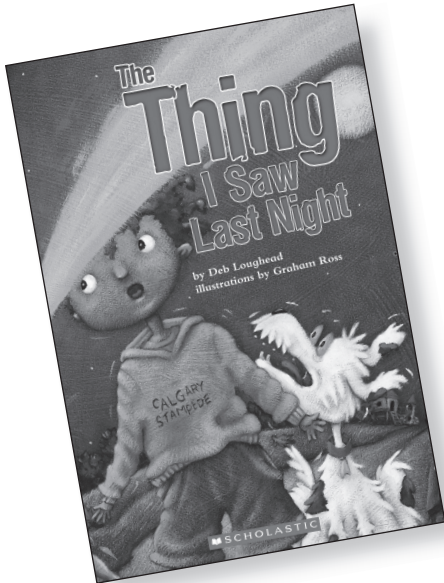


# The Thing I Saw Last Night



Written by Deb Loughead

Illustrated by Graham Ross

**Text Type:** Fiction: Narrative — Adventure Story

**Summary:** This rhyming poem begins with a little boy walking his dog through a park at night, when he meets an unusual creature. The surprise friendship ends with the departure of the creature and the boy is left wondering if his adventure was a dream or a real experience.

Audio Available Online  
[www.lpey.ca](http://www.lpey.ca)

See the Planning Charts in the Grade Two *Reading Guide* to find Guided Reading texts that use these comprehension focuses.

## Text Features

- ▶ brackets

## Print Concepts

- ▶ dash
- ▶ ellipses

## First Reading

### Reading Strategies

#### Comprehension

- ▶ making connections: text to self
- ▶ predicting

#### Working with Words

- ▶ attending to print
- ▶ using text cues to solve unfamiliar vocabulary

### Assessment Opportunities

Note each student's ability to:

- ▶ make connections by linking textual information with their own knowledge
- ▶ make predictions based on the text and illustrations
- ▶ attend to print
- ▶ use text cues to help solve unfamiliar vocabulary

### Oral Language Opportunities

- ▶ discussing with a partner
- ▶ discussing with a group



## BEFORE READING

### Making connections: text to self

#### **Activating and Building Prior Knowledge**

Invite students to share with a partner what they think is happening when they see lights in the sky at night. Say, *Sometimes when we see sights and hear sounds at night when it's dark, we can be tricked into thinking we have seen and heard things that weren't there. People may hear a sound made by a cat or dog and imagine that a large wild animal is nearby. Sometimes people's imagination becomes very active when they see lights in the night sky.*

**ESL Note:** When activating prior knowledge, you may wish to include ESL students by asking about some of the things that might be happening when they see lights in the sky at night in their countries of birth.

### Predicting

Show the cover of the book and read the title. Say, *This book is called The Thing I Saw Last Night, and the author is Deb Lougheed. The illustrations are by Graham Ross.* Read the title and back cover text and invite students to predict what the story will be about. Record students' predictions.

### Predicting

#### **Setting a Purpose**

Say, *Let's read the book together to find out what the boy saw last night.*



## DURING READING

### Tracking print

Read the book aloud, tracking print. Point out when the print ends and you are going to turn the page.

### Building confidence

Invite students to join in with your reading at any time. Pause occasionally at the end of each stanza to give students an opportunity to suggest a rhyming word to complete the stanza.

### Language predictability

Pause at challenging vocabulary or descriptive language that could limit students' comprehension. For example, on page 2, "The bushes whispered secrets," and on page 6, "As he bolted through the woods." Invite students to provide explanations for each phrase.

**ESL Note:** For ESL students, have tricky vocabulary words written on chart paper, such as the following words: *fateful, faithful, meadow, brook, lanky, bog, beaming, and streaking.* Pair students with a partner and have them discuss the words. Encourage pairs to use a dictionary when necessary. Have ESL students copy words into a Word Book or Writing Folder.

### Predicting

Explain to students that you will be stopping at several points to model questions that good readers ask themselves as they read. For example, at the end of page 9, say, *What do you think will happen next? Where is Rex?* At the end of page 14, say, *Where do you think the creature has gone?* Continue to read the poem, with appropriate expression.

### Text features

Read the first line on page 12, “He murmured near my ear.” Point out that the next line of the poem has brackets around it. Say, *This line has brackets around the sentence. The author uses brackets to indicate an explanation or comment.*



## AFTER READING

### Predicting

Review students’ predictions about what the thing was that the little boy saw last night. Compare their predictions to the clues provided in the text.

## Second Reading

### Reading Strategies

#### Comprehension

- ▶ inferring
- ▶ analyzing

#### Working with Words

- ▶ visual imagery
- ▶ using text cues to solve unfamiliar vocabulary

### Assessment Opportunities

Note each student’s ability to:

- ▶ make inferences based on the text and illustrations
- ▶ analyze text and pictures to understand unfamiliar concepts
- ▶ make mental images in their minds
- ▶ solve unfamiliar vocabulary by using text cues

### Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner



## BEFORE READING

### Analyzing

#### **Activating and Building Prior Knowledge**

Show each illustration one at a time to the class, then have students review the events in the poem and tell you what the story is about.

**Inferring** Say, *When we read the book the first time, I was left wondering about a lot of things. Do we know exactly what the thing was that the boy saw that night?* Encourage students to discuss the clues the author provided about the identity of the creature.

### **Setting a Purpose**

**Inferring** Post the following questions on chart paper or on the board:

Why was the boy surprised when he walked his dog?

*Why did Rex take the ball?*

*Why was the boy scared when he saw the “thing”?*

Explain that when the answers to their questions are not explicitly given, good readers make inferences.



## **DURING READING**

**Analyzing** Remind students to raise their hands when they think they have read the answers to the questions. Note these page references so students can return to them after the reading of the poem is complete.

**Tracking print/  
print concepts** Read the poem with students, tracking the print in phrases to develop the rhythm of the poem. Encourage students to pause briefly at commas, pause a bit longer at the dash, and raise their voices at questions marks. When you reach the ellipsis on page 10, pause even longer before reading the rest of the stanza in a softer voice. When you reach the ellipsis on page 14, trail off your voice.



## **AFTER READING**

**Inferring** Have students refer to the posted questions and discuss the answers. Once it has been established that the boy was startled by a ball of lightning, ask, *Was it a ball of lightning that frightened the boy? How do you know?* Encourage students to infer that Rex thought the lightning was a ball, so he ran off with it. It may prove necessary to return to page 8 to read the text so students can infer that the large, smooth, shimmery green thing was not something the boy recognized.

**Visual literacy** Record four or five descriptive phrases on strips of paper. Examples include: “The autumn leaves were rustling” (page 2); “The bushes whispered secrets” (page 2); “Tore a streak across the sky!” (page 2); “Like a glowing tennis ball” (page 4); “Then his paws began to fly (page 6); “The mud sucked up my shoes” (page 8); “That I swallowed back my scream” (page 10). Read each phrase one at a time. Have students locate each phrase within the poem.

Ask students to discuss the pictures the words paint in their minds. Remind them to close their eyes to picture the images. Encourage students to turn to a partner and describe their mental pictures.

**ESL Note:** Pair ESL students with a partner, focusing on only 2–3 of the phrases. Monitor to ensure comprehension.

## Third Reading

### Reading Strategies

#### Comprehension

- ▶ evaluating
- ▶ inferring

#### Working with Words

- ▶ attending to print
- ▶ using suffixes to read unfamiliar words

### Assessment Opportunities

Note each student's ability to:

- ▶ evaluate by offering an opinion
- ▶ make inferences based on the text and illustrations
- ▶ track print while reading
- ▶ solve unfamiliar words with suffixes

### Oral Language Opportunities

- ▶ discussing with a group
- ▶ offering an opinion



## BEFORE READING

### Inferring

#### **Activating and Building Prior Knowledge**

Turn to page 10 and read the last stanza. Ask, *Why was the creature sad?* After students respond that Rex stole the creature's ball. Ask, *Why do you think the creature needed the ball?* Discuss with students that the answers to these questions cannot be found directly in the text, but that they can make inferences and arrive at their own conclusions.

### Evaluating

Read the last stanza on page 16. Say, *Do you think it really happened or was it just a dream?* Talk about the various reasons students have for their opinions.

### Evaluating

#### **Setting a Purpose**

Say, *Let's read the book again and look for clues about whether this story really happened or was just a dream.*



## DURING READING

### Tracking print

Reread the book with students. Invite them to join in with the reading.

### Language predictability

Clarify any words that students find challenging, such as *autumn*, *secrets*, *nervous*, and *faithful*. Explore the meaning of challenging words in the context of the poem.



## AFTER READING

### Evaluating

Say, *Do you think this really happened, or do you think it was a dream?* Discuss how the illustrations and text provide the reader with clues. Have students vote on either possibility as well as a third option—*I don't know*—and then tally the results.

### Word solving and building

Have student locate words ending in “-ed.” Highlight the suffixes and remind students that knowing suffixes can help solve unknown words. Alternatively, students can sort the words by the sound made by the “-ed” suffix (e.g., “t,” “d,” and “ed.”)



## FURTHER READING

Many texts benefit from being reread with students. The readings suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable with taking turns and using a pointer to track print.

For each reading, we recommend that you select a balance of Print Concepts, Comprehension, and Working With Words strategies from the following suggestions. Make your selections based on the needs of your students.

### **Print Concepts, Book Handling, and Text Features**

#### Text features

Review the title, author, and back cover text.

#### Tracking print

Continue to track print, but offer individual students roles in print tracking during the rereading. Offer as much support as necessary, e.g., by guiding the pointer with a student who needs assistance.

Offer a range of print tracking and book handling prompts to meet the needs of individual students in the classroom, e.g., *Why is there a dash here? What do I do when I come to an ellipsis?*

#### Print concepts

Invite student to find the dash (page 2) and the ellipses (pages 10 and 14) in the text. For each, ask, *What is this mark called? How can you use your voice when reading aloud to show what this mark means?*

## Focusing on Comprehension

### Sequencing

Use a graphic organizer and have students retell the story and include characters, setting, and events in each of the beginning, middle, and end sections.

### Self-monitoring

Emphasize the strategy of self-questioning, e.g., say, *Good readers ask themselves questions when they read.* Model self-questioning, e.g., say, *Where could the thing have come from?*

## Working with Words

### High-frequency words

Frame a selection of high-frequency words to introduce or review the words (see list of high-frequency words recommended for grade two in the *Working with Words Guide*.)

### Word solving and building

Focus on word patterns, using words in the text, e.g., *bright* (page 2). Write two words with the same ending on chart paper or on the board, e.g., *night* and *light*. Ask students to read each word and orally use it in a sentence. Remind students that knowing one word can sometimes help readers work out other words.

Ask students to suggest other words with the same pattern, e.g., *bright*, *night*, *light*, *sight*, *might*.



## RESOURCE LINKS

### Writing

Model writing a narrative form of the poem with the class. See the Narrative text-type study in the *Writing Guide*.

Have students make up their own creatures. Encourage students to write several sentences describing their visitors. Assist students, as necessary, with their writing. Students can then draw a picture of their creatures, if desired.

### Independent Reading

Make the six small versions of *The Thing I Saw Last Night* and the online audio available for students. Invite students to use these materials to read the book independently.

Gather a selection of non-fiction books about space for individual or partner reading.

**Teaching Tip:** The online audio for this book includes a fluent reading/song of this text.



### Home Links

Let students choose a descriptive phrase (e.g., “the mud sucked up my shoes”) or stanza to take home and illustrate. Once phrases have been returned, collate the illustrations into a booklet and add it to the writing centre as a reference.

## Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it.

See also the specific Building Words focused lesson (“Lightning” and “Scream”) under Word Solving and Building in the *Working with Words Guide*.

## Read Aloud

Read aloud a book that relates to the theme of this poem in some way. You could choose to read a factual text about space, such as *Postcards from Pluto*, *A Tour of the Solar System* by Loreen Leedy, or a poetry book about dreaming, such as *Dream* by Susan V. Bosak.

Discuss how each book connects to the story, *The Thing I Saw Last Night*.