



into Reading™



# A Bat Is a Bat



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Shared | Grade 2



Written by Jill Eggleton  
Illustrated by Grant Snow



Take & Teach Notes

DAY 1: Comprehension

Discuss the title and the cover – build anticipation. Read the entire story, using good voice characterizations. It is important to keep the story flowing. Stop only for student interactions that are necessary. After reading the story, ask questions to stimulate discussion. Suggestions are provided on page 23. Activities are also included that encourage students to generate questions and that facilitate social-emotional learning through making text-to-self connections.

DAY 2: Vocabulary

Reread the story, encouraging students to join in during repetitive portions of the text. If an interesting, unusual, or difficult word appears, read the page and then focus on the word. Discuss its meaning. If appropriate, ask students to demonstrate the meaning with actions. Include the word on a WOW WORDS chart.

DAY 3: Reading with Fluency

Use the Day 3 suggestions to focus student attention on the print conventions and punctuation that appear in the story. Reinforce how these visual clues will help them read with expression. Then have the students join in as you reread the story.

DAY 4: Phonemic Awareness, Phonics, and Word Study

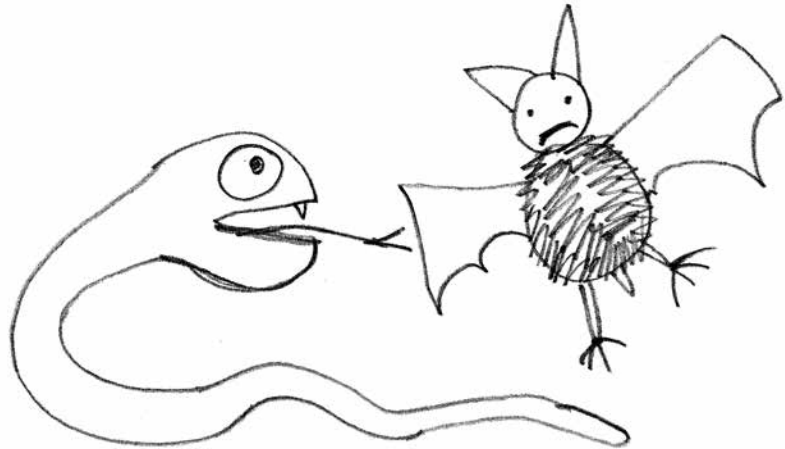
Reread the story together. Then use the pages with Day 4 suggestions to reinforce rhyming; the sounds of letters, blends, and digraphs; base words and suffixes; adjectives and adverbs; and possessives.

DAY 5: Responding to the Story

Use the story as a springboard for:

- retelling the story using drama. Use the story frames on page 24 to review the story.
- retelling the story using Creative Clusters. Creative Clusters encourage students to change the story by making up new problems and/or solutions, changing the way the story ends, etc. One student in the group begins the story, and at a signal, the next student in the group continues the story, until all the students in the group have had a turn.
- a drawing and a written response. The drawings can be collated into a book for shared or independent reading, or used as a wall display.

Sample response:

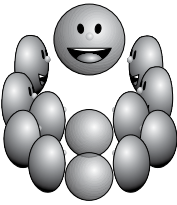


You are not a snake.  
You don't have a long body for  
sliding over the ground.  
Your wings will get in the way.

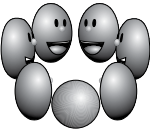
Olive

Key

WHOLE CLASS



GROUP TALK



SOCIAL-EMOTIONAL LEARNING

Accurate Self-Perception

WOW WORDS

hopping

sliding

echoing

creeping

bounced

A Bat Is a Bat

Developed by Jill Eggleton  
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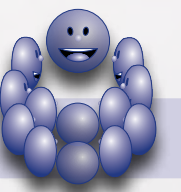
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Bat didn't like hanging  
upside down  
in a dark cave  
on a rocky old wall.

In fact . . .  
he didn't like being  
a bat at all!



#### DAY 1

Read the entire story to the students, using expression and voice characterizations.

#### DAY 2

Read the page. Focus on the word **hanging**. Talk about what it means.

Read the rest of the story, encouraging the students to join in, particularly at repetitive parts. Stop only on the pages with Day 2 vocabulary suggestions.

#### DAY 3

Make a circle around the period.

Ask the students:

*What is this?*

*What does it tell you to do?*  
(stop)

Make a circle around the exclamation point.

Ask the students:

*What is this?*

*What does it tell you to do?*  
(read with excitement)

Make a circle around the ellipses.

Ask the students:

*What are these?*

*What do they tell you to do?*  
(pause – something else is coming)

Say to the students:

*Read the page, using the clues to help you read with expression.*

Read the rest of the story together, focusing on the clues that help with the reading. Stop only on the pages with Day 3 suggestions.

#### DAY 4

Say to the students:

*We are going to read the whole story together. Remember to use the clues that help you read with expression.*

Read to page 23.

Return to pages 20–21.



Bat went flying  
out of the cave.

He saw a rabbit hopping,  
and he thought . . .

“Hopping is better than  
hanging.”



So Bat tried hopping  
like a rabbit.

But mooly dooly, that  
was a **disaster!**

## DAY 2

Read the pages with the students. Focus on the word **hopping**. Talk about what it means. Select students to demonstrate the meaning with actions. Write **hopping** on the **WOW WORDS** chart.

Focus on the word **disaster**. Talk about what it means.

Focus on the words **mooly dooly**. Tell the students that these are words the author made up. Ask them why they think the author used them. Ask the students what words the author could have used instead. Then ask students to make up other words that might sound good here.

Continue to read the story with the students, encouraging them to join in.

Stop only on the pages with Day 2 vocabulary suggestions.

## DAY 3

Make a circle around the word with bold type.

Ask the students:

*What do you notice about this word?*

*How will you read it?*

Say to the students:

*Read the pages, using the clues to help you read with expression.*

Read the rest of the story together, focusing on the clues that help with the reading. Stop only on the pages with Day 3 suggestions.





A voice went echoing  
through the trees . . .

*whoooooo whoooooo*

It bounced off the branches,  
and it bounced off the  
leaves . . .

*whoooooo whoooooo*

And the voice said,  
“You’re a bat,  
you’re a bat,  
and you can’t  
change that!”

## DAY 2

Read the pages with the students. Focus on the words **echoing** and **bounced**. Talk about what they mean. Write the words on the **WOW WORDS** chart.

Focus on the words **whoooooo whoooooo**. Ask the students what other words could be used to show the sound an owl makes.

Continue to read the story with the students, encouraging them to join in.

Stop only on the pages with Day 2 vocabulary suggestions.

## DAY 3

Make a circle around the quotation marks. Ask the students:  
*What are these?*  
*What do they tell you to do?* (change your voice because someone is talking)  
*Who is talking?*

Focus on the illustrative text **whoooooo whoooooo**. Ask the students:  
*What do you notice about these words?*  
*Why do you think they have been written like this?*

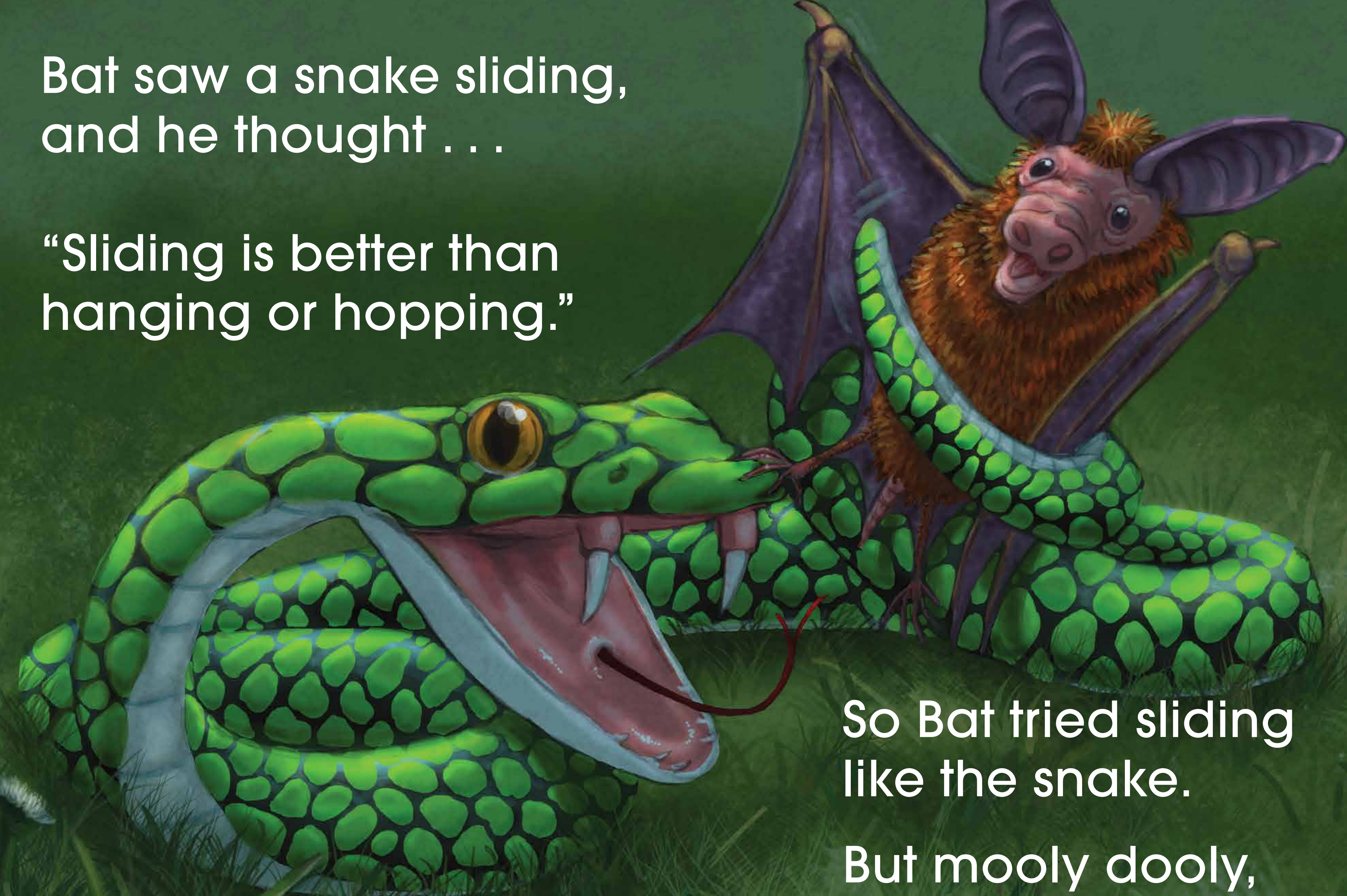
Say to the students:  
*Read the pages, using the clues to help you read with expression.*

Read the rest of the story together, focusing on the clues that help with the reading. Stop only on the pages with Day 3 suggestions.



Bat saw a snake sliding,  
and he thought . . .

“Sliding is better than  
hanging or hopping.”



So Bat tried sliding  
like the snake.

But mooly dooly,  
that was a **disaster!**

## DAY 2

Read the pages with the students. Focus on the word **sliding**. Talk about what it means. Select students to demonstrate the meaning with actions. Write **sliding** on the **WOW WORDS** chart.

Continue to read the story with the students, encouraging them to join in.

Stop only on the pages with Day 2 vocabulary suggestions.



A voice went echoing  
through the trees . . .

*whoooooo whoooooo*

It bounced off the branches,  
and it bounced off the  
leaves.

*whoooooo whoooooo*

And the voice said,  
“You’re a bat,  
you’re a bat,  
and you can’t  
change that!”



Bat saw a fox creeping,  
and he thought,

“Creeping is better than  
hanging.

Creeping is better than  
hopping or sliding.”



So Bat tried creeping  
like the fox.

## DAY 2

Read the pages with the students. Focus on the word **creeping**. Ask students what it means. Select students to demonstrate the meaning with actions. Write **creeping** on the **WOW WORDS** chart.

Continue to read the story with the students, encouraging them to join in.

Stop only on the pages with Day 2 vocabulary suggestions.



Fox went creeping  
through the grass.

Bat went  
**hu-umph!**  
**hu-umph!**  
**hu-umphing!**  
after Fox.

Fox went creeping  
through the grass.  
Then . . .

**mooly dooly,**  
that Fox disappeared!

## DAY 2

Read the pages with the students. Focus on the words **hu-umph! hu-umphing!** Tell students that these are made-up words. Ask students what they think these words are trying to show. Select students to demonstrate the words with actions.

Continue to read the story with the students, encouraging them to join in.

Stop only on the pages with Day 2 vocabulary suggestions.



And . . .  
**mooly dooly,**  
Bat disappeared . . .



## DAY 2

Read the pages with the students. Focus on the word **disappeared**. Ask the students what other words the author could have used instead.

Continue to read the story with the students, encouraging them to join in.

Stop only on the pages with Day 2 vocabulary suggestions.

. . . right into Fox's den!



There was  
flopping and flapping  
and snarling and snapping  
and a terrible,  
horrible hullabaloo!

Then . . .

whoooooo whoooooo



## DAY 2

Read the page with the students. Focus on the words **flopping**, **flapping**, **snarling**, **snapping**, **terrible**, **horrible**, and **hullabaloo**. Ask the students what these words mean. Select students to demonstrate their meanings with actions, when appropriate.

Continue to read the story with the students, encouraging them to join in.

Stop only on the pages with Day 2 vocabulary suggestions.

## DAY 3

Make a circle around the word **hullabaloo**.

Ask the students:

*What do you notice about this word?*

*How will you read it?*

Say to the students:

*Read the page, using the clues to help you read with expression.*

Read the rest of the story together, focusing on the clues that help with the reading.





... into the fox's den  
swooped Owl.

She scooped up Bat in her  
long, strong claws and  
took him back to his cave.

## DAY 2

Read the page with the students. Focus on the words **swooped** and **scooped**. Ask the students what these words mean. Select students to demonstrate their meanings with actions.

Continue to read the story with the students, encouraging them to join in.

## DAY 4

Select a focus:

- Ask the students:  
*Which words describe the claws?*
- Ask the students:  
*Which word rhymes with long?*
- Write the word **long** on the board.  
Change the **l** to **str**.  
Ask the students:  
*What word have I written now? Repeat with s and wr.*
- Ask the students:  
*Which words describe what Owl did?*
- Make a circle around the word ending (suffix) **ed** in **swooped**.  
Ask the students:  
*What is the word ending? What is the base word? Repeat with scooped.*
- Make a circle around the letters **oo** in **swooped**.  
Ask the students:  
*Together, what sound do these two letters make?*
- Make a circle around the apostrophe in **fox's**.  
Ask the students:  
*What is this? What belongs to fox?*



Owl hung Bat on the wall,  
and a voice went echoing  
around the cave . . .

Whooooooooo Whooooooooo

“You’re a bat,  
you’re a bat.  
And you **can’t**  
change that!”

## DAY 1

### Focus on comprehension.

1. Ask the students:  
*Who were the characters?*  
*What can you tell me about them?*  
*Where did the story take place? (settings)*  
*What were the problems?*  
*Were the problems solved?*  
*How?*
2. Ask the students:  
*What do you think could have happened to Bat?*  
*Why do you think Owl wanted to save Bat?*  
*Do you think Bat will try to be something else again?*  
*Why do you think that?*

*What picture did you see in your head when you read the words, “A voice went echoing through the trees. It bounced off the branches, and it bounced off the leaves. Whooooooooo whooooooooo”?*

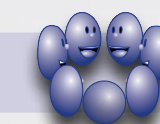
3. Choose a student to be Bat or Owl.

Ask the other students:  
*What questions can you ask...?*

*You can use – How, Why, When, Where, What, Who?*

4. Say to the students:  
*Bat wasn’t happy being a bat. He wanted to be something he wasn’t. Have you ever wished you could be like someone else or do something that someone else could do? Who did you want to be or what did you want to do? What happened?*

## DAY 5



1. Put the students into groups. Ask them to retell the story using either drama or Creative Clusters.
2. Ask the students to draw and write about Bat trying to act like one of the other animals. Alternatively, students can pretend to be Owl and write what they would say to Bat. Publish the students’ work by collating the pages into another book for shared reading, or make a wall display.



# Retell the Story

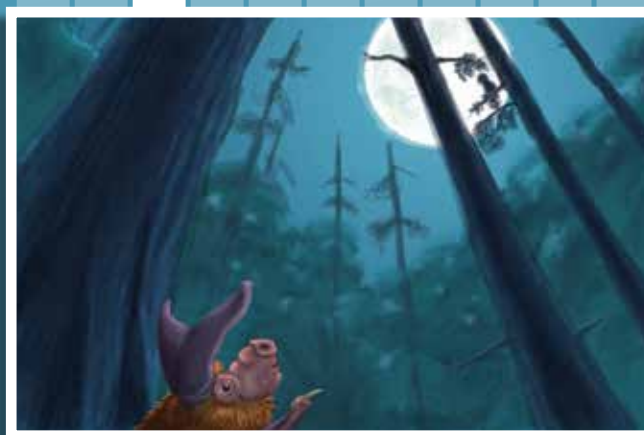
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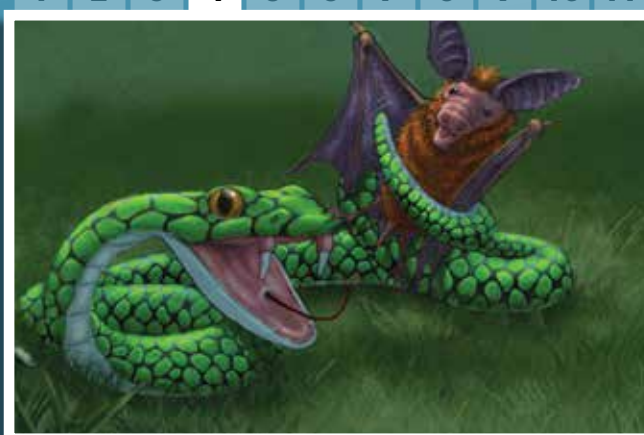
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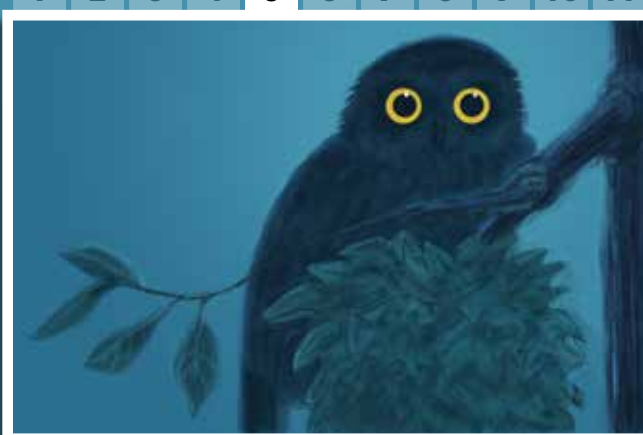
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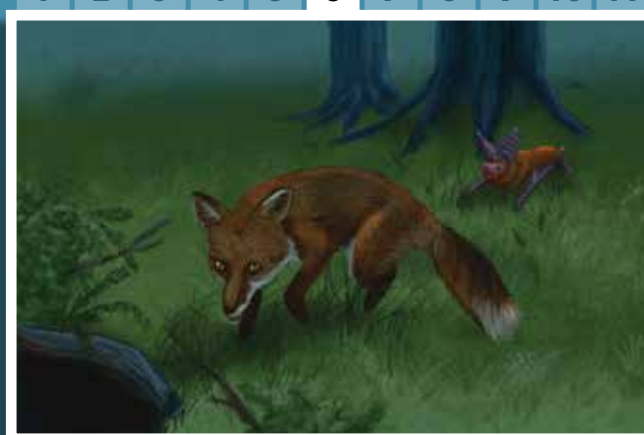
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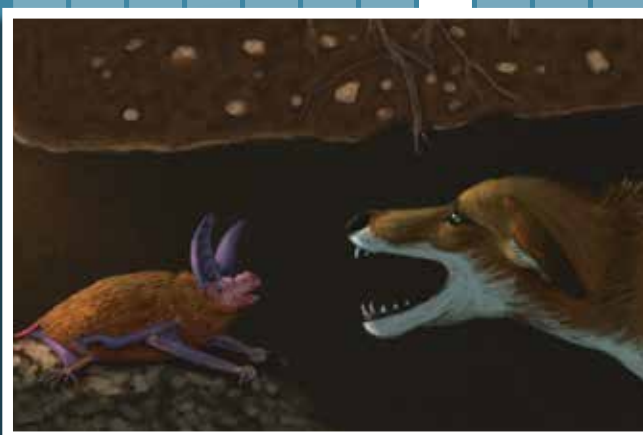
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1 2 3 4 5 6 7 8 9 10 11





# Baboon's Nest



Written by Jill Eggleton  
Illustrated by Richard Hoit



Take & Teach Notes

DAY 1: Comprehension

Discuss the title and the cover – build anticipation. Read the entire story, using good voice characterizations. It is important to keep the story flowing. Stop only for student interactions that are necessary. After reading the story, ask questions to stimulate discussion. Suggestions are provided on page 23. Activities are also included that encourage students to generate questions and that facilitate social-emotional learning through making text-to-self connections.

DAY 2: Vocabulary

Reread the story, encouraging students to join in during repetitive portions of the text. If an interesting, unusual, or difficult word appears, read the page and then focus on the word. Discuss its meaning. Then ask students to demonstrate the meaning with actions. Include the word on a WOW WORDS chart.

DAY 3: Reading with Fluency

Use the Day 3 suggestions to focus student attention on the print conventions and punctuation that appear in the story. Reinforce how these visual clues will help them read with expression. Then have the students join in as you reread the story.

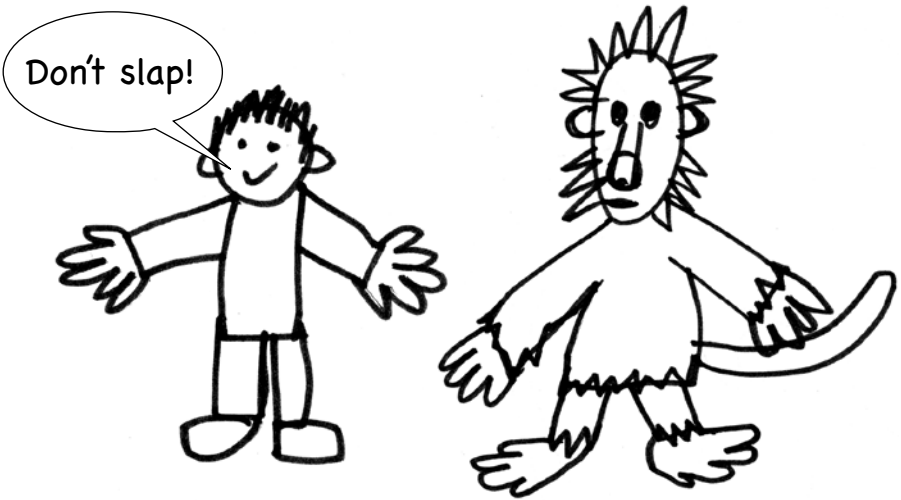
DAY 4: Phonemic Awareness, Phonics, and Word Study

Reread the story together. Then use the pages with Day 4 suggestions to reinforce letter names; capitalization; the sounds of letters, blends, and digraphs; word families; and blending and segmenting phonemes.

DAY 5: Responding to the Story

- Use the story as a springboard for:
- retelling the story using drama. Use the story frames on page 24 to review the story.
  - retelling the story using Creative Clusters. Creative Clusters encourage students to change the story by making up new problems and/or solutions, changing the way the story ends, etc. One student in the group begins the story, and at a signal, the next student in the group continues the story, until all the students in the group have had a turn.
  - a drawing or painting and an oral response. The drawings can be collated into a book for shared or independent reading, or used as a wall display.

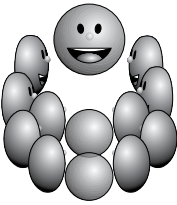
Sample response:



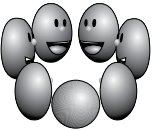
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Key

WHOLE CLASS



GROUP TALK



SOCIAL-EMOTIONAL LEARNING

Conflict Resolution

WOW WORDS

plop

flop

shoo

slap

snap

whirling

twirling

Baboon's Nest

Developed by Jill Eggleton  
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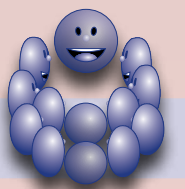
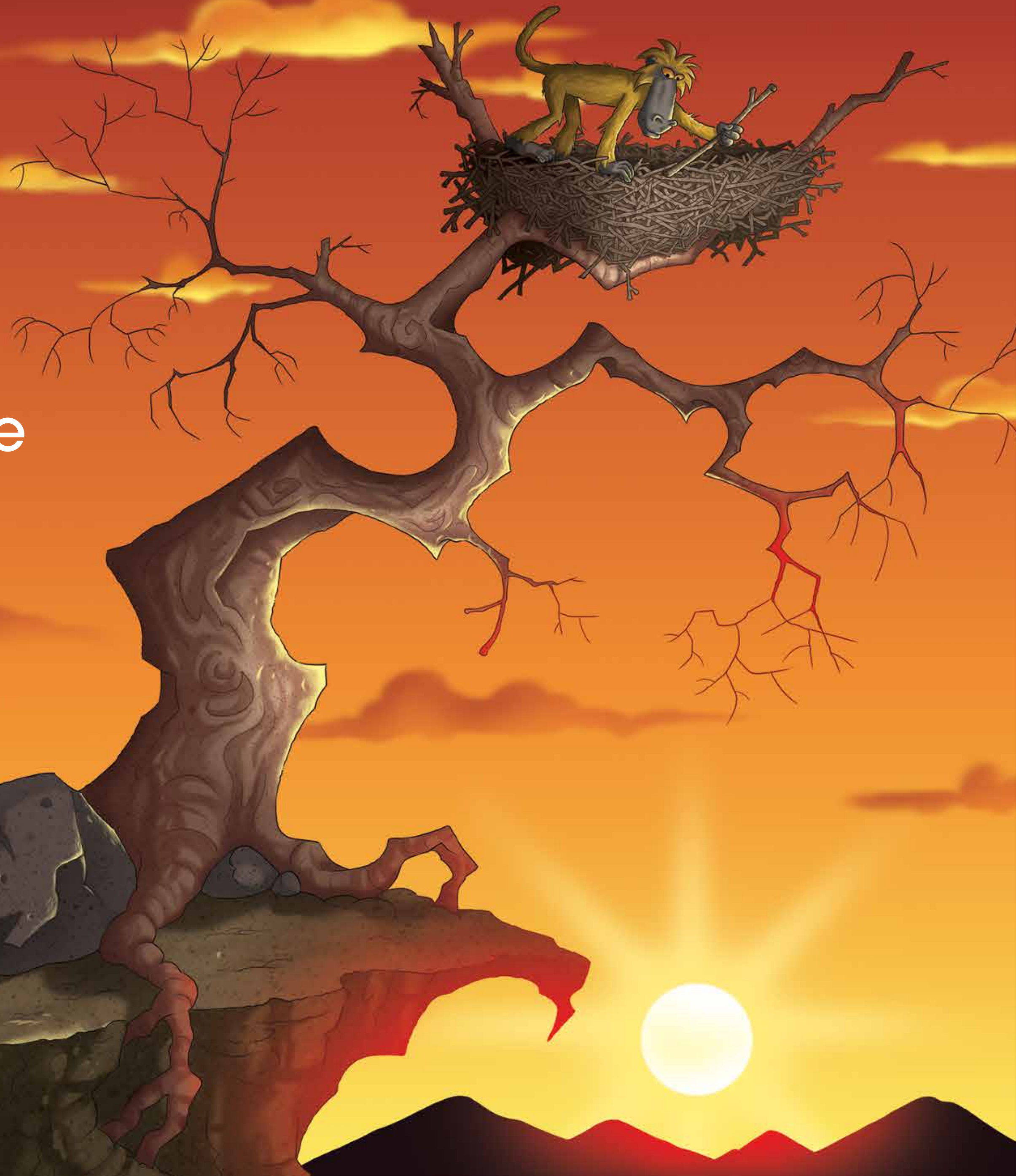
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The sun went . . .  
down,  
down,  
down,  
and Baboon made  
a nest in a tree.



#### DAY 1

Read the entire story to the students, using expression and voice characterizations.

#### DAY 2

Read the story, encouraging students to join in when they can, particularly at repetitive parts.

Stop only on the pages with Day 2 vocabulary suggestions.

#### DAY 3

Make a circle around the period.

Ask the students:

*What is this?*

*What does it tell you to do?*  
(stop)

Make a circle around the comma.

Ask the students:

*What is this?*

*What does it tell you to do?*  
(take a little rest)

Make a circle around the ellipses.

Ask the students:

*What is this?*

*What does it tell you to do?*  
(pause – something else is coming)

Say to the students:

*Read the page. Use the clues to help you read it well.*

Read the rest of the story together, focusing on the clues that help with reading. Stop only on the pages with Day 3 suggestions.

#### DAY 4

Say to the students:

*We are going to read the whole story together.*

*Remember to use the clues to help you read it well.*

Read to page 23.

Return to pages 12–13.



But Eagle came,

**plop!**

**flop!**

into the nest  
in the tree!



## DAY 2

Read the page to the students.

Encourage students to read the page with you.

Focus on the words **plop** and **flop**.

Talk about what they mean.

Have the students demonstrate the meanings with actions.

Write **plop** and **flop** on the **WOW WORDS** chart.

Read the rest of the story, encouraging students to join in, particularly at repetitive parts. Stop only on the pages with Day 2 vocabulary suggestions.

## DAY 3

Make a circle around the words **plop** and **flop**.

Ask the students:

*How are these words different from the other words on the page?*

Tell them that these words are called *illustrative text*.

Make a circle around the comma.

Ask the students:

*What is this?*

*What does it tell you to do?*  
(take a little rest)

Make a circle around the exclamation point.

Ask the students:

*What is this?*

*What does it tell you to do?*  
(read with excitement)



Baboon said,  
“Shoo you!”

But Eagle  
said,  
“No!  
You shoo!”



And Eagle stayed  
in the nest  
in the tree.

## DAY 2

Read the pages.

Focus on the word **shoo**.  
Ask what other words could  
have been used instead.

Have the students  
demonstrate the meaning  
with actions.

Write **shoo** on the **WOW  
WORDS** chart.

## DAY 3

Make a circle around the  
quotation marks.

Ask the students:

*What are these?*

*What do they tell you to do?*  
(change your voice because  
someone is talking)

*Who is talking?*

Make a circle around the  
words with bold type.

Ask the students:

*What do you notice about  
these words?*

*How will we read them?*  
(loudly, with added emphasis)

Say to the students:

*Read the page. Use the clues  
to help you read it well.*

Continue to read the rest of  
the story using the clues to  
help with expressive reading.



Baboon went . . .  
**Slap! Slap! Slap!**

So Eagle went . . .  
**Snap! Snap! Snap!**

**Off came feathers,  
off came hair,**

**whirling  
twirling**

**in the air!**

## DAY 2

Read the pages, encouraging students to join in.

Focus on the words **slap**, **snap**, **whirling**, and **twirling**.

Ask students what these words mean.

Have the students demonstrate the meanings with actions.

Write the words on the **WOW WORDS** chart.



The moon came,  
up, up, up  
and Baboon said,  
“Shoo you!”

But Eagle said,  
“No!  
You shoo!”

And Eagle stayed  
in the nest  
in the tree.



Baboon went . . .  
**Slap! Slap! Slap!**

So Eagle went . . .  
**Snap! Snap! Snap!**

Off came feathers,  
off came hair,

**whirling**  
**twirling**  
in the air!

**Slap!**

**Snap!**

#### DAY 4

##### Select a focus:

- Make a circle with a pointer around the **B** in **Baboon**. Ask the students: *Why does this word have a capital letter?*
- Make a circle around the letter **f** in **feathers**. Ask the students: *What is the name of this letter? What sound does it make? What other words do you know that start the same?*
- Make a circle around the blend **sl** in **slap**. Ask the students: *What sound do these two letters make?* Repeat with **sn**.
- Write **slap** on the board. Change the **sl** to **c**. Ask the students: *What word have I written now?* Repeat with **t/l/m/fl**.
- Say the phonemes in the word **slap**: /s/ /l/ /a/ /p/. Ask the students: *What sounds do you hear?* Write the sounds on the board. Ask the students to say them.



Baboon slapped.

And Eagle  
snapped.

They went . . .

**Slap! Slap! Slap!**

and . . .

**Snap! Snap! Snap!**  
all night long.





The sun came  
up, up, up.

And Baboon said,  
“Not fair!  
I’m bare!”

And Eagle said,  
“Not fair!  
I’m bare!”

DAY 2

Read the page, encouraging students to join in with the reading.

Focus on the words **fair** and **bare**.

Ask students what these words mean.





Baboon said,  
**“No more snapping!”**

And Eagle said,  
**“No more slapping!”**





So when the sun went  
down,  
down,  
down,  
there was  
no slapping,  
no snapping.





Baboon and Eagle were  
sharing the nest.

And they said . . .

“Sharing is best!”



## DAY 1

### Focus on comprehension.

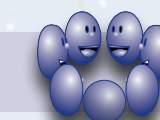
1. Ask the students:  
*Who were the characters?*  
*What can you tell me about them?*  
*Where did the story take place? (setting)*  
*What was the problem?*  
*Did the problem get solved?*  
*How?*

2. Ask the students:  
*Do you think Eagle should have stayed in the nest in the tree when Baboon said "Shoo"?*  
*Why do you think that?*  
*How do you know Baboon and Eagle were slapping and snapping really hard? (because all their feathers and hair came off)*  
*Why did Baboon and Eagle stop fighting?*

3. Ask one student to pretend to be Baboon or Eagle.  
Ask the other students:  
*What question can you ask Baboon/Eagle?*  
*You can use - How, Why, When, Where, What, Who?*

4. Say to the students:  
*Baboon and Eagle didn't want to share, but in the end they found out this was the best thing to do. When have you had to share something that you didn't really want to?*

## DAY 5



1. Put the students into groups. Ask them to retell the story using either drama or Creative Clusters.

2. Ask the students to draw (or paint) either Baboon or Eagle. Have them think of something they might have said to Baboon or Eagle. Record their ideas on their drawings. Publish the students' work by collating the pictures into another book for shared reading, or make a wall display.



# Retell the Story

