



### About the Book

Text Type: Nonfiction/Informational Page Count: 10 Word Count: 72

#### Book Summary

*Bats Day and Night* gives readers an inside look at bats' daily routines. The simple sentences and interesting photographs support early-emergent readers as they learn about what bats do during different times of day and night. Use this interesting subject to teach students about sequencing events and using verbs.

### About the Lesson

#### Targeted Reading Strategy

- Ask and answer questions

#### Objectives

- Ask and answer questions to understand text
- Sequence events
- Discriminate initial consonant /h/ sound
- Identify initial consonant *Hh*
- Recognize and use verbs
- Identify and apply the suffix *-ing*

#### Materials

Green text indicates resources are available on the website.

- Book—*Bats Day and Night* (copy for each student)
- Chalkboard or dry-erase board
- Photograph of a bat
- Index cards
- Pages cut out of an extra copy of the book
- Ball
- Ask and answer questions, sequence events, initial consonant *Hh*, verbs worksheets
- Discussion cards



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

- High-frequency words: *are*, *it*, *the*
- Content words:  
Story critical: *bats* (n.), *cave* (n.), *evening* (n.), *hanging* (v.), *hunting* (v.), *returning* (v.)

### Before Reading

#### Build Background

- Place a photograph of a bat on the board. Ask students to identify the animal by calling out its name. Have students share with a partner everything they know about bats.

- Draw a KWL chart on the board and explain each section to students. Explain to students that KWL charts help to organize information about a particular topic. Invite volunteers to share information they discussed with their partner, and record it in the K column of the chart.

## Book Walk

### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

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

- Explain to students that engaged readers ask questions before and during reading, and then look for answers to those questions as they read. Point out that asking and answering questions while they read helps readers to remember and understand information in the book.
- Model asking questions.  
*Think-aloud: On the cover of this book, I see a bat dipping down to what appears to be water. On the basis of this picture and the title of the book, I have a couple of questions. First, what is that bat doing? Is it getting a drink water? Second, what do bats do in the daytime? I will search for the answers to these questions as I read the book.*
- Record questions from the think-aloud in the KWL chart on the board.
- Have students discuss with a partner questions they have about the book, on the basis of what they previewed on the cover and title pages. Invite volunteers to share their questions, and record them in the W column of the KWL chart on the board.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

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

- Ask students to share with a partner the steps they take to get ready for bed. Invite volunteers to share their bedtime routine with the class, and record the sequence of events on the board, using key words and pictures.
- Explain to students that a sequence of events is the order in which events occur.
- Rewrite a bedtime sequence so that the events are out of order. Retell the bedtime routine using this incorrect sequence and have students share with a partner what is wrong with the retelling. Remind students that when we describe events in the wrong order, the description does not make sense.
- Write the following key words on index cards and place them on the board: *brush teeth, leave house, wake up, and get dressed*. Draw simple pictures to illustrate each card.
- Model how to sequence events.  
*Think-aloud: To get ready for school in the morning, I follow a certain sequence of events before I leave. First, I have to wake up. Second, I get dressed and brush my teeth. Third, I leave the house to head for school. I won't be able to leave the house until I complete these steps in that order. Following the right sequence of events is very important.*
- As you speak, rearrange the cards so they are presenting the correct sequence of events.
- Explain that most books, just like the scenarios discussed, also have a sequence of events. *When talking about the book, readers must be sure they describe events in the right order for their retelling to make sense.*
- Write the words *first, second, and third* on the board. Explain to students that they can use connecting words like *first, second, third*, and so on to help them correctly organize a sequence of events.

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *Look at all those bats flying into the cave! What is a cave? That's right; a cave is a large, empty space in the ground.*
- Explain to students that one way to decode difficult words is by breaking bigger words up into smaller pieces and checking the picture. For example, point to the word *hanging* on page 4 and say: *I see this longer word on the page that shows bats upside down. The word begins with the /h/ sound. If I take off the ending by covering the letters ing, I get a much simpler word. Maybe I can decode this word using the picture. The bats are upside down. When a person wants to be upside down, they can hang from a bar or a tree branch. The word hang makes sense with the sentence and the picture. Now, I just need to add the ending. I know the letters ing make the /ing/ sound. When I add this sound to the word hang, I create the word hanging. The bats are hanging upside down. The sentence makes sense with this word. The word must be hanging.*
- Pass out six index cards to each student. Write the vocabulary words on the board and have students copy one word on each index card.
- Have students work with a partner to sort the words into two groups: words that can be broken up into smaller words and words that cannot. Have students practice decoding the words with a partner. Remind them to take off the *-ing* ending to help decode longer words. After everyone has had time to practice, point to a vocabulary word on the board, and have students say it aloud. Read the word again, emphasizing the proper pronunciation, and have students repeat.
- Discuss the meaning of each word with the class. Have students draw a picture on the back of each index card that represents the meaning of the word.

### Set the Purpose

- Have students read to find out more about bat activities. Remind them to think about the correct sequence of events in a bat's day as they read.

## During Reading

### Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 5. Encourage those who finish early to go back and reread.
- Model asking and answering questions.  
**Think-aloud:** *Earlier, I wanted to know what bats do during the day. After reading the beginning of the book, I learned that bats return to their cave and sleep during the day. This knowledge created new questions for me. For instance, what do bats do at night? Why do bats hang upside down? Also, I had one question from before that the book didn't answer. Is the bat on the front cover getting a drink of water? I will continue to look for answers, both to this question and to my new questions, as I read.*
- Discuss with students the questions on the board. Have students point to questions that were answered during the first part of the book. Invite volunteers to share the answers to those questions, and record them in the L column of the chart.
- Introduce and explain the [ask-and-answer-questions worksheet](#). Point out that the worksheet uses the same KWL chart as shown on the board. Ask students to write three facts they already knew about bats in the first column of their chart, using key words and pictures if necessary.
- Have students discuss with a partner new questions they have about the book. Ask them to record their questions in the second column of their chart.
- Write the following sentences on the board: *The bats hang upside down* and *The bats return to the cave*. Ask students to point to what happens first. Point out that in order to hang upside down in a cave, the bats must first be in the cave, so the bats returning must happen first in the sequence of events.

- Ask students to discuss with a partner why sleeping comes after hanging upside down. Invite volunteers to share their explanation with the rest of the class.
- **Check for understanding:** Have students read to the end of page 8. Encourage them to continue recording answers and new questions in the appropriate columns on their worksheet.
- Cut out the pages from an extra copy of the book. Place pages 8 and 6 on the board. Ask students to identify which event comes first. Rearrange the pages on the board. Have students discuss with a partner why the bats have to wake up first.
- ✍ Have students look at these pages in their book and circle the words *afternoon* and *evening*. Explain to students that since this book follows the events in a day, the time of day will give them a clue about the sequence of events. Since afternoon comes before evening, the events in the afternoon have to come before those in the evening.
- Have students read the remainder of the book. Remind them to think about the correct sequence of events in the book, using the time of day as a guide.
- ✍ 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

- **Think-aloud:** *I have finished the book, and I have answered and unanswered questions. I now know what bats do at night. They leave the cave and hunt for bugs. However, I don't know why they hang upside down, and I still don't know what that bat is doing above the water. The book did not answer these questions for me. Nonetheless, asking questions kept me interested in the book, and finding the answers to questions helped me to remember and understand what I read.*
- Record new answers in the L column on the board. Circle any questions from the central column that remain unanswered.
- Discuss with students how they would find the answers to questions that are not explained in the book. Record these unanswered questions on a separate sheet of paper, to be used in independent research or for the science extension.
- Ask students to think about how asking and answering questions helped them to understand and remember the story. Invite volunteers to share their thoughts with the rest of the class.
- **Independent practice:** Have students complete the ask-and-answer-questions worksheet. Have them share with a partner the answers they found, and have partners discuss how well the answer matches the question.

## Reflect on the Comprehension Skill

- **Discussion:** Place pages 3 through 10 on the board, out of order, with the page numbers blocked out. Have students work in groups to discuss the correct sequence of events for these pages, without using their book. Write the ordinal words *first* through *eighth* on the board. Point to the word *first* on the board, and call on a random student to describe what event happened first. Invite a volunteer to come to the board and place the correct picture beneath the word *first*. Continue until all the pages have been sequenced in the correct order.
- Ask students to describe to a partner how sequencing events helped them to remember and understand the book.
- **Independent practice:** Introduce, explain, and have students complete the **sequence events worksheet**. If time allows, discuss their answers.
- **Enduring understanding:** In this book, you learned about a bat's daily routine. Now that you know this information, what do you think a bat needs to do to survive? Why do you think bats live in caves?

## Build Skills

### Phonological Awareness: Initial consonant /h/ sound

- Say the word *hang* aloud to students, emphasizing the initial /h/ sound. Have students say the word aloud and then say the /h/ sound.
- Point out that the /h/ sound is a very soft sound, like a huff of air. Have students practice huffing the /h/ sound with a partner.
- Ask students to listen closely to the following words that describe bat activities: *eat, hang, move, hunt, and wake up*. Repeat the words and have students clap their hands when they hear a word that begins with the /h/ sound.
- **Check for understanding:** Say the following words one at a time and have students raise their hand if the word begins with the /h/ sound: *hen, in, and, hand, art, heart, hot, his, and is*.

### Phonics: Initial consonant Hh

- Write the word *hang* on the board and say it aloud with students.
- Have students say the /h/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /h/ sound in the word *hang*.
- Have students practice writing the letter *Hh* on a separate piece of paper while saying the /h/ sound.
- **Check for understanding:** Write the following words that begin with the /h/ sound on the board, leaving off the initial consonant: *hill, ham, hum, hop, hair, and hips*. Say each word, one at a time, and have students repeat. Have students copy the words on a separate sheet of paper and add the initial *Hh* to each word. Invite volunteers to come to the board and add the initial *Hh* to the words on the board.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant Hh worksheet](#). If time allows, discuss their answers.

### Grammar and Mechanics: Verbs

- Throw a ball up in the air and catch it. Ask students to identify what you are doing. Write the words *throwing* and *catching* on the board. Explain to students that these words are *verbs*.
- Explain to students that verbs are *action words*. Verbs describe actions that the subject of the sentence is doing. Point out that subjects can be people or animals.
- Write five simple sentences on the board. Have students work with a partner to identify the verb in each one. Invite volunteers to come to the board and circle the verb in the sentence.



**Check for understanding:** Have students work with a partner to locate verbs in the book. Ask students to find and circle at least five verbs. Invite volunteers to share a verb they found with the rest of the class. Have the rest of the students give a thumbs-up signal if they agree that the word is a verb and circle the verb in the book if they had not already done so.

- **Independent practice:** Introduce, explain, and have students complete the [verbs worksheet](#). If time allows, discuss their answers.

### Word Work: Suffix -ing

- Write the following words on the board: *hunting, hanging, moving, and sleeping*. Read the words aloud and have students repeat. Have students discuss with a partner what all these words have in common.
- Explain to students that adding the suffix *-ing* to the end of verbs changes them to *progressive tense*, which is a verb that shows action in progress right now. Point out that a suffix is an added ending that slightly changes the meaning of a word.
- Demonstrate by running in place. Ask students to identify what you are doing. Point out they used the suffix *-ing* to indicate that you are running right at that moment.

## Lesson Plan *(continued)*

## Bats Day and Night

- Use your hand to cover the suffix *-ing* on the word *hunting*. Ask students to identify the present-tense verb. Repeat the process with the other verbs on the board.
- Ask students to each think of a verb. Call on random students to share their verb, and record it on the board. Demonstrate adding the suffix *-ing* to each verb. Have students read the new words aloud. Point out that when a verb ends in the letter *e*, they remove the letter *e* before adding the suffix *-ing*.
- **Check for understanding:** Write the following verbs on the board: *start, jump, ask, dance, and return*. Have students add the suffix *-ing* to each verb and then work with a partner to use the verbs in oral sentences.

### 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. Have them discuss the connections they made to the book with someone at home.

### Extend the Reading

#### Informational Writing and Art Connection

Have students choose an animal. Ask students to either research or observe the animal (the latter option works best if they or someone they know owns a pet). Have students take notes on the animal's behavior throughout the day: morning, afternoon, and night. Ask students to draw a picture of their animal. Then, have students choose three verbs that describe what the animal does for each period of the day. Have students write three sentences describing their animal's daily routine, using the following sentence starter: *In the \_\_\_\_\_ [time of day], the \_\_\_\_\_ [animal] \_\_\_\_\_ [verb].*

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on informational writing.

#### Science Connection

Refer to the unanswered questions from the KWL chart used during the lesson. Choose several questions that would yield the most information, and write them on the board. Explain to students that one way to answer questions that are not answered by the book is to do research in other sources. As a class, research their questions through books, magazines, and the Internet with age-appropriate information about bats. Break students into groups, and have them create a poster that presents the information they learned and includes illustrations and key words about bats. Hang the posters up on the bulletin board.

#### 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:**

- consistently use the strategy of asking and answering questions to understand text during discussion and on a worksheet
- accurately sequence events during discussion and on a worksheet
- consistently discriminate initial consonant /h/ sound during discussion
- accurately write the letter symbol that represents the /h/ sound during discussion and on a worksheet
- properly use verbs during discussion and on a worksheet
- correctly apply the suffix *-ing* during discussion

**Comprehension Checks**

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