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| About this Resource:  *This text set centers around the topic of a high-quality read aloud anchor text, in order to build students’ knowledge and vocabulary. Anchor texts are a part of Student Achievement Partners’ Read Aloud Project and full lesson plans are hyperlinked. Each Related Text is a suggested lightweight resource that connects to the topic of the read aloud and builds student knowledge and vocabulary. Also included are high-interest, topically related Optional Supporting Resources and Writing/Culminating Tasks in varied genres. Suggested resources are free or almost free (requiring a teacher license or sign on) and can be used as read aloud texts or for small group or independent reading depending on their complexity. All are intended to be optional resources for the classroom and teachers are encouraged to modify, adapt, or supplement these text sets with related resources. Text Sets are intended to support approximately two weeks of instruction. For additional suggestions for use, read this blog post:* [*https://achievethecore.org/aligned/reading-to-learn/*](https://achievethecore.org/aligned/reading-to-learn/)*.* |

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| **Key Content (Synopsis of two weeks)** | |
| Read Aloud:  Nightsong  <http://achievethecore.org/page/3069/nightsong> | **Synopsis of Text:**  This is a beautifully illustrated story of a young bat, Chiro, who is sent out on his very first solo adventure into the dark night. When Chiro is at first afraid to fly in the dark alone, his mom encourages him to use his “good sense.” During his adventure, the trees chant, bugs hum, the sand calls out, and the music of the land helps him to find his way back. When he returns, he reveals to his mom that he “saw everything!” |
| Related Text 1:  Everyday Mysteries: Why do bats live in caves?  <https://newsela.com/articles/loc-mysteries-bats/id/25081/> | **Synopsis, highlighting related learning:**  This article gives some basic information about bats including why many species live in caves, what echolocation is, and how bats live in colonies. All of these scientific ideas underlie the narrative of *Nightsong.* |
| Related Text 2:  Bats  [https://www.raz-kids.com/main/BookDetail/id/1789/from/quizroom/languageId/3#](https://www.raz-kids.com/main/BookDetail/id/1789/from/quizroom/languageId/3) | **Synopsis, highlighting related learning:**  This informational text gives more in-depth information about bats, including their history, physical characteristics, and behavior. This builds on the basic information that students learn about bats in *Nightsong*.  *Note: This text is long. You may choose to read only pages 12-15 which more directly connect to the content of* Nightsong*.* |

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| **Optional Supporting Resources** | |
| Visiting the Largest Bat Colony on Earth!  <https://www.youtube.com/watch?v=P_tykwBvqZ0> | **Description/rationale for inclusion:**  This video explores a large colony of bats that live in a cave in Texas. It also explains more about the flight of bats, echolocation, fruit-eating bats, and the threats facing bats. This extends the basic information about bats that students learn from reading *Nightsong.* |
| Hands-on Activity: Echolocation in Action!  <https://www.teachengineering.org/activities/view/cub_soundandlight_lesson4_activity1> | **Description/rationale for inclusion:**  This is a simple science experiment where students can experience echolocation. Echolocation plays a major part in *Nightsong*.  *Teacher note: This experiment will work best if students are broken up into small groups and placed in different locations to minimize the sound disruption. You might also consider simplifying this activity by asking one student at a time to be the “bat” and point to where the noise is coming from.* |
| **Writing/Culminating Tasks** | |
| Text Type 1: Informational | **Description of task:**  Compare how you make your way in the world and how Chiro does. Include at least three facts about bats that you’ve learned from reading *Nightsong* and the other texts. |
| Text Type 2: Narrative | **Description of task:**  Pretend you are Chiro. Write a letter to a friend that describes what you “saw” and did on your first solo flight. Be sure to:   * Use words like *first, next, then*, and *finally* to show the sequence of events * Include how you (as Chiro) feel about your first solo flight |
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