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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:Stellaluna<http://achievethecore.org/page/2423/stellaluna>  | **Synopsis of Text:**In this story, a baby bat separated from her mother is raised by a mother bird on the condition that she acts as birds do: sleep at night, don't hang upside down, and eat worms and insects. Though she doesn't like behaving in this way, Stellaluna agrees and tries to prove she fits in with the birds. When she meets a group of bats one day, Stellaluna is reunited with her mother, who teaches her how bats are supposed to behave. Stellaluna tries to show her bird friends how to be bats, but realizes that they are better at just being birds, much as she is better at being a bat. Stellaluna uses her understanding of the birds to recognize when they are in trouble, and uses her bat strengths to save her friends when they attempt to fly at night. Despite their differences, Stellaluna and the baby birds remain great friends. |
| Related Text 1:Helpful Bats<https://www.readinga-z.com/book.php?id=1600>  | **Synopsis, highlighting related learning:**This text explains the ways that bats help the world we live in. It extends the students’ learning from *Stellaluna.* |
| Related Text 2:Bats Day and Night<https://www.readinga-z.com/books/leveled-books/book/?id=1854&lang=English>  | **Synopsis, highlighting related learning:**This text explains the daily routine of a cave-dwelling bat. This is a different type of bat than Stellaluna, who lives in a tree. This will help students understand that there are different types of bats and that some bats live in trees and eat fruit while others live in caves and eat insects.  |
| Related Text 3:Bat Wings<http://www.kidzone.ws/animals/bats/ws1.htm>  | **Synopsis, highlighting related learning:**This short article and diagram explain more about the structure of a bat’s wing. This helps students understand how bats, even though they are mammals and have structures similar to us, can fly. Flying is a major part of Stellaluna’s life and one of the things she has in common with the birds. |
| **Optional Supporting Resources** |
| 3 Fun Facts About Bats!<https://www.youtube.com/watch?v=2Mii45v85YY>  | **Description/rationale for inclusion:**This video gives students more in-depth information about bats. It also highlights the relationship between a bat and its mother, which is an important relationship in *Stellaluna.* |
| Bat Masks<http://www.batcon.org/resources/media-education/learning/bat-masks>  | **Description/rationale for inclusion:**This is a link to several anatomically correct bat masks that students can color.Consider having students put on their masks and move like bats. They can fly around the playground, practice hanging upside down, and eat some fruit. If you wish, you can bring in a big cardboard box and have children practice folding their wings and getting into the cave. (A simple design can be found at: <http://mrspalleschi.blogspot.com/2015/08/the-bat-cave.html>) |
| **Writing/Culminating Tasks** |
| Text Type 1: Narrative | **Description of task:**Imagine you are Stellaluna. Write a letter to your friends Flitter, Pip, and Flap. Using words and pictures, tell them about what’s it’s like to live with your bat family again. Explain what you do and how you feel. Remember to use what you learned about bats to help you.  |
| Text Type 2: Informational  | **Description of task:**Some people think bats are scary but now that you’ve studied bats, you know they are useful and unique creatures. Use pictures and words to help others not be afraid of bats. Use this sentence frame to help you.You may think a bat is\_\_\_\_\_\_\_\_\_\_\_ but it is really \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  |
| Task Type 3: Informational (Research Project) | **Description of task:**With a partner, choose another animal that sometimes people think is scary or dangerous and find out some interesting things about it. Use pictures and words to tell your classmates what you learned. Use this sentence frame to help you.You may think a \_\_\_\_\_\_\_\_\_\_\_\_ is\_\_\_\_\_\_\_\_\_\_\_ but it is really \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. *Teacher note: To complete this mini-research project, bring a variety of informational texts or picture cards on common animals such as spiders, snakes, bees, wolves, etc. Invite students to work with a partner to find out one or two cool facts about these creatures and share them, along with an illustration, with the class.* |
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