

National Geographic Kids Reader: Bats

Notes for teachers: using this book in the classroom

Reading objectives: read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; discuss and clarify the meanings of words; being introduced to non-fiction books that are structured in different ways; discuss the sequence of events in books and how items of information are related

Spoken language objectives: participate in discussions, presentations, performances, role play/improvisations and debates; use relevant strategies to build their vocabulary; give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Curriculum links: Science: Animals, including humans; Living things and their habitats; Art and Design

Interest words: mammal, nocturnal, nectar, echolocation, roost, ecosystem, vampire, fringed lip, wrinkled-lipped, Chiroptera, Amazonian, Gambian epauletted, teenie tiny, bumblebee, Hondurian, advantages, liquid, battitude, myths, misunderstandings, frequently, obstacles, appetite, mosquitoes

Pronunciation guide: Chiroptera (*Ky-rop-tuh-ruh*), epauletted (*e-pull-et-ed*), echolocation (*echo-location*), ecosystem (*ee-koh-system*)

Resources: paper, pencils, crayons

Children who are reading at Purple and Gold book bands should be able to read longer and more complex sentences and tackle more challenging and less familiar vocabulary with increasing independence. They may still need support from adults to help maintain fluency and to develop understanding as ideas become more complex, and more inference and deduction is required. Guided and Independent reading opportunities can be used to develop these skills.

Language

- Most of the language in this book will be manageable to children reading at this level and many words will be decoded independently. Some discussion may be needed in guided groups to develop comprehension as less familiar and technical vocabulary is introduced. Children may need help with the following:
 - decoding and understanding some of the language featured in the Bat words boxes: *mammal, nocturnal, nectar, echolocation, roost, ecosystem.*
 - reading bat names and descriptive terms for them: *Vampire, fringed lip, wrinkled-lipped, Chiroptera, Amazonian, Gambian epauletted, Teenie tiny, bumblebee, Hondurian.*
 - reading less familiar and longer vocabulary that appears in the main text, jokes and labels: *vampire, advantages, liquid, battitude, myths, misunderstandings, frequently, obstacles, appetite, mosquitoes.*

Collins

- Children may need help using the organisational devices, e.g. the table of contents to find answers for the quiz; the alphabetically organised glossary to check and develop understanding about the meanings of words.
- Children may need help to use a wide range of cues to make full meaning as they read, e.g. on pages 4–5 and 26–27, children need to understand that information from the images and labels needs to be used with the text and Bat word boxes to understand what a mammal is, and how bats support their ecosystems. Discussion and simple questioning will guide children to look closely at the images as they read together and make meaning.
- Children may need to discuss the concepts that are described in more extended and complex stretches of text, e.g. *echolocation*. Ask children to recount information to check and deepen understanding.
- Children will enjoy the word play used in the jokes and may need some support to understand how it works, e.g. a bat has a *battitude*.

Images

- Conceal the front cover. Describe what you can see and challenge children to guess what the creature is, before showing them. Look closely at the bat together. Can they find more detail than you provided?
- Challenge children to suggest how the bat on the cover is hanging on.
- Look closely at the different bats and their environments as you read. Discuss the images, e.g. the bat faces on pages 16–17; the rescued babies on pages 24–25.

Activities

- Turn to the 'Bat Hall of Fame' on page 30. Discuss the facts and ask children to choose which bat fact they think is the most amazing.
- Provide paper, pencils and crayons. Challenge children to make a myth busting poster together, explaining how bats help us, and are not pests.

Questions

- What kind of bats feed on blood, and whose blood do they like?
- What does nocturnal mean, and why is it helpful for bats to be nocturnal?
- How are bats like humans?
- What is echolocation? Try to act it out with a friend.
- Why do bats need to hang upside down? How does it help them to fly?