

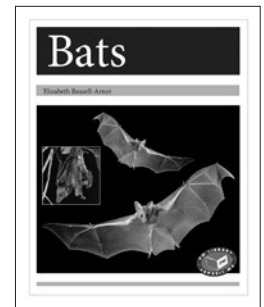
# Bats

PM Level 22

Gold

**Text Type** Information Report

**Running Words** 604



## Preparing for Guided Reading

### Orientation to the text

- Show the children a selection of photographs and diagrams of different types of bats. View and discuss these in depth.

### Prior knowledge

- Discuss other animals, besides birds, that live in trees. How do these animals move around? What do they eat?

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*allowed, bite, blind, folded, usually*

#### Content Words

*blood, completely, curved, damage, destroy, disliked, echo, fingers, hibernation, high-pitched, mammals, mangoes, maternity, migration, scurry, squeaks, stretchy, teats, thousands, tongues, vampire*

### Decoding

- Encourage automatic recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.

### Focusing on the story – guided reading

- Discuss the title and cover photograph, paying particular attention to the inset photo showing the young bat.
- Examine the contents page. Ensure that students have an understanding of chapter headings and corresponding page numbers.
- Have students read p. 2. Focus their attention on the word *nocturnal*. Ensure that all students have a sound understanding of this concept. Ask them whether they know of any other nocturnal animals.
- Make a list of characteristics that are common to bats.
- After reading pp. 4–5, talk about the features of bats' wings and the way they move.
- Ask the children to read pp. 6–7 to find out what different bats eat. Discuss.

- Focus on the words *hibernation* and *migration*. Discuss. Have students suggest other animals that hibernate or migrate in winter.
- Explain to students that bats use their voices and hearing to help them navigate and locate food sources. Discuss and compare this to human senses.
- Have the children practise using the index to find information.
- Discuss the name and purpose of the semicolon on p. 13 of the text. It is used to mark a break in the sentence and link ideas.

### Comprehension

- What body covering do bats have? (*Literal*)
- Why do bats fold up their wings to move along the ground? (*Inferential*)
- Why do bats like to sleep in dark places? (*Applied Knowledge*)

### Follow-up activities

- Study the photographs of the bats in flight on p. 2. Talk about the shape of the bodies and the wing structure. Pay particular attention to the symmetry of the bodies and wings. Refer students to p. 3 to check that they discussed all the important features. Give each student a sheet of paper and ask her/him to fold it in half and draw half a bat with its wings extended. Cut carefully around the shape and fold out to reveal a symmetrical form. Hang these from the ceiling with nylon thread.
- Read a fiction story about bats. Have students retell the story as an enlarged wall story. Invite a younger class in to share the story.
- Ask students to make up questions about facts they have learnt from *Bats*. They can record each question on a card and write the correct answer on the back. Gather the cards and hold a quiz session with the class.
- Have students write book reviews of *Bats*. Ask them to include a statement about which chapter they found the most fascinating and why. Present these in booklet form.

## Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, personal experiences and vocabulary used in the text.
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## Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to assist me in decoding the text.
- I can predict some of the content in the text based on prior knowledge, personal experiences, and the vocabulary used in the text.
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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up