

## English Language Arts: Bat Loves the Night

Teacher name:	Veronica M. Long
Grade:	2 <sup>nd</sup> grade
Estimated time for lesson/activity:	20 minutes
Lesson type:	Interactive Read Aloud

### Overview and Context

Overview of lesson:	<u>Bat Loves the Night</u> is a story that mixes both fiction and non-fiction text. The fictional story follows the protagonist, Bat, for the night. It shows what she does from the time that she wakes up until the time that she goes sleep once again in her roost. Throughout the book, non-fictional text is lightly interspersed to give the readers a better understanding and further context of what real-life bats are like.
Context of lesson:	This interactive read aloud is to be enacted in a second-grade classroom around Halloween.
Sources:	- <u>Bat Loves the Night</u> by Nicola Davies, illustrated by Sarah Fox-Davies

### Learning Goals

Learning Goals	Connection to Standards	Connection to Activities
Students will be able to... Ask and answer key ideas in the text, <i>Bat Loves the Night</i> .	R.IT.00.04 respond to individual and multiple texts by finding evidence and/or writing to reflect, make meaning, and make connections.	Students will have opportunities to share their individual responses to the text and to ask questions about the text.
Students will be able to... Describe the connection between the two kinds of information in the text – the narrative story of Bat and the informational text provided in a different font.	R.CM.01-02.03 compare and contrast relationships among key ideas within a text to create a deeper understanding.	Students will have opportunities to explore and discuss the connections between the narrative and informational sections of the text.

### Attending to the Learners

Anticipating student ideas:	<p>Many students have some kind of background knowledge about bats by second grade. Some of the information that the students know may be factual, and some may be myths (such as that bats suck the blood of humans).</p> <p>Some students may be more excited to learn and/or talk about bats because it is around Halloween, and bats are animals that are usually connected to Halloween. However, other students may be afraid to learn about bats because they are often associated with scary things.</p>
Making the content accessible to all students:	<p>Before beginning the story, we will activate background knowledge on the difference between fiction and non-fiction.</p> <p>Throughout the read aloud we will give all of the students an opportunity to share their ideas with the group, and make sure that all students listen to each other.</p>

### Instructional Sequence

Materials:	- <u>Bat Loves the Night</u> by Nicola Davies, illustrated by Sarah Fox-Davies
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<b>Launch:</b>	<p>Good morning, second graders! I am so excited to share a story with you today. Let's start off by sitting the way that good listeners sit. As always, we need to make sure that we are respectful audience members, and we are ready to raise our hands to share our ideas throughout the book.</p> <p>The story that we are reading today is called <u>Bat Loves the Night</u>. The author is Nicola Davies, and</p>
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	<p>her sister-in-law, Sarah Fox-Davies, illustrated the book. Nicola Davies loves going out into the night and watching bats, which is what gave her the inspiration for this story. She loves to watch a certain kind of bat that live in the roof of her cottage called “pipistrelle” bats. In fact, when the illustrator was working on this book one of those bats flew onto her desk! Raise your hand if you would like to share with us what you know about bats. [Take 2 or 3 examples, while being prepared to hear wrong answers.] It sounds like we already know some things about bats, and we will learn even more about them today. Today’s story mixes both fiction and non-fiction text in a way that should teach us a lot more information about bats! Raise your hand if you can tell me the difference between fiction and non-fiction. [Take answers and give examples to illustrate the difference.]</p> <p>During the story today, I want you to listen to the difference between the fiction and non-fiction parts of the book. Make sure you pay attention to the language that Nicola Davies uses for the narrative story (the fiction) and the informational text (the non-fiction).</p>
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Stopping Points	Initiating queries	Potential follow-up queries
After p. 7 After information on bat’s wings	Already from the first page we see the two different styles of text, narrative and informational. What differences do you notice between the fiction and the non-fiction text?	<p>If they didn’t mention that the informational text is smaller, you can say something like: Well, I’ve noticed that there are two different looks for some of the text in this book. What do you think that that could mean?</p> <p>There should also be some mention of the descriptive language used in the narrative text. Go back to the text and at some of the words such as “beady eyes,” “pixie ears,” and “thistledown fur.”</p>
After p. 15 Echolocation information	Thumbs up if you have ever heard of the phrase “blind as a bat.” Well, Nicola Davies tells us that bats can see, but hearing is better for them at nighttime. Raise your hand if you have an idea of why being able to hear for bats might be better than being able to see.	If the students seem to not understand the concept of echolocation, then spend some time explaining it and possibly using examples to better illustrate what it is.
After p. 19 Bat ate the moth	Let’s go back and look at the descriptive language used on this page. “Its wings fall away, like the wrapper from a candy.” Why do you think Nicola Davies used these words? How did they make you feel?	You should make sure to give an example of what the author could have said instead of the text. Example: “The wings fell off of the moth when Bat bit it.” This should tie into the idea of using descriptive language within the small moments that they are working on during their writing. Mention that the wording used helps us to imagine that Bat is getting to eat something delicious, like a Halloween candy. Using language like this helps to enhance the small moments that the students are working on in writing.
After p. 28 Finish the book	<p>So, why did Nicola Davies title this book “Bat Loves the Night?” Raise your hand and share with us one reason that you learned why Bat loves the night.</p> <p>Raise your hand if you have something to share that you learned that surprised you about bats.</p> <p>Raise your hand and share with us if you can help explain the difference why Nicola Davies may have used both the fiction and non-fiction text for the story.</p>	At this time the children might be a little restless. Make sure to pay attention to how the students are feeling, and base how many questions you ask and answers you take off of that.

<b>Wrap up:</b>	Thank you so much for listening so carefully once again to the story that I read to you. I hope that
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	when you see bats around for Halloween decorations that you think about what you learned during today's story about all of the things that makes all bats love the night.
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