



“BAT LOVES THE NIGHT”

Lesson 22 Day 1

Read Aloud

Bear Snacks



What might the bears do first to the birdfeeders?

The bears might pull them down.

Why might the bears go near people's houses?

They could want a different kind of snack.

Usually, bears eat fish, berries, fruits, or honey that they find in wild beehives. There are times, though, when they look for other things to eat. Sometimes bears go to the homes of people who live near big forests or national parks. These bears want a snack, but they do not want fish or honey. They want birdseed, and some of these bears do not let plastic birdfeeders stop them from getting their snack.

First, they knock over the birdfeeders, spilling seeds onto the ground. Then, they can eat the seeds they like from the pile on the ground. Next, they might pull the birdfeeder poles out of the ground and bend them. Finally, when they have finished their meals, they walk back to their homes in the woods.

Vowel Variant /ô/

- ▣ Raise your hand when you hear a word with the /ô/ sound.
- ▣ The soft cat started to yawn right after its walk.
- ▣ The girl /ô/ taught the cat to pause.
- ▣ Now the cat ought to sleep.
- ▣ Notice that the /ô/ sound can be spelled with the letters; aw, al, augh, au, and ough.

I lost my hat.

I almost caught it again.

The word lost has the /ô/ sound, it is spelled with o.

Vowel Variant /ô/

- ▣ Copy these words into your notebook.
Underline the letters that make the /ô/ sound.
- ▣ false straw cause thaw long

▣ Check your work!

▣ false straw cause thaw long

Spelling Words

o, au, aw, a, ough

ought

soft

yawn

walk

long

also

thaw

Lost

cause

taught

pause

straw

false

author

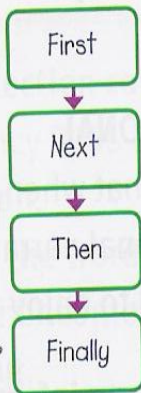
almost

Focus Skill

Sequence

Remember that **sequence** is the order in which events happen. To help you figure out the sequence, look for time-order words such as *first*, *next*, *then*, *later*, and *finally*. Dates and times can also help you keep track of the sequence of events.

Knowing the sequence of events can help you better understand how events are connected.



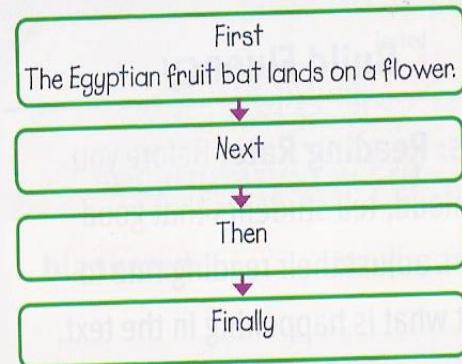
Tip

In nonfiction writing, events are often described in time order, or the order in which they happen.

Read the article below. Tell how to complete the sequence chart to show the order of events.

Egyptian fruit bats are found in Africa and parts of Asia. They make their homes in trees, between rocks, and even in empty buildings.

At night the Egyptian fruit bats fly through rainforests. They feed on the plentiful fruits and flowers. After they land on a flower, a powder called pollen sticks to their bodies. When they go to another flower, they spread the pollen. Later, the plants use the pollen to produce fruit.



Try This!



www.harcourtschool.com/storytown

Look back at this passage. What do the bats do before they land on flowers?



BLANKETED

- If an area is **blanketed** in snow, it is covered.



- What is more likely to have **blanketed** the town, snow or rain?

SURROUNDINGS

- ▣ The area around you is your **surroundings**.
- ▣ Some animals use camouflage to blend in with their **surroundings**.



- ▣ What would look out of place in your surroundings, an elephant or a new student.

GRAMMAR

Main and Helping Verbs



Lin *was baking* a cake.

Was is a helping verb and *baking* is a main verb.

We *will watch* the fireworks this Fourth of July.



Will is the helping verb and *watch* is the main verb.

Grammar

▣ James will perform in the play this Saturday.

▣ **will** **perform**

▣ He has worked very hard.

▣ **has** **worked**

▣ His family is going to the play.

▣ **is** **going**

▣ They are planning a party for James.

▣ **are** **planning**

▣ They have invited all of James's friends.

▣ **have** **invited**

Daily Proofreading

1. Devin ^{is or was} baking a ^{cake} cak[.]

2. They ^{got or were} almost lost[.]

3. A bat ^{is} are flying in the night sky[.]

Writing

Summaries

- ▣ Include the most important ideas.
- ▣ Use connectives, including time-order words
- ▣ Include details that support the important ideas.
- ▣ Begin with a sentence that tells what the summary is about.
- ▣ Use main verbs and helping verbs correctly.

Writing

Student Model: Summary

The article “Disaster in Space” tells about *Apollo 13*. The spacecraft was going to the moon in April 1970. There were three astronauts on it. For two days, the trip went smoothly. Suddenly, there was a loud boom. An oxygen tank had exploded.

Because of the explosion, the spacecraft lost a lot of power. The spacecraft also did not have much fuel. The astronauts came up with a new plan. They used the fuel they had left to fly back toward Earth. Then, the crew separated the damaged tank from the rest of the spacecraft.

Finally, the spacecraft landed in the ocean. All the astronauts were safe.

When you write a summary, your sentences should connect and build on each other. Time order words act as connective words. Other connectives include: *also, for example, for instance, as a result, and because*. Let’s look to see if we can find the connectives in this example.