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Bat Needs   
a Nap

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Bat Needs a Nap

Book 8

This reader for young children is part of a reading series for the *Better Start Literacy Approach.* Each book provides reading practice for children to decode and understand short words with a focus on target consonants and vowels. The reader has been designed to support class teaching activities that are part of the *Better Start Literacy Approach.*

The *Better Start Literacy Approach* has been developed through the University of Canterbury Child Well-being Research Institute. The lead research team includes:

Professor Gail Gillon, Associate Professors Brigid McNeill and Alison Arrow, Drs Amy Scott and Amanda Denston and Professor Angus Macfarlane.

To access these readers online in narrated and book form, please visit <https://sites.google.com/view/betterstart-whānau/home> and click on the ‘Children’s Readers’ tab.

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Bat needs a nap, but Manu sings.

A bug taps a nut.

Bat needs a nap, but Dad cuts a log.   
Nan hits a mat.

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Bat needs a nap, but Don tips the lid.

The lid hits a bin.

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“Shhh!” says Bat.

“I need to nap.

I can not nap with this big din!”

Teaching Notes: Book 8 Bat Needs a Nap

**Reading Practice: This story provides children with practice in decoding and understanding short words with a focus on words that start with n and b consonants and include a, o, and i vowels.**

Introduce the text and read the story aloud together, pointing to each word as you read. Encourage children to help you “sound out” the regular words in the story (see words in bold print below). Help children sound out the word and then blend the sounds together, for example, n-a-p = nap. When reading unknown high frequency words (e.g., sings, needs), tell children the words as you read together. Give plenty of praise for children’s reading attempts and encourage re-reading to build fluency and accuracy.

**Bat** needs a **nap**, butManu sings.

A **bug** **taps** a **nut**.

**Bat** needs a **nap**, but **Dad cuts** a **log.**

**Nan** hits a **mat.**

**Bat** needs a **nap**, but **Don tips** the **lid.**

The **lid** hits a **bin**.

“Shhh!” says **Bat**.

“I need to **nap**.

I **can not** **nap** with this **big** **din!”**

**Phonological Awareness**

Practice segmenting and blending words. Ask children to clap out each phoneme (sound) in the word: b-a-t (3 sounds, 3 claps), l-o-g (3 sounds),

h-i-t-s (4 sounds). Help children to find each word you segment on the page.

Think of all the words you can that start with an n or b sound. Find objects in the room that start with an n or b sound.

**Spelling**

Listen and identify where the sound changes occurs in words. Use the phrasing: “If this word spells **bat**, can you make it say **pat**. If this word says **pat**, can you make it say **pot.**”

Give plenty of praise and encouragement for reading and spelling attempts.

Change **bat** to **pat** to **sat**

Change **din** to **den** to **pen**

**Vocabulary**

Explain the meaning of **tap**: tap means to knock on something gently. Make up sentences using the word tap.

**Story Discussion**

Discuss why all the different sounds were keeping Bat from having a nap. Talk about a time you could not fall asleep and what you did to fix that.

**Story Retell**

Ask children to re-tell the story to a friend. Prompt as necessary using picture cues. Give plenty of praise and encouragement.

**Print Concepts**

Discuss the use of exclamation marks in the story. Exclamation marks are used to show a rise in feeling or volume (e.g., excitement or anger).

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