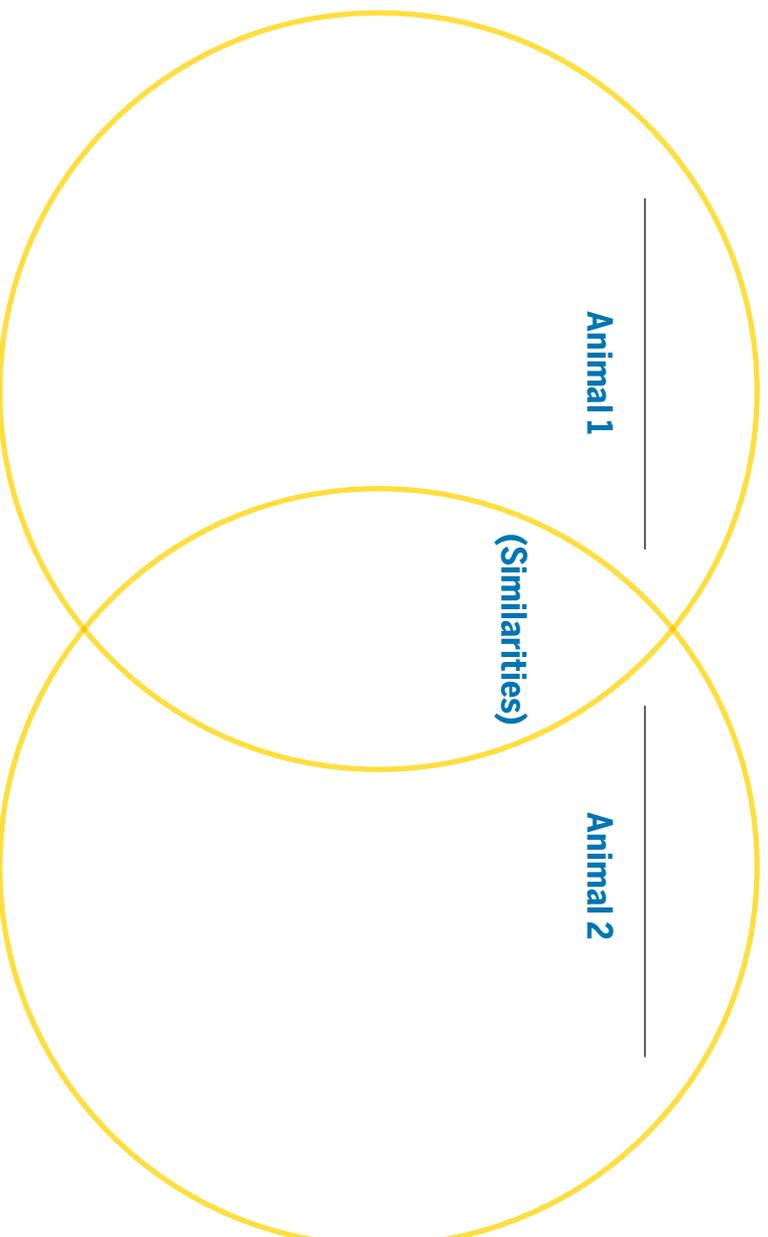
Complete a Frayer model about a word from the Word Wall that you want to learn.

<p>Definition</p>	<p>Theme</p> 	<p>Facts & Characteristics</p>
<p>Examples</p>		<p>Non-Examples</p>

VENN DIAGRAM

Pick two animals from *The Nocturnals Presents Nighttime Animals*.

What are the similarities? What are the differences?



I saw a pattern between _____
and _____ because they both

What are the similarities among all the
animals in the book?

BONUS: Compare the fictional characters
in *The Nocturnals* with the facts from
Nighttime Animals.