

# Listen! Here Comes Night

## GOALS

### Comprehension

Retell the text using the pictures as a guide. What can we see or hear at night?

### Vocabulary

**High-frequency Words:** come, fly, going, good, here, she, that, you

**Content Words:** garden, hear, laugh, listen, night, owl, puppy, sing, tomorrow, yell

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /th/

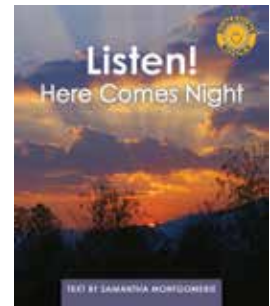
### Phonics

**Letters and Sounds:** th (voiced)

**Words to Blend and Segment:** that, them, then, they, this

### Fluency

Model fluent reading of a section of the text (emphasising the sound words – onomatopoeia, alliteration and attending to punctuation) for students to repeat.



Here is what happens at the end of the day, when night falls.

## Before Reading

- Students look at the front cover and discuss what they see. Elicit that it is getting dark in the evening and the sun is going down or setting. Ask: Have you seen a sunset? About what time of the day do you see one?
- Read the title to students and then read it together. Ask: What would you be listening for before night time? What might you hear or see?
- Have students look at the back cover and discuss what they see. It looks like night time with lots of moths gathering around a light. Ask: Have you seen moths attracted to light at night?
- Read the title page together. Talk about what is happening in the picture. (The moon is there but it's not quite dark yet.) Is this evening time? Make predictions about the story from the cover and title page illustrations.
- Read the table of contents together to give a summary of what might be in the text.
- Talk/walk through the pictures. Discuss the clues that it is nearly night time. Bring words like *garden, hear, laugh, listen, night, owl, puppy, sing, tomorrow* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: Is it night time? What are the children doing? (running home at the end of the day) Read the text together with students pointing to the words as they are read.
- On pages 6–7, discuss the picture. Ask: What are the birds doing? Find the /fl/ words to sound out. Read the text together, pointing to the words as they are read. (NB: It is not always necessary to decode words or break into chunks if a child already knows the word.)
- Follow this pattern for each page discussing the pictures, what the different signs of night are and decoding tricky words before reading each page together.
- Predict the ending before turning to page 16. Students look at the Index and find the page with information about birds.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Was it what students predicted? (Night is here. The moon is there and it is dark.) Ask students to discuss what they see or hear before they go to bed at night. What do you think the author's purpose was for writing the book? What have you learnt from this book?
- Retell the text using the pictures on each page as a guide. What can we see or hear at night?

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /th/ (voiced) Students listen carefully to words you read to identify the /th/ sound, e.g. *that, them, then, they, this*.
- Ask them to repeat the word, emphasising the /th/ sound. Together think of more words starting with /th/ to say. (*their, those, there*)

## **Phonics**

- Recognise words that have the same digraph: /th/ (voiced) These two letters together make one sound. Write words *that, them, then, they, this* on the board to practise blending and segmenting the sounds together as a group, e.g. *th/at, th/em*. Students think of more words starting with /th/ to add to the board. Read them together. (*their, those, there*) Make a /th/ word web. (voiced /th/)

## **Word Study**

- Talk about the words *come, fly, going, good, here, she, that, you*. Photocopy the flash cards and read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Cut up the cards and use them to create a game.
- Have students make a Night web with examples of different things that happen as night falls branching out from the web. They label and illustrate and share their web with the class.
- Students listen and identify onomatopoeia and alliteration in the text. (sound words and words nearby that start the same) *Flapping, flap, fly* (page 7); *hoots, hoos, good night to you* (page 8); *whistles, whispers* (page 10); *whimpers, wriggles* (page 12); *kitten pitter-patter, purr-fect she purrs* (page 14). They practise reading the words in an interesting way, changing their voices on the pages. Take one of the examples to illustrate with a shape for the sound.

## **Fluency**

- Model fluent reading of a section of the text, emphasising the sound words – onomatopoeia, alliteration and attending to punctuation, for students to repeat. Change your voice for the different characters speaking or singing. (in speech marks) Use your voice for emphasis or excitement when you see an exclamation mark.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. I saw a sign in the playground. They illustrate and label the sign and draw a picture of themselves.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.