

About the Book

Text Type: Nonfiction/Informational Page Count: 22 Word Count: 1,200

Book Summary

Bats are fascinating, but often misunderstood, creatures of the night. This book dispels myths and sheds light on the true nature of bats. It provides an overview of the many types of bats, as well as discussing their habitat, how they fly, feed, and raise their young, and special features that make bats unique. The book even gives detailed directions for building a bat house.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Summarize to understand text
- Identify main ideas and details
- Identify *r*-controlled vowel *or*
- Recognize and form comparative and superlative adjectives
- Identify syllable patterns

Materials

Green text indicates resources available on the website

- Book—*Bats* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Main idea and details, *r*-controlled vowel *or*, comparative and superlative adjectives 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.

- Content words:

Story critical: **echolocation** (n.), **hibernate** (v.), **megabats** (n.), **microbats** (n.), **migrate** (v.)

Enrichment: **mammals** (n.)

Before Reading

Build Background

- Find out what students already know about bats. Ask: *What do you know about bats? Where do you find bats? How do you feel about bats?*
- Create a KWL chart on the board, and fill in the first column (K) with things students know about bats. As a group, brainstorm some things students would like to know about bats to write in the second column (W).
- Model the process of forming a question to add to the (W) column.
Think-aloud: *I am curious about what bats eat. So I will write, What do bats eat? in the W column*

and look for the answer while I read.

Preview the Book

Introduce the Book

- Give students a copy of the book, have them preview the front and back covers and read the title. Lead a discussion by asking: *What do you see on the cover? What do you think this book is about?*
- Have students turn to the table of contents. Review or explain that the table of contents lists the main topics in a book. Read through the chapter headings and ask whether they provide students with a better idea of what the book is about.
- Ask students to turn to the glossary. Review or explain that the glossary is a list of content words from the book. It contains word definitions, and it lists the page number in the book where the word is used.
- Show students the index. Review or explain that the index is an alphabetized list of topics with page numbers that tell where the reader can find information about different topics in the book. Tell students that they can use the index to find the answers to some of their questions. For example, they can look at the index to find out where in the book they should go to find out more about microbats. Ask students to tell which pages mention microbats (5–7 and 13–15).

Introduce the Reading Strategy: **Summarize**

- Have students turn to the introduction on page 4. Invite them to follow along silently as you read the introduction aloud. Model how to summarize (retell in their own words) the main points in the chapter. Ask: *What is the main thing you learn about bats in this section?* (They spend their days in cool, dark caves, hanging upside down. They spend their nights flying and hunting insects.)
- Invite students to continue previewing the book. Ask: *We know this book is about bats; is it fiction or nonfiction?* (Nonfiction) *How can we tell from the first few pages?* (Headings, illustrations with labels, etc.) Walk students through the headings for each new section. Ask: *It looks as if there is a lot of information about bats here. How can we make sure we understand and remember as much as possible?* (Stop and summarize each section or page, recall the important points in our own words and connect them with what we already know about bats)
- Throughout this process, encourage students to continue to think of questions to add to the second column (W) of the KWL chart on the board.
- As students read, they should use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary




- As you preview the book, ask students to talk about what they see in the photographs and use the vocabulary they will encounter in the text. Point out words that students might find challenging. Write the words on the board.
- Remind students of the strategies they can use to sound out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words and prefixes and suffixes. They can also use the context to work out the meanings of unfamiliar words.
- Have students locate the word *echolocation* on page 13. Ask them what two words make up this compound word (*echo* and *location*). Explain that we can discover the meaning of the compound word by looking at the definition of the two individual words.
- Have students use a dictionary to look up the words *echo* and *location*. Then ask them to give a definition for the word *echolocation*. Have students compare their meaning of *echolocation* to the one in the glossary of the book.

Set the Purpose

- Have students read the book to find answers to their questions about bats.

During Reading

Student Reading

-  **Guide the reading:** Have students read to the end of chapter 2, “About Bats.” Ask them to underline the important ideas in the chapter as they read. If they finish before everyone else, they can go back and reread for more detail.
- Ask students to share some of the questions from the KWL chart that they were able to answer by reading the first two chapters.
- Model answering a question on the KWL chart.
Think-aloud: *I wanted to know what bats eat. I found out by reading page 6 that they eat mostly insects, but some also eat small fish, mammals, and amphibians.* (Write what you learned in the (L) column of the KWL chart.)
- Ask students to share some of the important ideas they underlined in their books while reading. Turn to page 5, and model summarizing. On the board, write:
one of the oldest groups of mammals to have lived on Earth
they haven’t changed much
There are close to 1,000 kinds of bats.
microbats, megabats
- Explain that these are the main points you underlined in the “About Bats” chapter. To create a summary, you put these ideas together in your own words. Write: *Bats are a very old group of mammals. They haven’t changed much over time. There are almost one thousand kinds of bats, including microbats and megabats.*
-  Tell students to read the remainder of the book. Remind them to look for answers to the questions written on the KWL chart, or to think of other questions to add to it as they read. Have students underline the answers and write any new questions in the margins of their books.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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


- Have students share questions they found the answers to while reading. Record their responses on the KWL chart. Ask volunteers to summarize each chapter.
- Have students share any other questions they had while they were reading.
- Discuss how summarizing the main points, or retelling in their minds, after reading each chapter helps them understand and remember what they read.

Teach the Comprehension Skill: **Main idea and details**

- **Discussion:** Circle and discuss all of the questions on the KWL chart that were answered or revised by reading the book. Add any additional questions to the KWL chart on the board. Explain that in order to find the answers to some questions, students may need to consult other references.
- **Introduce and model:** Review or explain that many books are about one thing. Tell students that it is easy to tell what this book is about because the topic is the title of the book. Direct students to the table of contents. Explain that each chapter in this informational book contains a main idea and details about the main idea. Have students turn to chapter 4, “Flight and Feeding.” Explain

that this chapter has a main idea and details. Ask students what they think the main idea of the chapter is, based on the title (how bats fly and eat). Ask students to review the chapter. Then have them look at the six steps of echolocation. Ask: *Are these steps main ideas or details, and why?* (They are details that tell more about how bats fly.) Ask them to name other details that tell about flying and feeding. Explain how identifying the main idea and supporting details in a chapter can help them summarize the important facts and remember what the book is about.

- **Check for understanding:** Have students complete the [main-idea-and-details worksheet](#). Discuss their responses when students finish.
- **Independent practice:** Have students practice locating the main idea and details in other chapters. During this time, you may choose to work with a small group or work with individuals to monitor their oral reading and comprehension of parts of the text.

 **Extend the discussion:** Instruct students to use the inside back cover of their book to write one or two new things they learned about bats.

Build Skills

Phonics: **R-controlled vowel or**

- Write the word *sort* on the board and say it aloud with students. Explain that the sound they hear at the beginning of the word is one of the sounds made when the letters *o* and *r* are combined. Explain that the *or* letter combination is one of the letter combinations that stand for a group of sounds called *r-controlled vowels*. These vowel sounds are neither long nor short. They are tricky because they are sometimes difficult to hear.
- Have students say the /or/ sound aloud. Write the word *record* on the board. Run your finger under the letters in the word as students say the whole word aloud. Write another word on the board that contains the /or/ sound, such as *born*, and ask students to identify which letters represent the /or/ sound. Have students look on page 5 and highlight or circle the words that contain the /or/ sound (*According, records, before, for, forests, more*). Write the words on the board.
- **Check for understanding:** Have students work with a partner to identify all of the *r-controlled vowel* or words in the book by underlining each pair of letters that make the sound.
- **Independent practice:** Introduce, explain, and have students complete the [r-controlled vowel or worksheet](#). If time allows, discuss their answers aloud after students finish.

Grammar and Mechanics: **Comparative and superlative adjectives**

- Review or explain that when you compare two or more things, you look for similarities or differences. Say: *If I want to talk about comparing these two pencils, how might I do that?* (Each pencil should be different in one or more ways: taller, shorter, thicker, brighter, etc.) Children may suggest comparing size, color, weight, or even age. *What are some words we can use to talk about size?* (long, short, tall, small, thick, thin, etc.) *How would we use the word long to compare one pencil to the other?* (e.g., The red pencil is *longer* than the yellow pencil.)
- Write the suggested sentence on the board. Discuss that the *-er* added to *long* makes it the comparative form of *long*.
- Add a third pencil that is longer or shorter than the others. *How can I compare all three pencils?* (The blue pencil is the *longest*.) Discuss how adding *-est* to *long* makes it the superlative form of the word.
- Give students the [comparative-and-superlative adjectives worksheet](#). When students finish, discuss their answers.

Word Work: **Syllable patterns**

- Explain to students that there are rules for how to divide words into syllables. Review the following with students:
 1. Each syllable represents a beat within the word.

2. Each syllable has only one vowel sound.
 3. Words are divided between syllables.
 4. When two consonants come between two vowels, the word is divided between the consonants.
 5. A prefix or suffix makes a separate syllable.
- Write the following words on the board: *hibernate, insect, microbats, sleeping*. Ask students to say each word and clap the syllables they hear. Have students say how many syllables each word has.
 - **Check for understanding:** Write the following words on the board: *echolocation, migrate, hanging, Mexico, flying*. Have students use the inside front cover of their book to write each word and show how each word is divided into syllables. Ask students to choose three other words from the book. Have them write these words on the inside front cover and show how to divide each word into syllables.

Build Fluency

Independent Reading

- Allow students to read their books independently or with a partner. Partners can take turns reading parts of the book, timing each other as they read short sections of the book.

Home Connection

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

Extend the Reading

Writing Connection

Have students write a story about a day in the life of a bat. Have them choose one kind of bat and give a glimpse of life from the bat's point of view. They can write it as if they were a bat or follow a bat's activities throughout a full day and night. Say: *Bats have very interesting lives that we don't see because they are nocturnal. Think about what it would be like to be a bat for a day and a night. What kind of bat would you be? What would you do? What would you eat? Where would you fly? Where would you sleep?* Have students share their stories with the class.

Visit [Writing A-Z](#) for a lesson and leveled materials on nonfiction informational writing.

Science Connection

Bats are an important part of our environment. Have students make a chart showing how and why bats are important in the environment. If bats are endangered in your area, have students find out what can be done to help protect them. Have students put together an oral and visual presentation of their findings and present it to other classes or organizations in order to raise community awareness about the importance of bats in our environment.

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.
- 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:

- effectively summarize a chapter using their own words
- identify the main idea and supporting details in each chapter by completing the main-idea-and-details worksheet
- accurately identify and read words that contain *r*-controlled vowel *or*
- understand and correctly describe comparative and superlative adjectives; complete the worksheet
- recognize and understand syllable patterns during discussion

Comprehension Checks

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