

Night Stories

by Liniers

TOON Graphics

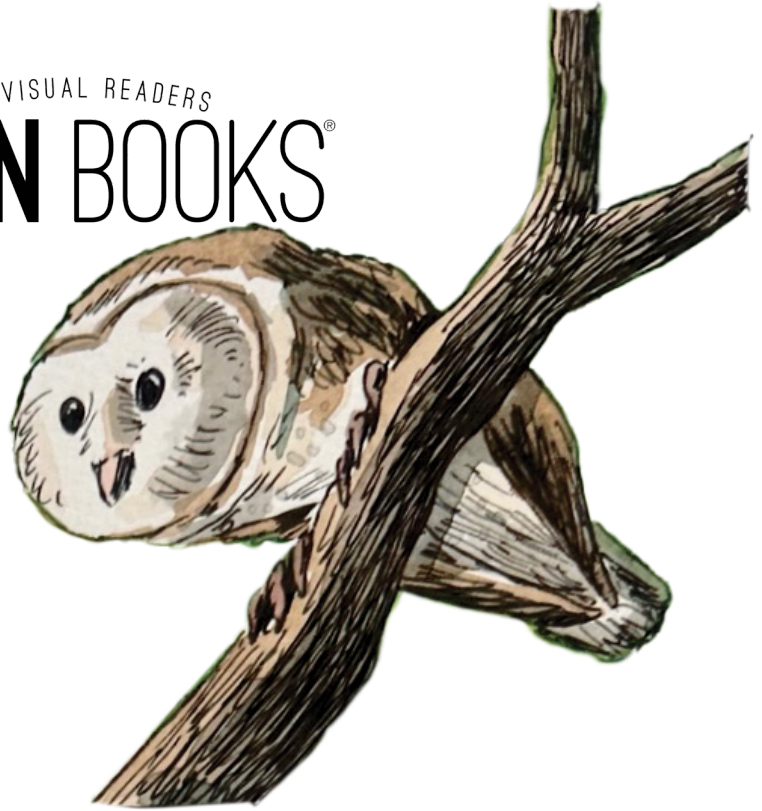
Grades = 3-4

F&P Reading Level = V

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FOR VISUAL READERS
TOON BOOKS[®]



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CCSS-aligned Guided Reading Teacher's Guide

Standards indicated for grades 3 and 4

Overview	Three spooky Latin American folktales tell of a mermaid who lures her love to her underwater domain, an enormous owl who terrorizes a town after dark, and a mysterious light that menaces gauchos on the Argentinian pampas.
Subject	Folktales
Grade Level	3-4
Suggested Time	40 minutes
Objectives	To help children face and overcome their fears. To help children gain awareness of Latin American folk traditions and culture. To gain an understanding of how text and images work together to bring out the underlying ideas driving a story.
VERBAL EXPRESSION	
BEFORE READING	
	What frightens you? How do you feel when you're scared? What do you do to help yourself not feel scared? What's the scariest experience you ever had? Do you like scary stories? Why or why not? What do you think makes a story scary?

AFTER READING

RL.3.1, RL.3.6

The author/artist chose to have the stories told at night. Do you think stories are scarier when you hear them or read them in the daytime or at night? Why?



RL.3.1, RL.3.9, RL.4.1, RL.4.9

Which of the three stories in this book do you think is the scariest? Why?

RL.3.1, RL.3.9, RL.4.1, RL.4.9

Which of the three stories do you like best? Why?

RL.3.1, RL.3.6, RL.4.1, RL.4.6

Would you be afraid if you were in the same situation as the people in each of these stories?

Do any animals scare you? Which ones? Why?

RL.3.1, RL.4.1

Why do you think people chose an owl for the second folktale rather than another animal?



Do you think there is a lesson to be learned from each of these stories? If so, what might it be?

“The Mermaid and the Pink Dolphin”:

Perhaps: Listen to other people’s advice. OR: Think carefully before you do something dangerous.

RL.3.1, RL.3.2, RL.4.2

“The Owl of Doom”:

*Perhaps: Sometimes there’s a simple solution to a problem that seems complicated.
OR: Sometimes kids have better ideas than grown-ups.*

“The Evil Light”:

*Perhaps: Sometimes when you’re afraid, there’s really nothing to be afraid of.
OR: Sometimes fear of something makes it seem scarier than it really is.*

Why do you think some kids like to dress up in scary costumes on Halloween?

VISUAL EXPRESSION

RL.3.7, RL.4.7

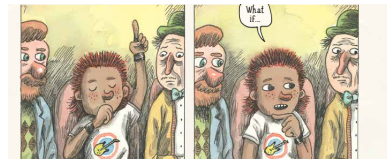
Page 15: How does the artist show that Capitão Gabriel is getting farther and farther away?

RL.3.7, RL.4.1, RL.4.7

Pages 23, 26, and 36: How does the artist show that people are frightened?

RL.3.3, RL.3.7, RL.4.1, RL.4.7

Page 27, panels 3 and 4: Does the boy look frightened or angry?



RL.3.3, RL.4.1

Page 28: What is his suggestion for not hearing the Lechuza?

Notice in both this story and the first one that musical notes are different colors. Why do you think this might be?

RL.3.7, RL.4.1, RL.4.7

Page 24, panel 3: Notice the strange angle that this panel is drawn from. Why might the artist have chosen such an angle?

It brings out the odd, frightening nature of the scene.

RL.3.7, RL.4.1, RL.4.7

Pages 31-34: Notice how the man with the long nose is often shown in close-up (and in extreme close-up in the third panel on page 32)? Why do you think this might be?

RL.3.7, RL.4.7

Page 34: What effect do the scary eyes and red streak in the first panel have?

RL.3.7, RL.4.7

Notice how the speech bubbles are linked together and cross through the panels. What effect does this have?

It connects the narration and links it to the artwork. It also creates visual interest.

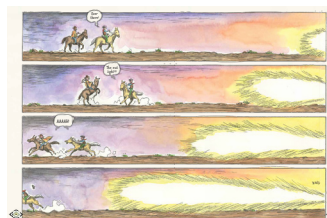
RL.3.7

Page 36: How does the artist make the Mandinga look scary?



RL.3.7, RL.4.7

Look at pages 38 and 39. Why do you think the artist made four long, thin panels?



RL.3.7, RL.4.7

Page 40: Why do you think the artist made the man riding the bicycle so small in a full-page frame?

RL.3.7, RL.4.7

What reminders of all three stories are on page 43?

RL.3.7, RL.4.7

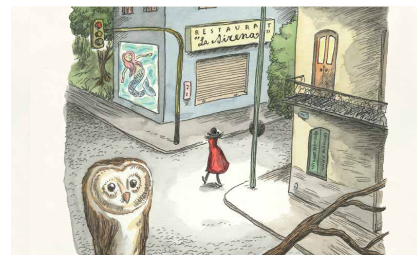
Look through the stories. Why do you think the author/artist wrote some words in all capital letters? Why might some be in both italics (slanted writing) and capital letters?

RL.3.7, RL.4.7

When we're in the world of the stories, the author/artist uses square or rectangular frames around the panels. When we're in the children's bedroom, he uses rounded, frameless shapes. Why do you think he might have done this? Why do you think the first illustration in the first story and the last illustration in the last story are done the "bedroom way"?

RL.3.7, RL.4.7

Who is the person in the last frame on page 36 (bottom right)? How do you know?



RL.3.7, RL.4.7

Notice the way the narration "cuts into" the frame it describes in each story, giving it an interesting shape that captures the reader's interest.

RL.3.7, RL.4.7

How do you think the illustrations helped you to understand and enjoy the text better?

ACTIVITIES AND FURTHER STUDY

W.3.3, W.3.4, W.3.5, W.3.6,
W.3.8, W.4.3, W.4.4, W.4.5,
W.4.6, W.4.8

Write a short story about one time when you were scared. Be sure to tell what frightened you, where and when it happened, how you felt, and how you got over your fear. Be sure to illustrate your story with a beautiful color picture.

The first paragraph on page 46 has a description of the characteristics of owls. Discuss these with the children, using photos or other illustrations.

Then instruct students to:

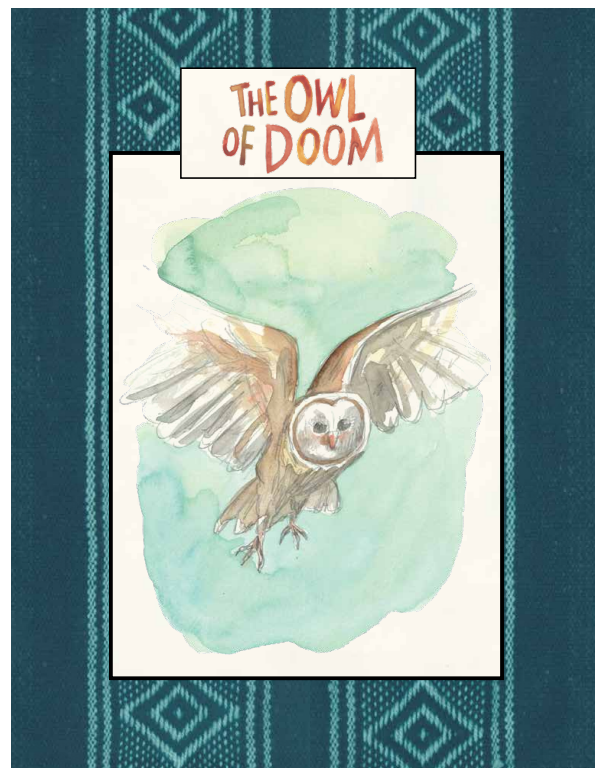
Do a mini research report on a kind (species) of owl. Include information about its size, color, where it lives (its habitat), what it eats, and any special feature or behavior. You may need to use more than one source. Be sure to draw and color a beautiful picture of your owl.

Older students can make a list of their sources.

Here is a list of owls from around the world. You can assign one to each student:

African grass owl
Barn screech owl
Barred owl
Bay owl
Burrowing owl
Chaco owl
Cross-eyed owl
Elf owl
Fish owl
Great horned owl
Little owl
Long-eared owl
Northern hawk owl
Palau owl
Pygmy owl
Screech owl
Seychelles scops owl
Short-eared owl
Snowy owl
Southeast Asian hawk owl
Spectacled owl
Spotted owl
Tasmanian masked owl
Tawny owl
Ural owl
Wood owl

W.3.2, W.3.4, W.3.5, W.3.6,
W.3.7, W.3.8, W.4.2, W.4.4,
W.4.5, W.4.6, W.4.7, W.4.8



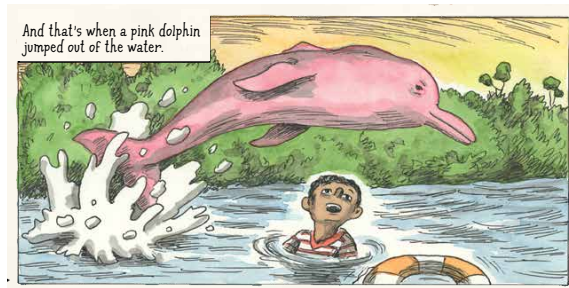
You can find an extensive list of owl species at:
<https://www.owlpages.com/owls/species.php>

There are many pink animals besides dolphins. Do a mini research report on a kind (species) of pink animal. Include information about its size, color, where it lives (its habitat), what it eats, and any special features or behaviors. You may need to use more than one source. Be sure to draw and color a beautiful picture of your animal.

Teachers should post or display the students' reports so that they can learn from one another's findings. Or each student can share his or her report orally.

Examples:

Axolotl
Bargibant's seahorse (Pygmy seahorse)
Domestic pig
Elephant hawkmoth
Flamingo
Galah
Galapagos pink land iguana
Naked mole rat
Orchid mantis
Pine grosbeak
Pink crab spider
Pink fairy armadillo
Pink dragon millipede
Pink katydid
Pink manta ray
Pink sea star
Primrose moth
Roseate skimmer
Roseate spoonbill
Web-footed gecko



Teachers should post or display the students' reports so that they can learn from one another's findings. Or each student can share his or her report orally.

Make your own Mandinga. Make sure it looks scary! (This can be a drawing project or a clay one.) Then write a paragraph or story about it.

OR:

Make your own scary demon. Then write a paragraph or a story about it. What does it do to frighten people?

Teachers should post or display the students' work so that they can enjoy one another's efforts. Or each student can share his or her report orally.

Discuss: Which demons are the scariest? Why?

W.3.2, W.3.4, W.3.5, W.3.6,
W.3.7, W.3.8, W.4.2, W.4.4,
W.4.5, W.4.6, W.4.7, W.4.8

W.3.3, W.3.4, W.3.5, W.3.6,
W.4.3, W.4.4, W.4.5, W.4.6

Vocabulary Development

What do you think these words mean? Can you tell without looking them up in a dictionary? If not, look them up and find out!

RL.3.4, RL.4.4

adrift (page 19, last panel)
doom (page 22)
lure (page 25, last panel)
desperate (page 16, first panel)
heebie-jeebies (page 31, last panel)
pampas (page 32, last panel)
funerary (page 35, panel 3)
dusk (page 37, first panel)

People can be afraid of many things. You may be surprised to discover what some of them are. Go online and find out what ten of the following fears are. Phobia comes from the Greek *φόβος* (*phóbos*) and means fear.

W.3.3, W.3.4, W.3.5, W.3.6,
W.4.3, W.4.4, W.4.5, W.4.6

ablutophobia
acrophobia
aerophobia
agoraphobia
ailurophobia
arachnophobia
astraphobia
chronomentrophobia
claustrophobia
cynophobia
dentophobia
entomophobia
equinophobia
hemophobia
nyctophobia
ophidiophobia
ornithophobia
samhainophobia
triskaidekaphobia
trypanophobia



Something else to do:

Assign one phobia to each child. Have them find out what it means and draw a full-page picture of someone with that phobia. Display the pictures on the bulletin board or in the hallway. There are many more phobias!

Reader's Theater

Have students read various scenes aloud in class. Pay attention to their inflection. If possible, have each student play multiple roles, and be sure that students adjust their performance accordingly. Ask them to try to incorporate visual information from the images into their performance. Maybe the class can work together on turning the book into a play that they can perform for other classes or for parents.

Children can also be organized into small groups to act out the scenes, for example driving the boat in the first story, encountering the Lechuza, or riding on horses like the gauchos. They should use their own dialogue, and they should be sure to use appropriate tones of voice, gestures, and facial expressions. They can study the facial expressions in the stories, especially the eyes and mouths of the characters.

Below are the ELA Common Core State Standards for Reading for Information addressed in this book by grade level.

	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas
3	<p>CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-Literacy.RI.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/ effect.</p>	<p>CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>CCSS.ELA-Literacy.RI.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>CCSS.ELA-Literacy.RI.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>CCSS.ELA-Literacy.RI.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>
4	<p>CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-Literacy.RI.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>CCSS.ELA-Literacy.RI.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>CCSS.ELA-Literacy.RI.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>

Below are the ELA Common Core State Standards for Writing addressed in this book by grade level.

	Text Types and Purposes	Production and Distribution of Writing	Research to Build and Present Knowledge
3	<p>CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
4	<p>CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CCSS.ELA-Literacy.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>