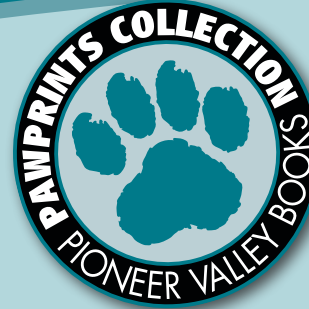




TITLE: BATS  
LEVEL: L



## INTRODUCE THE BOOK

Before students begin to read, make them familiar with the important ideas, plot, new language structures, and new words in the book. Prepare them for a successful first reading of the story. You might say:

- "This is a nonfiction book about bats. Bats are not birds. They are mammals just like we are."
- "Turn to pages 2 and 3. Bats live on every continent except Antarctica."
- "Turn the pages. Let's look at what we are going to read and learn about bats."
- "Now turn to page 16. Here is a glossary where you can find out what some of the words mean."
- "Turn back to the beginning and read about bats."

## READ THE STORY

Encourage each student to read the entire book in a soft reading voice. Listen to students' reading and prompt for and/or praise strategic processing. Refer to the Level L Prompting Guide for a list of desired reading behaviors and suggested actions to take.

## DISCUSS THE STORY

Invite students to talk about the book. Encourage students to make connections to their own experiences and/or other books on the topic they have read. Below are some discussion ideas.

- Discuss what students have learned about bats.
- What other questions do they have about bats?

## FOLLOW-UP TEACHING

Based on your observations of the students' reading, select one or two teaching points that will be most helpful to all of the students. You might:

- Have students locate the word *hibernate* on page 7. Make the word with magnetic letters. Ask a student to show where he/she would break the word apart.
- Review any new words that were tricky and show students ways to solve for unknown words (read and make the first sound or break the word apart with their finger).



## You Will Need:

- Chart paper
- Marker

## EXTEND KNOWLEDGE OF WORDS AND LETTERS

*In this lesson students will say words slowly to hear all of the sounds.*

### Steps:

1. Explain to the students that you are going to write down some things they know about bats. As a group, discuss which one and what to write about it.
2. Refer back to the book for ideas of what they might want to say.
3. Select several ideas to record on the chart.
4. Have the students say the first word slowly.
5. Ask "What can you hear?" Have students come up and record the sounds they hear.
6. Work until the students have heard all of the sounds they can. Fill in the missing letters yourself.
7. Read the sentences.

## SUPPORTING ENGLISH LANGUAGE LEARNERS

*Consider what additional challenges the lesson might present for second language learners.*

- Review the vocabulary in the glossary and make sure they understand the meaning of each word.
- Rehearse orally some of the more complex sentences before the students begin to read.

*For the Lesson Extension Activity for this book, go to [pioneervalleybooks.com/pawprints](http://pioneervalleybooks.com/pawprints).*