

For ages  
6 & up!



# A Fun Guide

## to Storytelling and Activities

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Inspired by:

**Daft Bat**  
by Jeanne Willis



Me Books

Fun reading  
starts here!





# Foreword

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**Hello educators!**

**This serves as a storytelling and activity guide to make learning fun and interactive in the classroom. We want to inspire young learners by bringing stories to life.**

**We hope you and your students enjoy the contents of this guide just as much as we do!**

**Me Books Asia**



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## OVERVIEW & PURPOSE

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Demonstrating different perspectives and highlighting the unique qualities of different animals.

## LEARNING OUTCOME

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1. Learning about unique animals such as bats.
2. Teaching students that different people have different perspectives.
3. A lesson on respect and tolerance.

# Contents

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|   |    |
|---|----|
| <b>Activities - during storytelling</b> ..... | 1  |
| <b>Activities - post-storytelling</b> .....   | 5  |
| <b>Novice</b> .....                           | 6  |
| The Downside Up (10 Mins)                     |    |
| Where Are All The Bats? (10 Mins)             |    |
| Wings of An Animal (10 Mins)                  |    |
| <b>Intermediate</b> .....                     | 8  |
| Bat's Umbrella (25 Mins)                      |    |
| Opposite Flip (20 Mins)                       |    |
| Nocturnal or Not (25 Mins)                    |    |
| <b>Advanced</b> .....                         | 12 |
| What Is That Animal? (40 Mins)                |    |
| I'm Not Daft! (40 Mins)                       |    |
| The Other Side of the Coin (40 Mins)          |    |



# ACTIVITIES

## - during storytelling



Engaging children with creative play and questions that involve participation throughout the process.



Ask students where their hands and feet are!

It all started when Bar first arrived.



When Owl wanted to give her a Welcome Gift, so he asked the wild young antelope to go and find out what she would like.



"I'd like an umbrella to keep my feet dry, please," she said.



1

### Why did they give an umbrella to Bat?

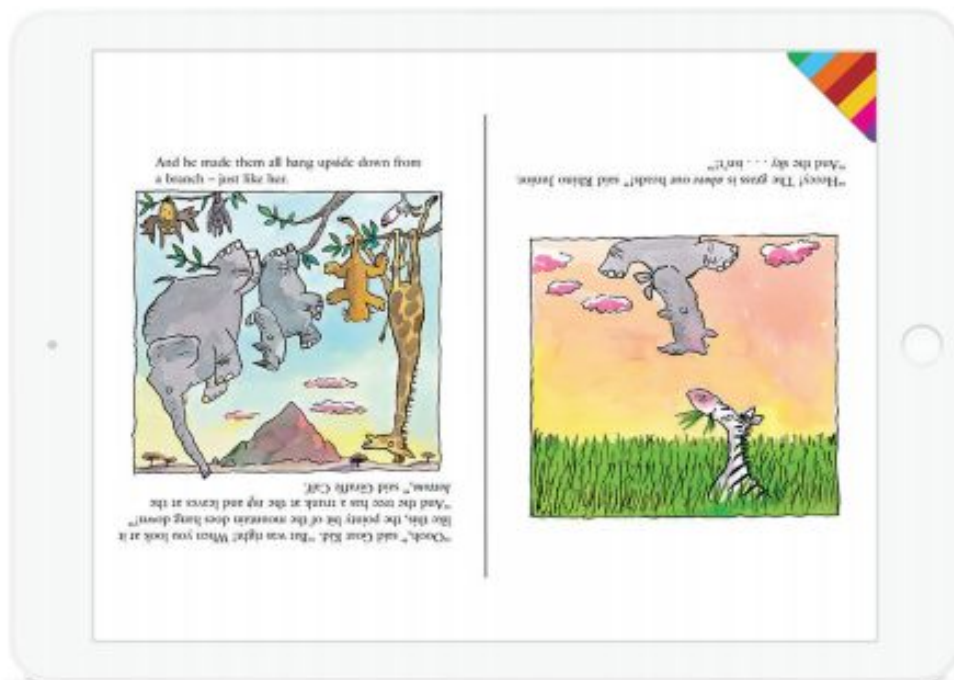
(Answer: To keep Bat dry)



2

### What does a mountain look like?

(Tip: Don't flip to the next page yet and get students to guess!)





# ACTIVITIES

## - post-storytelling



The levels are based on the difficulty and time length of each activity.



## 1.1 The Downside Up

### Instructions:

Guess what the animals are in the upside down pictures. Write the names of the animals.

What students will learn:

Train students' cognitive and identification skills.

Answers:



Retrieve the template from page 15 or

download activity sheet here:  
<https://bit.ly/2RRAmwH>

## 1.2 Where Are All The Bats?

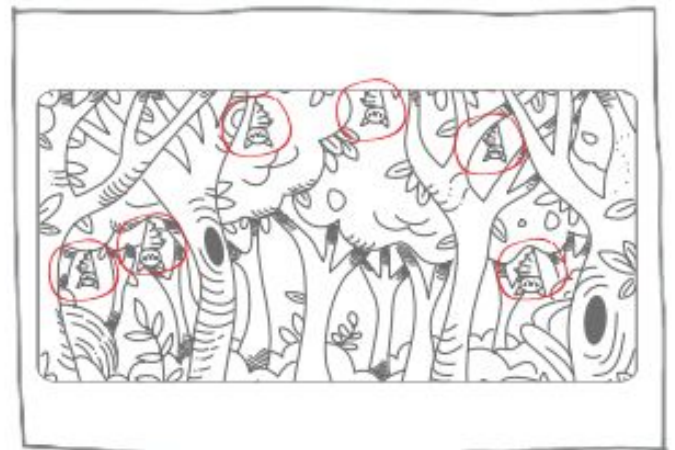
### Instructions:

Colour all the bats you can find hanging in the tree!

What students will learn:

Spatial attention and reinforced learning to identify bats.

Answers:



Retrieve the template from page 16 or

download activity sheet here:  
<https://bit.ly/2z8TW0o>



NOVICE LEVEL

TIME



## 1.3 Wings of An Animal

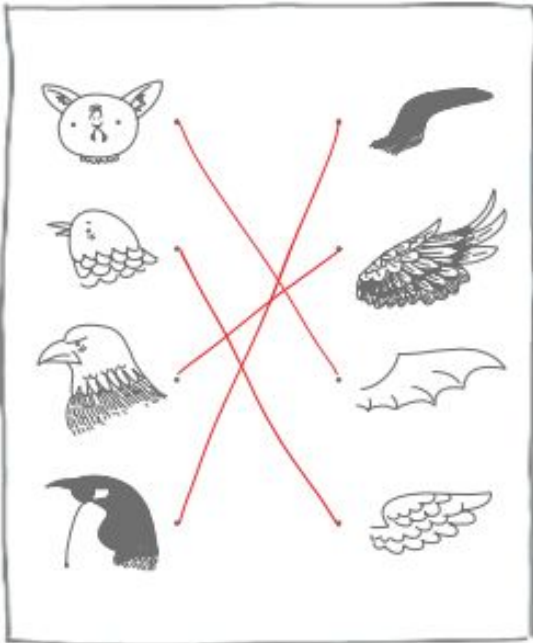
Instructions:

Identify and match the wings of each animal.

What students will learn:

Learning about the various wing shapes of different animals.

Answers:



Retrieve the template from page 17 or

download activity sheet here:  
<https://bit.ly/2B5cRef>



## 2.1 Bat's Umbrella

**Instructions:**

**Make an umbrella in a pop up card for Bat as a gift!**

**What students will learn:**

Get creative in this arts and crafts activity as students create a pop-up card!



### Materials Needed:

1. Coloured papers
2. Marker pen
3. Glue
4. Scissors

## How to:



**1** Get all your materials ready.



**2** Take a piece of coloured paper and fold it in half.



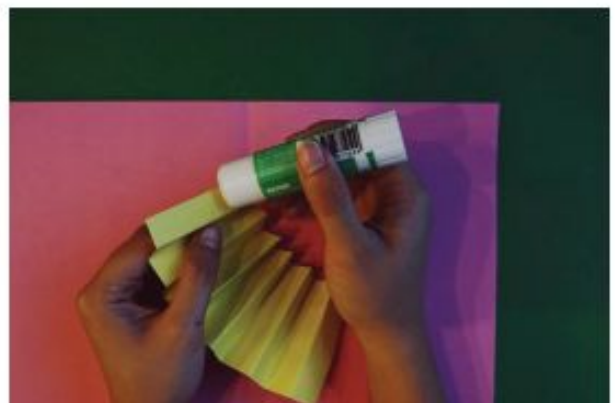
**3** Next, take another piece of coloured paper and cut it in half.



**4** Once you have cut the paper in half, start folding in a zigzag manner.



**5** Draw a bat holding a stick.



**6** Finally, apply some glue on the two ends yellow paper and paste it above the design you have drawn.





## 2.2 Opposite Flip

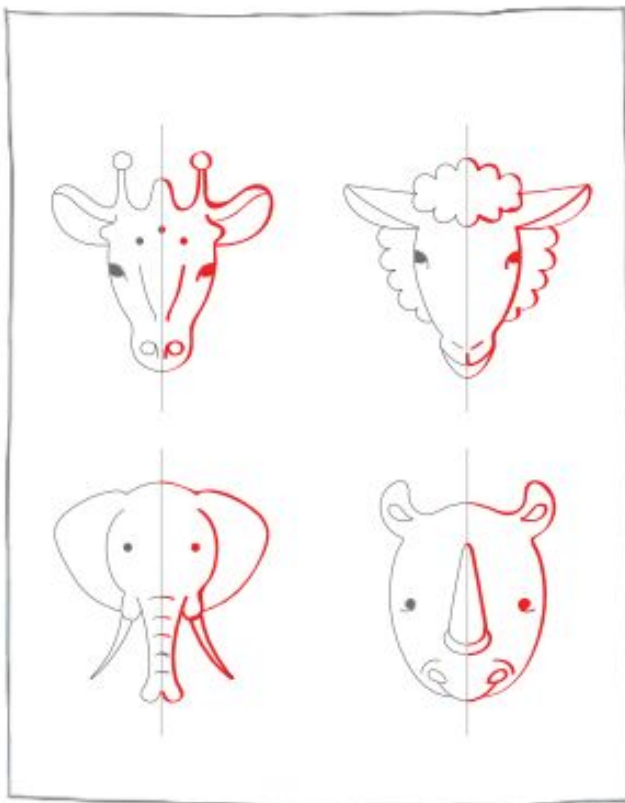
### Instructions:

Draw the mirror images of the pictures on the left.

What students will learn:

Identifying images from a different perspective.

Answers:



Retrieve the template from page 18 or

download activity sheet here:  
<https://bit.ly/2z6QXpd>





## 2.3 Nocturnal or Not







### Instructions:

Match animals to whether they are diurnal or nocturnal.

### What students will learn:

Teaching students about diurnal and nocturnal animals and their adaptation to their differences.

### Answers:

| Diurnal  | Nocturnal  |
|--|--|
| <br>Cat     | <br>Hedgehog |
| <br>Cow      | <br>Snake   |
| <br>Chicken | <br>Bat     |

Retrieve the template from page 19 or

download activity sheet here:  
<https://bit.ly/2K2GjEv>



## 3.1 What Is That Animal?

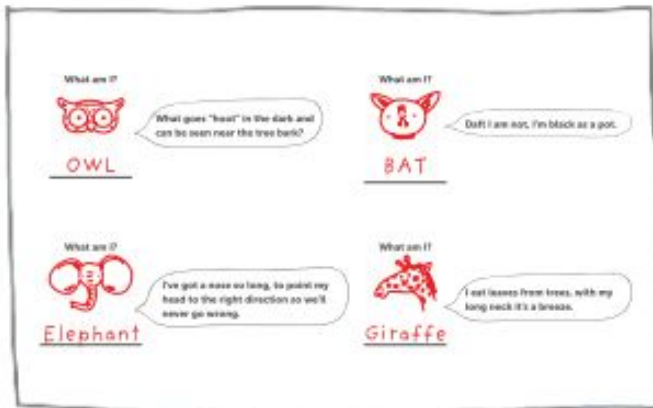
### Instructions:

Identify and match the animals according to the animal riddles.

#### What students will learn:

Thinking out of the box to identify animals based on riddles.

### Answers:



Retrieve the template from page 20 or

download activity sheet here:  
<https://bit.ly/2Fvn2Ns>

## 3.2 I'm Not Daft!

### Instructions:

Write out the meaning of the words from the book and form a sentence from each word.

#### What students will learn:

Emphasis on learning new words and creating sentences.

### Q1.

#### Dangerous

Meaning: Able or likely to cause harm or injury.

Example: It's dangerous to walk alone at night.

### Q2.

#### Daft

Meaning: Senseless, silly, or foolish.

Example: Mary tends to ask daft questions.

### Q3.

#### Barmy

Meaning: Extremely foolish.

Example: John made a barmy decision to swim in a cold lake.

### Q4.

#### Bonkers

Meaning: Crazy.

Example: Fans went bonkers when their team won.



## 3.3 The Other Side of the Coin

**Instructions:**

**Discuss the questions below with students.**

**What students will learn:**

Acknowledging differences between students and teaching acceptance.

### Dear educators,

*You can teach students  
about differences and  
unique traits that makes  
every individual special in  
their very own way.*

**Q1.**

Pair up and discuss one thing you have in common and one thing you don't have in common with your friend.

**Q2.**

What do you think when you see someone who looks, thinks or acts very differently?

**Q3.**

What do you think will happen if everyone thinks the same way?

# Stickers of Encouragement



## Dear educators,

Stickers give students a sense of pride and accomplishment. Hand these out to them as a motivation booster with words like 'Good job!' or 'Keep it up!'.


**This is a preview of stickers that will be distributed along with the book.**

Name:

Class:

**Instructions:**

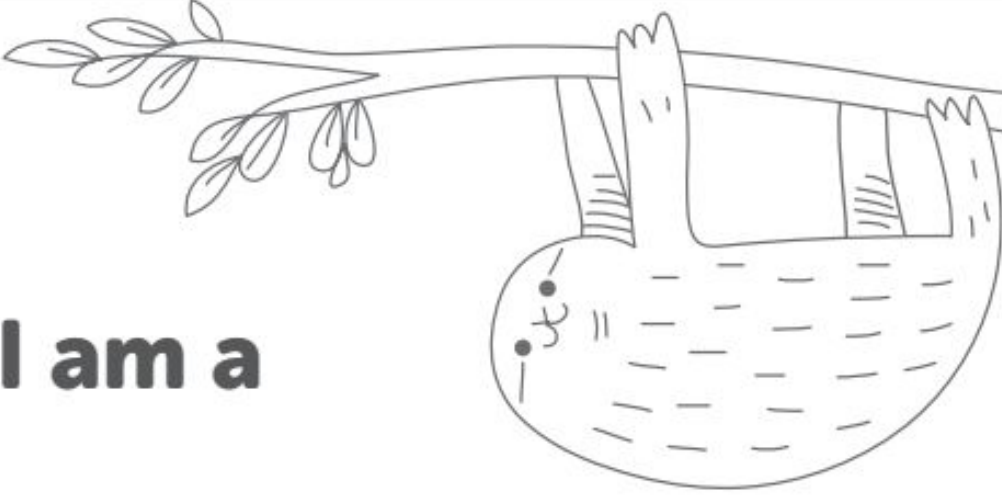
Guess what the animals are in the upside down pictures.  
Write the name of the animals.



I am a

---

A line drawing of a bat hanging upside down from a tree branch. The bat's wings are spread out, and its body is inverted. The tree branch has several leaves.



I am a

---

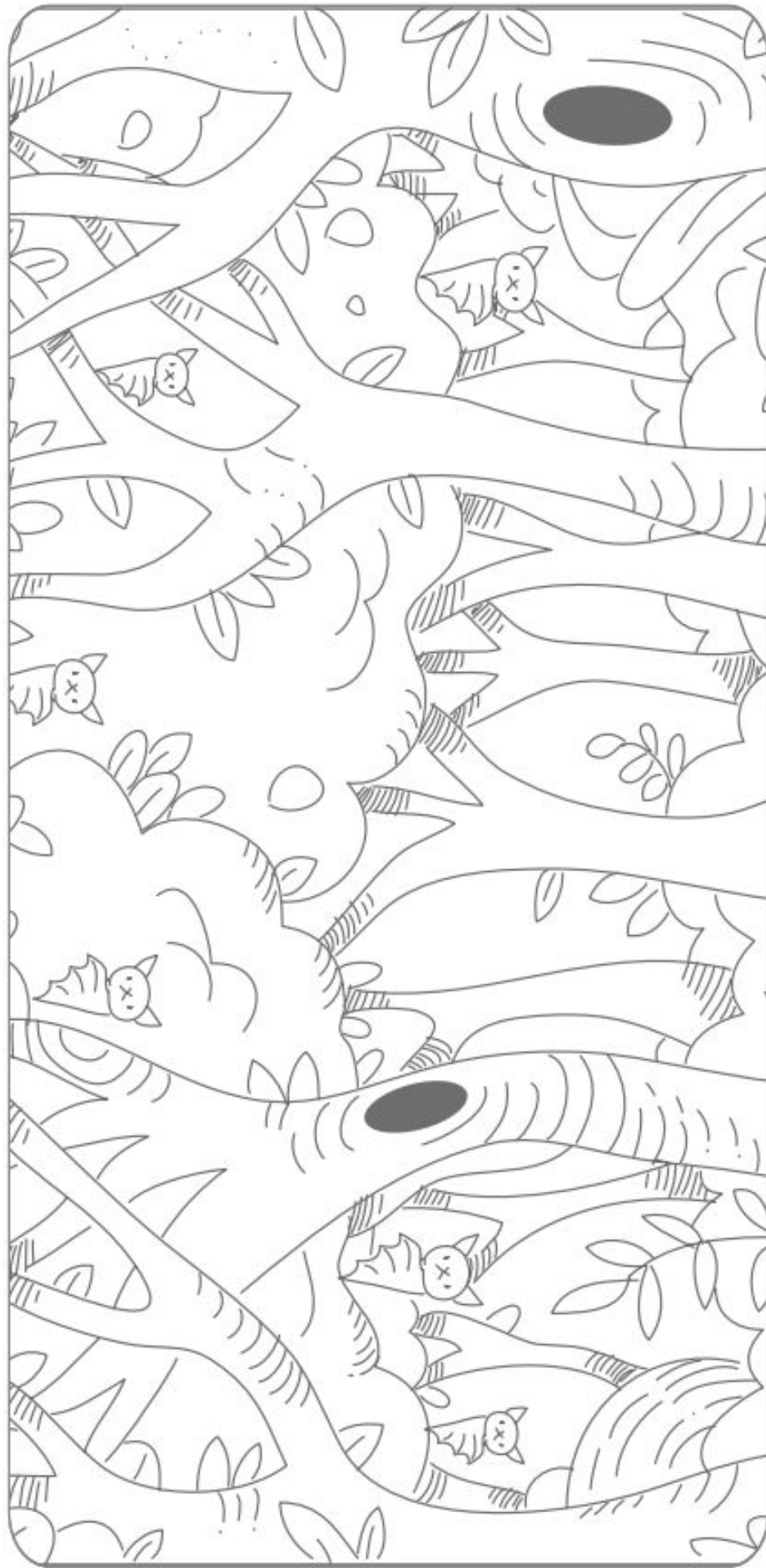
A line drawing of a sloth hanging upside down from a tree branch. The sloth's long limbs are wrapped around the branch, and its body is inverted. The tree branch has several leaves.

Name:

Class:

**Instructions:**

Colour all the bats you can find hanging in the tree!





Name:

Class:

**Instructions:**

Identify and match the wings of each animal.



•



•



•



•



Name:

Class:

**Instructions:**

Draw the mirror image of the pictures on the left.





Name:

Class:

**Instructions:**

Match animals to whether they are diurnal or nocturnal.

| <b>Diurnal</b> | <b>Nocturnal</b> |
|----------------|------------------|
|                |                  |



Cat



Hedgehog



Bat



Snake



Cow



Chicken

Name:

Class:

**Instructions:**

Identify and match the animals according to the animal riddles.

What am I?

What goes "hoot" in the dark and  
can be seen near the tree bark?

What am I?

Daft I am not, I'm black as a pot.

What am I?

I've got a nose so long, to point my  
head to the right direction so we'll  
never go wrong.

What am I?

I eat leaves from trees, with my  
long neck it's a breeze.





**This guide serves to assist educators in  
storytelling and activities in the classroom.**

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**#InstillingValuesBeyondPages**

