

# Teacher's Instructional Guide



**Author: Aimée M. Bissonette**  
**Illustrator: Syd Weiler**

## College and Career Readiness Anchor Standards for Reading:

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

## Before you Read:

### Take a Picture Walk-

Have students look closely at the front cover and read the title of the text.

Lead the students on a picture walk through the text. As the students look over the illustrations, have them make predictions as to why some of them contain wildlife while others do not.

Continue this process as you move through the text, stopping from time to time to point out any interesting observations the students can make about the illustrations.

### Assess Prior Knowledge-

Prompt students to discuss what they know about the desert and the desert ecosystem.

### Introduce Vocabulary-(optional)

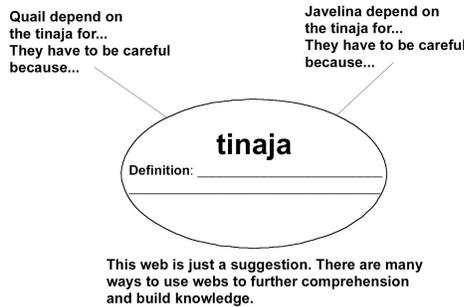
You can do this prior to reading or as you read. Make a chart for important vocabulary.

This can be used as you read to introduce and explain new vocabulary in context.

Include **content vocabulary** such as: tinaja, sagebrush, agave, prickly pear, cacti, mesquite, acacia, javelina, outcroppings, ambush, membranes, etc.

Also include **academic vocabulary** such as moisture, temperatures, crouching, vegetarian, ambles, etc.

## Create a web that shows how desert animals rely on the tinaja for survival.



## As You Read:

### Think-aloud. Read the text aloud-(If using as a read aloud)

Pause to confirm or discuss prior predictions. Make a T-chart with students to confirm or adjust their initial predictions as you read.

Initial Prediction (Prior to reading)	Revised Prediction (After reading)

## Text Dependent Questions:

Asking text dependent questions enables students to draw on specific examples from the text to provide evidence and verify the rationale for their answers.

*Why is the desert air temperature so different at night than it is during the day?*

*Why are tinajas only a temporary source of relief for desert animals?*

*In what ways do the animals depend on each other for survival?*

*What physical characteristic do jackrabbits and mule deer have in common?  
How do they use this characteristic to escape predators?*

*How do coyotes communicate with each other?*

*Why are mountain lions so comfortable surviving in a desert environment?*

## Additional Questions to discuss:

*What was the author's purpose for writing this book? Was it to inform, entertain or persuade the audience?*

**Alliteration:** The author uses **alliteration** often in *The Tinaja Tonight*.  
For example, this section uses the /s/ and /c/ sounds to create sound as it is read:

*"Waiting for darkness, when at last it will be time...  
To scamper, hearts racing, across the slick rock.  
To scuttle down washes of shifting, loose stone,  
To slip through the shadows of a red sandstone cliff,  
To drink the saving water of the tinaja."*

*What other examples of alliteration can you find in the text?*

*Why do you think the author chose to use alliteration in this book?*

## Using Senses:

Make a poster or chart to reinforce the ways different animals use their senses to survive in the desert.

Not all animals will use each sense. An example has been provided for you.

Animal	Touch	Sight	Hearing	Smell	Taste
quail		The quail keeps its eyes to the sky to look out for predators.	The quail hear 'snuffling' in the grass and run for safety.		
javelina	The javelina splash in the cool water for relief from the heat.	They keep a watchful eye for predators.			They are mostly vegetarian, but also eat some animals like lizards, rodents, and birds.