

A Boy Called Bat
Discussion Guide
Grades 1-5

Before Reading: to activate schema, build background knowledge, and set a purpose.

- Preview the content of the story using the author’s description on their [website](#).
- Engage your students in [an activity](#) to help them understand how many individuals with autism are more sensitive to noise and movement.
- Review strong habits of discussion and active listening with students. Teachers are encouraged to use whatever norms they already have within their classroom (*if needed, use [this](#) resource*).

During Reading: to engage students, check for understanding, and make connections.

- Ch 1-3: What are some characteristics of Bat? How about Janie? His mom?
- Ch. 4-6: Why do you think Bat’s mom got him a pet? How does Bat feel about it? Give examples from the story.
- Ch. 7-9: How are the interactions between Bat and other people in his life? Why do you think Bat said that he is always “misunderstood”? Give examples from the story.
- Ch. 10-11: At the end of chapter 11, Bat says it is going to be a long weekend. Why does he feel this way?
- Ch. 12: How would you describe Mr. Grayson? How is he similar or different to teachers from your experience?
- Ch. 13-15: How does Bat try to get his way with his mom? What strategies did he use? What strategies do you use at home to get your way?
- Ch. 16: Why is Bat confused by Israel when he doesn’t leave? Why is also confused when Mr. Grayson makes a face after he sends the email? How would you help explain to Bat the reasons if you could meet him in real life?
- Ch. 18: Describe the interaction between Bat & Janie during dinner. Do you think Bat understood how his words affected Janie? Explain your answer.
- Ch. 22: How are Janie and Bat interacting in this chapter? How is it similar? How is it different? Give specific examples from throughout the story.
- Ch. 23: Bat’s mom says, “You can tell a lot about a person by looking into their eyes.” What does this mean? What have you learned by looking into someone’s eyes?
- End: How did Israel and Bat’s friendship evolve throughout the story? Do you think their friendship is **sincere**? How does their shared passion help deep their friendship?

A Boy Called Bat
Discussion Guide
Grades 1-5

After Reading: to summarize, question, and reflect.

- What lessons can we learn from Bat's relationships with the other characters?
- Utilize RIF's [Figurative Language Graphic Organizer](#) to deepen students' understanding using specific phrases from the book.
- **Writing Activity:** Bat's favorite room is his bedroom because it makes him feel safe and comfortable. Write a paragraph describing your favorite room in detail (hint: include the 5 senses).
- **Point of view task:** Throughout the story, Bat and other characters have differing perspectives on things. Choose **one** example from the story and compare and contrast both characters' perspectives.

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.
- Read the other two books in the series! *Bat and the End of Everything* and *Bat and the Waiting Game*.