

THE VERY LONG NIGHT

The Very Long Night



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You can use Poster 3 with this storybook.

LITERACY ELEMENTS

capital letters
descriptive words: e.g., soft

MATH CONNECTIONS

DATA MANAGEMENT AND PROBABILITY
identifying attributes
sorting and collecting data

WORDS TO DISCOVER

very
cousin
uncle
aunt
white
soft
rough

ESL CONSIDERATIONS

Display items that have attributes from the story: soft, white, small.

Story Synopsis

This story about different attributes begins with Tess sleeping over at her cousin's house. She forgets her teddy, so her aunt and uncle try to help her sleep by giving her a blanket, then a pillow, and then a stuffed rabbit. But nothing is soft, white, small, and just like Teddy. Tess's mother brings her teddy, but Tess has already fallen asleep. Children will have the opportunity to compare attributes of different objects.

Overall Learning Opportunities

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Students will:

- collect, organize, and describe data using concrete materials and drawings

A B C

Students will:

- communicate messages, and follow basic instructions and directions
- read independently, using reading strategies appropriate for Grade 1
- express clear responses to written materials, relating the ideas in them to their own knowledge and experience

ACTIVITY MENU

Investigation: Attributes, page 105

Guided Reading, pages 106–107

As a Group, pages 108–109

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- *Describe It!*: describing an object according to several attributes
- *Graph It!*: collecting, displaying, and describing data on a picture graph
- *Very Very Very*: playing with the word “very” to create funny rhymes
- *The Stuffed Toy House*: presenting stuffed toys to the class

A B

Home Connections, page 110

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- *BLM 49*: exploring categories by playing sorting games

Independent Work, pages 111–115

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- *BLM 50*: sort objects into categories and record them
- *BLM 51*: describing and comparing objects according to distinct attributes
- *BLM 52*: collecting data and recording it on a graphing mat

A B

- *BLM 53*: determining whether or not facts are derived from the story
- *BLM 54*: writing about a favourite stuffed toy

Attributes

LEARNING OPPORTUNITIES

Students will:

- compare, sort, and classify concrete objects according to a specific attribute
- identify relationships between objects by stating shared attributes

YOU WILL NEED

- chart paper
- a collection of buttons

OBSERVING FOR ASSESSMENT

As you listen to children work, note how they describe the attributes of the buttons. Can the student:

- sort a set of buttons?
- identify how the buttons are alike and different?

Reading the Story

After reading the story, ask children to describe Tess's teddy bear. List the words. Present page 12 and ask children to describe the rabbit. List the words. Look at the two stuffed animals on page 16, and ask:

- How are the rabbit and the bear the same? How are they different?

Starting the Investigation

Present two buttons for the class to describe and compare. Pass them around so children can observe each one closely. Focus their attention on a variety of attributes such as shape, size, colour, texture, features, and number of holes. Next, ask children to describe each button in turn, and list their words on chart paper. Then ask children to compare the two buttons by asking:

- How are they the same? How are they different?

Working On the Problem

On another day, display a collection of buttons. Select one and ask children to describe it. After each description, ask children to examine the collection and isolate other buttons that share the attribute by asking:

- Which other buttons are square (brown, speckled)?
- What is the same about all the buttons in this set?

Model a way of recording and labelling the set. Repeat this process for other attributes.

Give pairs of children a small collection of buttons. Encourage them to sort and re-sort the collection in as many ways as they can. Have children select one way they sorted and record and label the set on **Blackline Master 50**. Ask children to place the buttons from that set in a small paper cup or clear bag.



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Sharing Solutions

Because children have created a concrete display of their work as well as a recording, you may choose to extend the sharing experience. Children present their sets of buttons and identify how they are the same. Some children may enjoy playing "What Doesn't Belong?" The child adds one button that is different and challenges the others to find out which button does not belong.

The recordings can be sorted by attributes and posted on a bulletin board. The display can be used to discuss the different ways in which children sorted by colour (texture, shape, and so on).

Extension

Children can sort and re-sort other collections. Pairs of children may enjoy challenging each other in a game of "What Doesn't Belong?"

TEACHING tip

If buttons are unavailable, any collection of small objects can be used, such as: shells, paper, rocks, lids, cards, and odd toys.

LEARNING OPPORTUNITIES

Students will:

- use their knowledge and experience to understand what they read
- understand the use of some conventions of spelling
- predict what may happen next in a story, and revise or confirm predictions

YOU WILL NEED

- the book *Ira Sleeps Over*, by Bernard Waber

Setting the Scene

Engage children in a discussion about stuffed animals:

- Do any of your stuffed animals sleep with you?
- Which one? Why that choice?

Tell the children the title of the book. Show the book cover. Say:

- Think about the title of the book and look at the picture. What do you think the story will be about?

Encourage many predictions.

Reading the Text

- Have the children turn to pages 2–3.

Say:

- This will be Tess's first time sleeping at her cousin Becca's. Read this page to find the word that tells how Tess is feeling about sleeping over at Becca's.
- Look at the picture. What's happened that will cause some problems for Tess?

Point to page 3. Ask:

- Who do you see in the picture?
- How do you know who the woman is? Find the word that tells you who the woman is.
- Who can read the letters in the word that tells us who the woman is?

Turn to pages 4–5. Say:

- As Tess and Becca start getting ready for bed, Tess is looking a little bit worried. What do you think is troubling her?
- Read to find out why Tess isn't happy anymore.

Turn to pages 6–7. Ask:

- How are Aunt Jenny and Uncle David looking? Why?

Turn to pages 8–9. Ask:

- What have Aunt Jenny and Uncle David brought for Tess? Let's read this page to find out why they chose the blanket.

Point to page 9. Say:

- Tess agrees that the blanket is white like Teddy. But Tess says that Teddy is white and soft. Read this page to find out how the blanket feels to Tess.

Turn to pages 10–11. Ask:

- What do Aunt Jenny and Uncle David bring next?
- Do you think it will be white and soft like Teddy?

Point to page 11. Say:

- Tess says that it's white and soft like Teddy, but that Teddy is small. Read this page to find out what the pillow is.

Turn to pages 12–13. Ask:

- Look at the picture. Tess is very unhappy. Why?
- What do Uncle David and Aunt Jenny have now?
- Is the rabbit white, soft, and small like Teddy?
- Then why doesn't Tess want it?

Turn to pages 14–15. Say:

- In the picture you can see Tess's mother reaching for her car keys. Where do you think she's going? Why?

OBSERVING FOR ASSESSMENT

During independent reading, observe and make note of the student's specific reading behaviours. Does the student:

- show an interest in reading the book independently?
- track his/her place by word pointing or line matching?
- ask for assistance frequently? Sometimes? Rarely? Never?

Turn to page 16. Say:

- Poor Aunt Jenny and Uncle David! They look very tired!
 - Look at what they have for Tess.
 - Look at Tess! Does she look worried? How do you know?
 - Now it's your turn to read the story on your own.
- Have the children read the whole book independently. Invite children to complete **Blackline Master 53** while they are reading.



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After Reading

Most children take something comforting to a sleepover. Invite children to suggest what they would take to a sleepover, such as a stuffed toy, favourite blanket, and so on. Talk briefly about what they would do if they forgot it at home, as Tess did.

Revisit the Story

Discuss the story using open-ended prompts to engage children in talk. Ask:

- How did you enjoy this story?
- What was your favourite illustration? Why?
- How would you have felt if you were Tess and discovered that you'd forgotten Teddy? What would you have done?

Engage children in recalling specific information from the selection. Invite them to begin on page 2 and find the names of all the characters in the story. Make a list. Then talk about their relationships to one another (cousin, mother, aunt, uncle). Invite children to share the names of their cousins, aunts, and uncles.

Focus children on the way the story is told through language:

- Were there any words that gave you a struggle? Which ones?
- How did you figure them out?

Encourage children to look back in the story to find the places where capital letters are used: the beginning of sentences and names. Talk about how the capital letters, especially those at the beginning of sentences, help us to read more easily.

Reinforce the Story

Read to the children the book *Ira Sleeps Over*, by Bernard Waber. Having read *The Very Long Night*, the children should be able to make predictions about how Ira is feeling and what might happen.

LEARNING OPPORTUNITIES

Students will:

- compare, sort, and classify concrete objects
- identify relationships between objects by stating shared attributes

YOU WILL NEED

- chart paper
- paper, pencils, and drawing materials

OBSERVING FOR ASSESSMENT

Can the student:

- describe several attributes of the chosen object?

Activity: Describe It!

Invite children to describe the teddy bear in *The Very Long Night*. Post the words White, Soft, and Small on separate charts. Ask:

- What can you think of that is white?

Record children's responses on the chart entitled White. Repeat for Soft and for Small. Again, record the things that children identify as having those attributes.

Explain that when things are lost or missing people often create "Wanted" posters. The posters describe the item. Discuss how a poster for the teddy from the story would include the words white, soft, and small.

Ask children to select a favourite item of their own. Challenge them to think of words that describe it and then create a Wanted poster for the item. The poster should include a drawing of the item and at least 3 words describing it. (The completed poster can be placed in the student's portfolio.)

Have children share their posters by reading them and asking others to guess the item before they show their poster.

Extension

Blackline Master 51 gives children another opportunity to think of objects that share an attribute. Point out that children decide the last object and its attribute.



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LEARNING OPPORTUNITIES

Students will:

- compose questions about data gathered
- organize materials on concrete graphs
- read and discuss data from graphs and express understanding
- generate yes/no questions for a given topic

YOU WILL NEED

- large self-stick notes

Activity: Graph It!

In *The Very Long Night* the character has a favourite bear that she takes with her on a sleepover. Ask:

- If you were going on a trip and could take only one thing, what would it be?

List children's responses and then examine it together. Ask:

- Which things that you mentioned go together? Why?

Through this discussion establish that there are similarities among the objects and that they belong in different categories. List the categories, for example, stuffed animals, toys, blankets, books, and pets.

Give children large self-stick notes or pieces of paper and have them draw their choice of item. Meet to place the drawings in appropriate columns to form a picture graph. Have children analyse the graph by asking questions like:

- What did we find out?
- How many of you would take stuffed animals?
- How many more of you would take stuffed animals than other kinds of toys?
- Do you think that this graph would look different if younger children answered? Older children? Why?

Model the recording process by acting as a scribe. On chart paper record the children's concluding statements.

Extension

Blackline Master 52 is a graph for children to complete. Select a topic of interest and then brainstorm a list of questions related to it that can be answered with a Yes or a No. Children select a question, survey 10 classmates, and then record the data to create a graph.



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LEARNING OPPORTUNITIES

Students will:

- use familiar classroom vocabulary and oral language structures in conversations
- allow others to speak, and wait their turn in conversations or class discussions

OBSERVING FOR ASSESSMENT

Can the student:

- follow basic instructions?
- respond to unusual features of language by creating new words?
- communicate responses to a variety of stimuli by role-playing?

LEARNING OPPORTUNITIES

Students will:

- use linking words such as *and*, *then*, and *but* to connect ideas in speech
- present ideas in speech in a coherent sequence

YOU WILL NEED

- blank word cards, paper punch, and string

Activity: Very Very Very

This story is titled *The Very Long Night* because the night felt so long that it seemed it would never end.

Together, play with the word “very” (as in “very” long) and put it with other words: dark, short, tall, big, and so on. Invite student suggestions and record them on the chalkboard.

When the list is fairly long, read the collection and encourage the children to role-play as many as possible, such as very tall (stretch up as high as possible), very small (curl up), very big (children make their bodies as large as possible), very happy (huge smiles), and so on.

Extension

Make some rhymes with words you gather:

Very short, very small.

Very long, very tall.

Then encourage children to play with the language to come up with new words:

very tall / very small

very sleepy / very deepy

very oldy / very coldy

very tallest / very smallest.

Playing with language can be both an oral and a reading activity. Keep the focus on the oral until the sounds of the language are firmly anchored in the children’s ears. Then use the charted rhymes and couplets as a reading reference.

Activity: The Stuffed Toy House

Invite children to bring in a favourite stuffed toy. Tell them not to bring the stuffed toy they sleep with. In turn, each child can introduce the stuffed toy to the class and tell a bit about it: name, what kind of toy, colour(s), where it came from, age/how long it has been in the child’s family, why it is a favourite, and so on. The children can complete **Blackline Master 54** in preparation for their presentations.

Encourage those watching the presentation to ask interesting questions as a way of learning more about the

stuffed toy and the relationship between the toy and its owner. Invite children to make a name card for the stuffed toy, hang the card around the toy’s neck, and put it in the classroom display area.

Extension

Set up a display of the toys. You can include pictures of the children with their stuffed toys. Invite children to use their completed **Blackline Master 54** as a biography to accompany the toy in the display.



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The Very Long Night

Dear Family,

We've enjoyed reading the book *The Very Long Night*. This storybook is part of a series called *Side By Side*. This series connects mathematics and language through reading. Spending time reading and doing math activities at home helps your child develop solid skills and concepts. Enjoy reading the story with your child.

Choose some or all of these activities to enjoy together:

- Tess's teddy bear is soft and white and small. Aunt Jenny and Uncle David tried to help Tess by finding other things that have these characteristics. Look around your home. What can you and your child find that is white? Make a list. Next, make a list for "soft" and then for "small." Which list is the longest? Post these lists somewhere so that you and your child can add to it as new items in these categories are discovered in your home.
- To play this sorting game, you need two players and a collection of small objects such as buttons. On your own, create a set of objects in which all of the objects are the same in some way. The objects may be the same colour, size, shape, or texture, or they might have the same number of holes. Then add one of these objects that is different. Present your set to the other player, asking "Which one doesn't belong?" The other player identifies the object and explains how it is different. Switch roles and play again.
- How many different words can you and your child think of to describe a simple object? Start by choosing an object that has many different attributes and features, such as a book. Take turns describing it. You might want to keep track of the words by making a list. Challenge your observation skills and vocabulary by gradually picking objects with fewer and fewer visible attributes, such as an apple or orange.

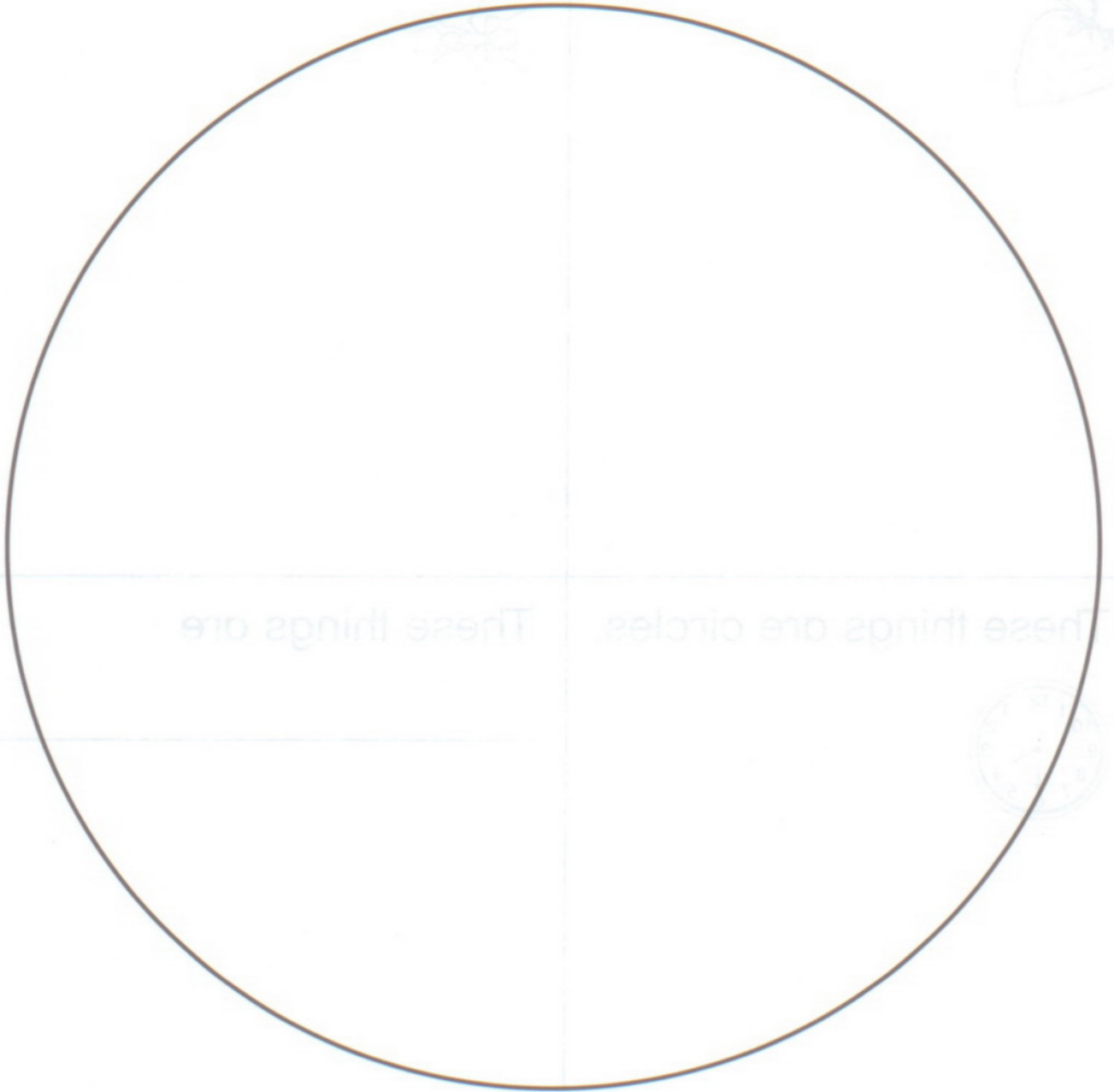
Remember to send the storybook back to school with your child.

The Very Long Night

BLM 50

My name is _____.

Sort the buttons. Draw.



These buttons are _____.

My name is _____

These things are red.



These things are small.



These things are circles.



These things are _____

My name is _____

My Stuffed Toy

1. What is its name? _____

2. Where did you get it? _____

3. How old is it? _____

4. Why do you like it? _____

5. Draw a picture of your stuffed toy.