



Read Aloud: *One Dark Night*

Standard Connection:
 ELA.RL.PK4.1-7,9-10
 ELA.SL.PK4.1-4,6
 ELA.L.PK4.1,1c,4,6

Enduring Understanding(s):

- Weather affects living things.
- Living things respond in different ways to different kinds of weather.

Essential Question(s):

- How do you develop the skills, strategies, and capacity to respond appropriately to varied situations?

Materials	Vocabulary	
<ul style="list-style-type: none"> • <i>One Dark Night</i> • Vocabulary word picture cards 	<p>darts: make a sudden quick movement</p> <p>dashes: runs quickly</p> <p>dawn: when the sun comes up in the morning</p> <p>gently: softly, mildly</p> <p>hurtles: throws very hard</p> <p>lightning: a flash of light in a thunderstorm</p>	<p>nudges: pushes gently</p> <p>peer: look at very carefully</p> <p>races: runs fast</p> <p>stray: an animal without a home</p> <p>storm: bad weather with wind</p> <p>thunder: a loud sound during a storm</p>
Books		

First Read	
Preparation: Set up materials	
<p>Children will:</p> <ul style="list-style-type: none"> • listen to a story read aloud • demonstrate increasing levels of sustained and focused engagement • show a steady increase in the number of words in listening vocabulary • develop understanding of main events 	
<p>“The title of this book is <i>One Dark Night</i>. The author is Hazel Hutchins - she wrote the words. The illustrator is Susan Hartung - she created the pictures.”</p>	Show front cover.
<p>“A storm is when there’s lots of rain and wind.”</p>	p. 1
<p>“Stray means the cat doesn’t have a home of its own.”</p>	p. 3
<p>“The cat dashed - it ran quickly.”</p>	p. 10
<p>“The wind hurtled the raindrops - it threw them very hard against the window.”</p>	p. 20
<p>Discussion Question(s):</p> <ul style="list-style-type: none"> • Why did Jonathan’s grandfather tell him not to go outside in the thunderstorm? • Even though his grandfather told him not to, Jonathan ran outside in the rain. Why? 	

Second Read

Children will:

- recall some main events when asked
- link characters' basic emotions to their actions
- use their own experiences to understand the characters' feelings and motivations
- express the main idea of a story or other text in a way that shows increasing understanding

<p>"We read this story once before. Remember that the story's title is... <i>One Dark Night</i>."</p>	<p>Pause before you read the title so that children can chime in. Underline the title as you read it.</p>
<p>"What was looking at Jonathan through the window?"</p>	<p>p. 4 Children respond.</p>
<p>"Why did Jonathan think the stray cat was scared of the thunder?"</p>	<p>p. 5 Children respond.</p>
<p>"What was the stray cat's 'prize' that she laid on the rug?"</p>	<p>p. 5 Children respond.</p>
<p>"Why did the stray cat dash back outside?"</p>	<p>p. 10 Children respond.</p>
<p>"Why did Jonathan call for the stray cat to come back?"</p>	<p>p. 11 Children respond.</p>
<p>"How did Jonathan take care of the kitten?"</p>	<p>pp. 13-14 Children respond.</p>
<p>"What did Jonathan hear scratching at the door?"</p>	<p>p. 15 Children respond.</p>
<p>"Why did Jonathan go outside in the rain?"</p>	<p>pp. 23-24 Children respond.</p>
<p>"What did Jonathan do to keep the stray cat and her kittens safe?"</p>	<p>p. 29 Children respond.</p>

Discussion Question(s):

- What do you think the mother cat and the kittens will do when the thunderstorm is over?
- How is Jonathan taking care of the mother cat and the kittens similar to or different from baby Louise's family taking care of her in *Oonga Boonga* or Baby's family in *Crybaby*?

Third Read

Children will:

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

Discussion Question(s):

- Have you ever been awakened at night by a storm? How did you feel about it, and what did you do?
- At the beginning of the book (pages 14 and 15), there were some lights on in the house. Then, later, his grandparents were using candles (pages 20 and 30). Why?

Fourth Read

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Discussion Question(s):

- How is Jonathan taking care of the mother cat and the kittens similar to or different from how Matthew and Tilly took care of a kitten?
- How do you think Jonathan knew how to take care of the mother cat and the kittens?