

# Bats



## Teacher's Preparation

Prepare as for p.155. Print out and display the Story Green Words (see online file 'NF3.3 Bats', starting with tab a): *bat, seem, high, tree, feet, grip, branch, deep, bright, sight, feed, in flight, animal, away, timid, frightening, tightly, needs, telling, lights, pitched.*

Display the Red Words: *call, to, of, makes, winter, ears, echo* (sound that bounces off an object and comes back), *good, the.*

**DAY 1**

<p><b>Day 1 timetable</b></p> <p>See guidance below for activities in <b>bold</b>. See pp.155–157 for other activities.</p>	a. Daily Speed Sounds Lesson	<b>g. Book Introduction</b>
	b. Speed Sounds from the Storybook	h. First Read – Children
	c. Story Green Words	<b>i. Read Aloud – Teacher</b>
	d. Speedy Green Words (online file NF3.3c)	<b>j. Hold a Sentence – 1</b>
	e. Red Word Cards	k. Handwriting
	f. Partner Practice	



## Book Introduction

**Bats** are a type of **animal** called mammals. They are warm-blooded, have fur and **feed** their babies with milk. (Humans are also mammals.) Bats have the best hearing of all land mammals and are also the only mammal that can fly.

There are over 1000 different types of bat. Most of them feed on insects, but some eat fruit, fish and even blood.

Blood-drinking bats are called vampire bats, and they prey mainly on cows, horses and other large mammals. They have small, sharp teeth which can pierce an animal's skin without them noticing.

The biggest kind of bat is the flying fox. These bats have a wingspan of about 1.5 metres, which is even bigger than you! Flying foxes are fruit bats and do something really important: they spread the seeds of the fruit they eat (through their poo). They are responsible for scattering nearly all of the seeds needed for new **trees** in tropical rain forests.

**TTYP:** What do you know about bats?

## Read Aloud – Teacher

Follow as for p.157. **TTYP:** What do you think is the most interesting thing about bats?



**Hold a Sentence – 1** ( Bats feed at night. ) See *Get Writing! Pink*, p.24.

**DAY 2**

<p><b>Day 2 timetable</b></p> <p>See guidance below for activities in <b>bold</b>. See pp.157–158 for other activities.</p>	a. Daily Speed Sounds Lesson	f. Second Read – Children
	b. Speedy Green Words (online file NF3.3c)	<b>g. Hold a Sentence – 2</b>
	c. Red Word Cards	<b>h. Build a Sentence – Orally</b>
	d. Partner Practice	i. Handwriting
	e. Jump-in	



**Hold a Sentence – 2** ( Bats sleep in the day. ) See *Get Writing! Book*, p.24.

**Build a Sentence – Orally**

Tell children that tomorrow they will write some facts about bats. Explain that today you are going to help them build up a sentence about how bats sleep.

1. Display the picture of a bat sleeping (online file NF3.3d). **MTYT:** *Bats sleep in the day.*
2. **TTYP:** Where do bats sleep? Draw out responses such as *in trees/cave/rooftop/shed*. **TOL** as you experiment with the words in the sentence, e.g. *Bats sleep in trees.*
3. **TTYP:** How do they sleep? Draw out responses such as *upside down/hanging/wings closed/feet gripping the branch tightly*. **TOL** as you experiment with the words in the sentence, e.g. *Bats sleep in trees with their feet gripping the branches.*
4. Ask partners to decide on their own sentence and to practise saying it until they can remember it. Select a few partners to say their sentences to the group.

**DAY 3**

<b>Day 3 timetable</b> See guidance below for activities in <b>bold</b> . See pp.158–159 for other activities.	a. Daily Speed Sounds Lesson	e. Proofread
	<b>b. Think About the Information</b> (online file NF3.3e)	<b>f. Write Facts About Bats</b>
	c. Third Read – Children	g. Linked Text
	d. Questions to Talk About	

**Think About the Information**

**p.9** **TOL** about how sharp the bat's teeth look in the photo.

**TTYP:** Is a bat frightening or timid?

**p.10** **TOL** about sleeping during the day and whether it is comfortable (for a bat) to hang from a tree.

**p.11** **TOL** about other animals that sleep in winter (hibernate).

**p.13** **TOL** about how big this bat's ears are compared to the rest of its head and body.

**pp.14–15** **TOL** about how a bat finds its way (navigates) in the dark.

**MTYT:** *An echo is telling this bat that it is next to a tree.*

**p.16** **TOL** about what 'greedy' means.

**Write Facts About Bats**

1. **TOL** about what a fact is: a piece of information. Reflect on how this book is full of amazing facts about bats. Consider how much you have learnt about bats by reading it.
2. Use online file NF3.3 (tab g onwards) for this activity. Explain to children that they are going to write some facts about bats. Ask children to turn to p.25 of their *Get Writing!* Book. Display the first image (tab g).
3. **TTYP:** What is this bat doing? Draw out responses such as *sleeping/hanging from a branch*. Choose one of the children's suggestions to build into a factual sentence, using **MTYT**, e.g. *Bats hang from a tree to sleep.*
4. Navigate to the next tab and demonstrate how you write the sentence. Ask children to help you spell words using Fred Fingers for Green Words they can read.
5. Hide your writing. Ask partners to choose their own sentence and practise saying it aloud. Invite a couple of partners to share their sentences with the whole group. Ask children to write their first sentence on p.25 of their *Get Writing!* Book. Encourage them to spell new words using their phonic knowledge. Accept phonically-plausible spellings.
6. Repeat Steps 3, 4 and 5 (ask each question, demonstrate how you write, then ask children to write) for the other images, drawing out facts such as: bats fly at night; bats have big ears; bats eat insects.