

Books for Young Learners Teacher Resource

Book Notes



Bat's Night Out /

El paseo nocturno del murciélago

Author Buffy Silverman

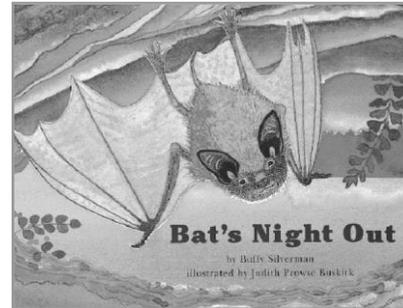
Illustrator Judith Prowse Buskirk

16 pages ■ 172 Eng. words ■ 168 Spn. words

Fountas and Pinnell Level L

Reading Recovery Level 19

Descubriendo la Lectura Level 11



Bat's Night Out

SYNOPSIS

Recount of a bat's nocturnal search for food.

WHAT THE BOOK OFFERS

- Realistic fiction, cyclic narrative
- Third person
- Past tense
- Some complex sentences
- Onomatopoeia
- Increasing range of letter patterns
- Medial digraphs, greater range within a book
- Cyclic story, sunset to sunrise

POSSIBLE SKILLS EMPHASIS

- Attending to initial, medial, and final sounds
- Identifying information
- Understanding how authors portray sound in text
- Coping with longer amounts of text

INTRODUCING THE BOOK

What does the cover (front and back) illustration tell us about bats?

What time of day is shown in the cover illustration?

What does the illustration on the title page add to our discussion?

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FOCUS OF INSTRUCTION

- Coping with longer chunks
- Identifying information
- Divide the book into the following pages for silent reading and discussion: pages 3 to 7, pages 8 to 9, pages 10 to 12, page 14, and pages 15 and 16.

What does this section tell us about Little Brown Bat?

Pages 8 and 9: *Tell me in your own words what Little Brown Bat did. What words did the author use to tell you how she did that?*

Pages 10 and 11: *What words did the author use to tell you when?*

Page 12: *What words did the author use to tell you why?*

How does the story end? Think about how the story began.

FOLLOWING THE READING

- How authors portray sound
- Identifying information
- Revisit pages 5, 8, and 10 to discuss impact of beep, flit, crunch—repetition and onomatopoeia
- Elicit other examples and discuss when these might be used in writing
- Group discussion: *What did we learn about bats?*

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>Bats help the environment because they . . .</i> <i>I think bats are . . . because . . .</i>
USE YOUR MEMORY	<i>Where did Little Brown Bat live? How did Little Brown Bat sleep?</i> <i>How did Little Brown Bat find insects to eat?</i> <i>How did Little Brown Bat catch insects to eat?</i> <i>Show in the book the pages where you learned the answers to these questions.</i>
WHAT'S YOUR OPINION?	<i>How do you think bats turn upside down so they can sleep?</i> <i>Why do you think lots of people are scared of bats? Are you? Why or why not?</i>
BE CREATIVE	<i>Write a story about Little Brown Bat using the following information:</i> <i>Main character: Little Brown Bat</i> <i>Other characters: Big Brown Bear and Funny Old Goat</i> <i>Setting: The zoo</i> <i>Season: Summer</i> <i>Problem: Little Brown Bat is lost in the zoo.</i> <i>Solution: Bear and Goat come up with a way to find Bat.</i>
VOCABULARY AGENT	<i>What are the "noise" words in the story? Find them.</i> <i>For example, an author might use "Pop, pop, pop" to describe fireworks.</i> <i>After you find all the noise words in this story, make up a list of noise words you could use in stories that you might want to write.</i>