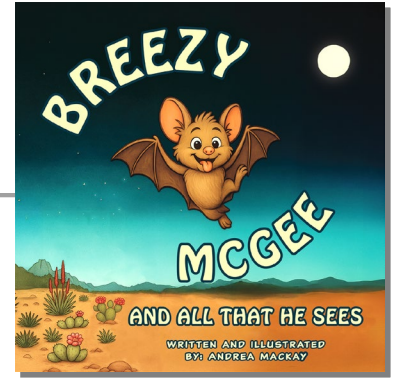


Weekly Lesson Plan (Pre-K-2)

Breezy McGee and All That He Sees

Written and illustrated by Andrea Mackay



Teacher Note: This story is written in rhyme and follows Breezy McGee, a curious young bat, as he explores the nighttime world around him. The weekly lessons combine early literacy skills with beginning science concepts about bats, nocturnal animals, habitats, observation, and curiosity.

Bat Science Note: Bats are nighttime mammals. Many bats use echolocation to help them navigate and find food in the dark. Bats also play important roles in ecosystems. Some eat insects, some pollinate plants, and some help spread seeds.

Standards Note: Activities may support early literacy, oral language, phonological awareness, comprehension, narrative writing, and science observation. Suggested K–2 standards include K.RL.1, K.RL.2, K.RL.3, K.RF.2, 1.RL.1, 1.RL.2, 1.RL.3, 2.RL.1, 2.RL.2, 2.RL.3, K.W.3, 1.W.3, 2.W.3. Possible science connections include K-LS1-1, 1-LS1-1, and 2-LS4-1.

Day 1 – Meet Breezy McGee

Learning Objective: Students will identify the main character and setting of the story.

Standards: Pre-K: Oral language, listening comprehension, vocabulary

K.RL.3 | 1.RL.3 | 2.RL.3

Bat Fact Focus: Bats are mammals that are active at night. Many bats sleep, or roost, during the day and come out at night.

Phonics

- **Pre-K:** Introduce the /b/ sound. Use: Breezy, bat, big. Students flap their arms when they hear /b/.
- **K:** Introduce letter B. Use: Breezy, bat, buddy, biscuit. Students trace B in the air and clap when they hear /b/.
- **1st:** Beginning blend br using Breezy and bright. Students underline br and practice saying the blend.
- **2nd:** Review long e sound using Breezy, be, see, tree, McGee. Students find words that end with the long e sound..

Conventions

- **Pre-K:** Naming words: bat, cave, moon.
- **K:** Model sentence: Breezy is a bat. Circle the capital B.
- **1st: Fix:** Fix the sentence: breezy is a bat. → Breezy is a bat..

- **2nd:** Capitalization in names/title words (teacher modeling): Breezy McGee and All That He Sees.

Reading/Comprehension

- **Pre-K:** Point to Breezy. Ask: “Who is this?” and “Where does he live?”
- **K:** Identify Breezy and the cave setting.
- **1st:** Ask: “What do we learn about Breezy at the beginning of the story?”
- **2nd:** Describe Breezy using evidence from the story: small, excited, curious, silly.

Writing

- **Pre-K:** Draw Breezy in his cave. Dictate one word: bat.
- **K:** Draw Breezy. Write or dictate: This is Breezy.
- **1st:** Write one sentence: Breezy is a bat.
- **2nd:** Write two sentences describing Breezy and where he begins his adventure.

Day 2 – Nighttime Sights

Learning Objective: Students will identify things Breezy sees in the nighttime sky and describe the setting.

Standards: Pre-K: Listening comprehension, vocabulary, visual observation

K.RL.1 | 1.RL.1 | 2.RL.1

Bat Fact Focus: Bats are nocturnal, which means they are active at night. Other nighttime animals in the story include the owl, coyotes, and raccoons.

Phonics

- **Pre-K:** Listen for rhyming words. Teacher reads: be / McGee, low / go. Students give a thumbs up when words sound alike.
- **K:** Rhyming pairs from the story: be / McGee, low / go, bright / light. Students echo the pairs.
- **1st:** Long i sound using night, bright, light. Students circle the igh pattern.
- **2nd:** Compare rhyming patterns: be / McGee and bright / light. Students sort rhyme cards by ending sound.

Conventions

- **Pre-K:** Practice sky words: moon, stars, night.
- **K:** End punctuation. Model: I see the moon.

- **1st:** Exclamation marks. Model: Thanks for the light!
- **2nd:** Quotation marks in dialogue. Show that Breezy’s spoken words are inside quotation marks.

Reading/Comprehension

- **Pre-K: Ask:** “What does Breezy see in the sky?”
- **K:** Identify moon and stars in the illustrations.
- **1st: Ask:** “How does the moon help Breezy?”
- **2nd:** Discuss how the nighttime setting helps the story happen.



Writing

- **Pre-K:** Draw the moon or stars. Dictate one word: moon or star.
- **K:** Write/dictate: I see the moon.
- **1st:** Write one sentence: Breezy sees the stars.
- **2nd:** Write 2–3 sentences describing the nighttime sky using at least two adjectives.

Day 3 – Zip, Zoom, Boom!

Learning Objective: Students will identify action words and explain how movement makes the story fun.

Standards: Pre-K: Oral language, movement, vocabulary
K.RL.7 | 1.RL.7 | 2.RL.7

Bat Fact Focus: Bats are the only mammals that can truly fly. Many bats use echolocation, which means they make sounds and listen for echoes to help them move through the dark.

Phonics

- **Pre-K:** Listen for /z/ in zip and zoom. Students make a flying motion when they hear /z/.
- **K:** Letter Z using zip, zoom. Students trace Z and say the sound.
- **1st:** Double o sound using zoom, loop, moon. Students underline oo.
- **2nd:** Syllable claps: Breezy, adventure, coyote, raccoon, echolocation..

Conventions

- **Pre-K:** Action words: zip, fly, see.
- **K:** Verbs are action words. Act out: zip, fly, race.

- **1st:** Add action words to sentences: Breezy zips. Breezy zooms.
- **2nd:** Strong verbs. Compare: Breezy went. Breezy zipped. Breezy zoomed.

Reading/Comprehension

- **Pre-K:** Act out Breezy flying high and low.
- **K:** Find Breezy’s funny ker-bonk moment.
- **1st:** Ask: “What makes Breezy silly?”
- **2nd:** Discuss how action words help readers picture the story.

Writing

- **Pre-K:** Draw Breezy flying. Dictate an action word.
- **K:** Write/dictate: Breezy can fly.
- **1st:** Write one action sentence: Breezy zooms through the sky.
- **2nd:** Write 2–3 sentences about Breezy’s flight using at least three action words.

Day 4 – Desert Friends and Habitat

Learning Objective: Students will identify animals and plants in Breezy’s habitat and describe what he notices.

Standards: Pre-K: Science observation, vocabulary, oral language
K.RL.2 | 1.RL.2 | 2.RL.2; Science Connection: K-LS1-1 | 2-LS4-1

Bat Fact Focus: A habitat is the place where an animal lives. Animals need food, water, shelter, and space. Breezy’s nighttime world includes a cave, desert plants, insects, lizards, coyotes, raccoons, an elk, and other bats.

Phonics

- **Pre-K:** Animal sounds and beginning sounds: bat, coyote, lizard.
- **K:** Letter C using cave, cactus, coyote. Students sort hard C words and non-C words.
- **1st:** Digraph sh using shiny and sharp. Students underline sh.
- **2nd:** R-controlled vowels using stars, sharp, dark. Students circle ar.



Conventions

- **Pre-K:** Sorting words: animals and plants.
- **K:** Nouns from the story: bat, owl, coyote, raccoon, lizard, cactus, elk.
- **1st:** Adjectives: bright moon, prickly cactus, big elk, silly singers.
- **2nd:** Commas in a list: Breezy sees coyotes, raccoons, lizards, cactus, and elk.

Reading/Comprehension

- **Pre-K:** Point to animals Breezy sees.
- **K:** Name one animal and one plant from the story.
- **1st:** Ask: “What does Breezy say about each thing he sees?”
- **2nd:** Compare two animals in the story. How are they alike? How are they different?

Writing

- **Pre-K:** Draw one animal Breezy sees. Dictate its name.
- **K:** Write/dictate: I see a lizard.
- **1st:** Write one sentence about an animal from the story.
- **2nd:** Write 3–4 sentences describing Breezy’s habitat using animals, plants, and setting words.

Day 5 – What Did Breezy Learn?

Learning Objective: Students will retell the story and connect Breezy’s curiosity to their own observations.

Standards: Pre-K: Retelling, oral language, drawing to communicate
K.W.3 | 1.W.3 | 2.W.3

Bat Fact Focus: Bats are helpful animals. Some bats eat insects, some pollinate plants, and some help spread seeds. Bats should be observed from a safe distance and should not be touched.

Phonics

- **Pre-K–2 Review Game:** “Find It in the Story” word hunt
Words: Breezy, bat, cave, moon, stars, owl, coyote, raccoon, lizard, cactus, elk, zip, zoom, boom.
- **Pre-K Extension:** Teacher says a word. Students point to a matching picture.
- **K Extension:** Students clap syllables in bat, moon, Breezy, coyote.

- **1st Extension:** Students sort rhyming words from the story.
- **2nd Extension:** Students sort words by phonics pattern: long e, igh, oo, ar.

Conventions

- **Pre-K:** Say a complete sentence: Breezy sees ___.
- **K–2:** Fix-the-sentence using manuscript words.
- **Example:** breezy sees the moon. → Breezy sees the moon.

Reading/Comprehension

- **Pre-K:** Name one thing Breezy saw.
- **K:** Retell beginning, middle, and end with picture cards.
- **1st:** Retell Breezy’s adventure in order.
- **2nd:** Explain the message: curiosity helps us notice the world around us.

Writing

- **Pre-K:** Draw one thing Breezy saw. Dictate: Breezy sees ___.
- **K:** Write/dictate: Breezy sees ___.
- **1st:** Write two sentences: Breezy sees ___. I see ___.
- **2nd:** Reflection paragraph: Breezy noticed many things at night. When I look closely, I notice ___.

Extension Lessons

Science Extension – Bat Fact or Story Fun?

Objective: Students will sort real bat facts from pretend or story-based details.

Materials: Bat fact cards, Breezy story cards, chart paper labeled Real Bat Fact and Story Fun.

Procedure:

1. Review Breezy’s adventure.
2. Explain that some parts teach us about real bats, and some parts are silly story fun.
3. Read cards aloud and sort together.
4. Discuss how stories can be fun while also helping us learn.

Card ideas:

- Real Bat Fact: Bats are mammals.
 - Real Bat Fact: Many bats are active at night.
 - Real Bat Fact: Many bats use echolocation.
 - Real Bat Fact: Some bats eat insects.
 - Story Fun: Breezy says, “Oh, biscuit!”
 - Story Fun: Breezy talks to the moon.
2. Story Fun: Breezy tells the lizard to dance.

Differentiation:

- **Pre-K:** Sort pictures only.
- **K:** Sort picture cards with teacher support.
- **1st:** Sort picture and word cards.
- **2nd:** Write one real bat fact and one favorite story detail.

Art Extension – Breezy’s Night Flight

Objective: Students will create a nighttime scene showing Breezy and something he sees.

Materials: Breezy coloring pages (*download for free at <https://moosecreative.co/my-childrens-books/>*), crayons, markers, construction paper, scissors, glue.

Procedure:

1. Students color Breezy or draw their own bat.
2. Add one nighttime feature: moon, stars, cave, cactus, lizard, owl, coyote, raccoon, or elk.
3. Students label their scene at their grade level.
4. Share with a partner: “Breezy sees __.”

Differentiation:

- **Pre-K:** Color and name one object.
- **K:** Label one object.
- **1st:** Write one sentence.
- **2nd:** Write 2–3 sentences describing the scene.

Movement Extension – Echolocation Game

Objective: Students will model how bats use sound and listening to move through the dark.

Materials: Open space, blindfold optional, soft classroom objects or cones.

Procedure:

1. Explain that many bats use sound and echoes to help them move at night.
2. One student is the “bat.” Other students or objects are “trees,” “rocks,” or “insects.”

3. The bat says “beep.” The class responds softly with “echo.”
4. The bat uses listening to move carefully through the space.
5. Discuss: “How did listening help the bat?”

Differentiation:

- **Pre-K:** Do this as a whole-class call-and-response without blindfolds.
- **K:** Teacher guides movement.
- **1st:** Students explain what the “echo” helped the bat know.
- **2nd:** Students write one sentence: Echolocation helps bats ___.

Science and Writing Extension – All About Bats Mini Book

Objective: Students will create a simple bat mini book using facts from the week.

Materials: Folded paper booklet, pencils, crayons, bat word bank.

Page Ideas:

- **Page 1:** Bats are mammals.
- **Page 2:** Bats can fly.
- **Page 3:** Many bats are active at night.
- **Page 4:** Some bats eat insects.
- **Page 5:** Bats are helpful.



Differentiation:

- **Pre-K:** Draw pictures and dictate one fact.
- **K:** Trace or copy sentence starters.
- **1st:** Write one sentence per page.
- **2nd:** Write a fact with one detail on each page.

Optional Home Connection

Send home the Breezy coloring pages with a short note:

Breezy McGee Nighttime Observation Activity

After reading *Breezy McGee and All That He Sees*, look outside together in the evening. What do you notice? The moon? Stars? Insects? Animal sounds? Draw or write one thing you saw or heard.

- **Pre-K/K:** Draw one thing.
- **1st:** Write one sentence.
- **2nd:** Write 2–3 sentences.