

## About the Book

Text Type: Fiction/Personal Account Page Count: 20 Word Count: 1,755

### Book Summary

*Bats in the Attic*, written in the first person, recounts a child's summer vacation at the shore with Gram. Living in a Victorian beach town is quite a contrast to the child's usual life in the city. The child learns the importance of bats, how to dig and cook clams, and to say good-bye to a very special summer. This book is the final installment in a three-part series about a child's summer at the shore.

## About the Lesson

### Targeted Reading Strategy

- Ask and answer questions

### Objectives

- Use the reading strategy of asking and answering questions before, during, and after reading
- Sequence events in a story
- Identify and use articles *a*, *an*, and *the*
- Understand idioms

### Materials

Green text indicates resources available on the website

- Book—*Bats in the Attic* (copy for each student)
- Chalkboard or dry erase board
- KWL/ask and answer questions chart, sequence events, articles *a*, *an*, and *the* worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- Content words:

Story critical: **ebb** (v.), **echolocation** (n.), **pups** (n.), **rabies** (n.), **secluded** (adj.), **snout** (n.)

Enrichment: *bloodworms* (n.), *Bon appétit*, *dimples* (n.), **driftwood** (n.), *Eptesicus fuscus*, *tides* (n.), *tines* (n.), **waded** (v.)

## Before Reading

### Build Background

- Ask students to tell what they know about bats. Ask if they've ever had bats in their house. If so, ask what they did to get rid of them.
- Make a KWL chart on the board. Hand out the [KWL/ask-and-answer-questions-chart worksheet](#). Review or explain that the *K* stands for knowledge we know, the *W* stands for questions we want to know, and the *L* stands for the knowledge we learned. Tell students to write the information they know about bats in the *K* column of their chart. Write the information students share on the KWL chart on the board.

- Ask students what they would like to know about bats. Tell them to write their questions in the *W* column of their KWL chart.

### Preview the Book

#### Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Show students the title page. Talk about the information on the page (title of book, author's name, illustrator's name).
- Show students the table of contents and explain that the chapter titles give clues about the contents of the book. For example, ask students what they expect to read about in the chapter titled "Blind as a Bat."

#### Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that having some prior knowledge about a topic and asking and answering questions while reading, helps them understand and remember the information in the book.
- Model using the cover of the book to ask questions.  
*Think-aloud: When I read the title of this book, I wondered how bats could get into a house's attic since I've heard bats are blind. I also wondered whose house they got into. I'm going to write these questions in the W column of my KWL chart. I'll have to read the book to find the answers to my questions.*
- Ask students to preview the rest of the book, including the illustrations. Remind them to write any new questions they have in the *W* column of their KWL chart.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Vocabulary


- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out a word. They can look for base words within words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. For example, write the word *echolocation* on the board. Direct students to page 10 to find the bold word in the text.
- Review or explain that students can usually use context clues in the sentence containing an unfamiliar word, or in surrounding sentences, to figure out the word. In this case, the sentence following *echolocation* tells the meaning (*A bat makes sounds from its mouth or nose that bounce off solid objects and echo back, which tells the bat the location of the object*).
- Ask students to turn to page 20 and read the glossary definition for *echolocation*. Tell students they can also check the meaning of words by looking them up in a dictionary.
- Remind students to check whether a word makes sense by rereading the word(s) in the sentence.
- Have students continue looking at the glossary on page 20. Have them read the glossary words and their definitions aloud. Next, have students turn to the pages indicated and read each glossary word in the sentence in which it appears. Use context clues in the surrounding sentences to work out unfamiliar vocabulary words as necessary.

#### Set the Purpose

- Have students read the book to answer their questions about the book. Tell them to add any questions they think of to the *W* column of their KWL chart.

## During Reading

### Student Reading

- **Guide the reading:** Review or explain that this story is written in the first-person, narrative style. The author is retelling events as if they actually happened. Have students read pages 4 through 10. Tell them to write answers they find to their questions in the L column of their KWL chart. If they finish before everyone else, they can go back and reread.
  - When they have finished reading, have students share their questions and the answers they found. Have them add any additional questions they thought of while reading to their KWL chart.
  - Discuss beliefs that students may have had about bats before reading the book (bats are related to mice, bats are blind) and how these ideas are untrue.
  - Model answering a question on the KWL chart.  
*Think-aloud: I learned that bats can see, so that must be how they got in the attic. I can write this answer in the L column of my chart. (Bats can see to get into an attic.) I also wanted to know whose house the bats got into. I learned that they got into Gram's attic. I'll write the answer to this question on my KWL chart, too.*
  - Tell students to think about what they know about bats as they read the remainder of the book. Ask them to write new questions and answers they find on their KWL chart as they read.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

## After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Reinforce that connecting to prior knowledge as they read keeps them involved in what they're reading and helps them understand and remember what they have read.

### Teach the Comprehension Skill: **Sequence events**

- **Discussion:** Ask students to tell what the author's purpose was for writing the book. Ask what they learned about bats. Ask what they learned about clam digging.
- **Introduce and model the skill:** Review or explain that many writers present the events in a story in the order in which they happened, but some writers do not. It is then up to the reader to look for signal words, such as *today*, *then*, *first*, and *after*, or time references, such as dates, to help them put the events in the order in which they occurred. Ask students to think of the steps, or sequence, involved in making a peanut butter and jelly sandwich. Have students list the steps as you write them on the board. Remind students to be specific. (1. Get out the bread, peanut butter, and jelly. 2. Get out the knife and spoon, and so on.)
- **Check for understanding:** Tell students to turn to page 14. Ask a student to read the second paragraph aloud. Ask another student to tell what the first step in clam digging would be (finding out when there's a full moon).
- **Think-aloud:** *When I read about clam digging, I wanted to remember the steps so I would know how to dig for clams myself someday. It sounds like fun.*
- **Independent practice:** Have students complete the [sequence events worksheet](#). Discuss their responses.

## Build Skills

### Grammar and Mechanics: **Articles a, an, and the**

- Show students the cover of the book and ask them to read the title. Point to the article and explain that this small word is called an *article* and is used to tell something about the attic. Write the words *a*, *an*, and *the* on the board. Explain that the words *a* and *an* are used to tell

about naming words in general, such as *an apple, a teacher, an ocean, or a dog*. Tell students that the word *the* is used to tell about one specific example of a thing, as in the apple, the teacher, and the dog.

- **Check for understanding:** Have students turn to page 8. Have them find the naming word *an* in the second to last sentence (*an hour*). Ask students to identify the letter the naming word begins with as a consonant or a vowel. Review or explain that writers use *an* before words that start with a vowel (*a, e, i, o,* and short */u/*) or with words that sound as if they start with a vowel.
- Have students turn to page 6. Have them find the word *a* in the first sentence of the second paragraph (*a breakfast*). Ask students to identify the letter the naming word begins with as a consonant or a vowel. Review or explain that writers use *a* before words that start with a consonant or a long */u/* sound.
- **Independent practice:** Introduce, explain, and have students complete the [articles \*a, an,\* and \*the\* worksheet](#). After students complete the worksheet, discuss their responses if time allows.

### Word Work: Idioms

- Explain that an *idiom* teaches a lesson or contains a message. It has two meanings—a literal meaning and a symbolic meaning.
- **Check for understanding:** Have students turn to page 19. Ask a student to read the first paragraph aloud. Ask another student to tell what the idiom is (*... now that you've had sand in your shoes*). Ask students to tell what this means literally (to have sand in your shoes). Ask students to tell what it means symbolically. (Once you've been to the beach, you'll want to return.) Ask students if they believe this idiom is true for every person who gets sand in their shoes.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

## Extend the Reading

### Writing Connection

Ask students to write, compose, or artistically create an allegory of their own. Remind them that an allegory must have two meanings—literal and symbolic. Have them start by deciding what message or lesson they want to teach. Have students share their allegory with the group. Ask the class to decide what the message is that the author or artist is trying to convey.

### Science Connection

Discuss eating seafood. List on the board the various kinds of seafood students have eaten. You may need to add your own seafood-eating experiences for variety. Provide print and/or Internet resources for students to choose and research a creature mentioned in the seafood discussion. Have students write about their chosen food and make a poster that includes a photo and a recipe from the Internet. Label your display *Bon Appétit!*

### Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.

Lesson Plan *(continued)***Bats in the Attic**

- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

**Assessment****Monitor students to determine if they can:**

- use the reading strategy of asking and answering questions to understand text during discussion and on a worksheet
- understand and identify a sequence of events in discussion and on a worksheet
- identify the articles *a*, *an*, and *the* in the text and on a worksheet
- understand idioms

**Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)