

Bats, Bridges, Questions

Use questions at each stage of reading.

6.5.B “generate questions about text before, during, and after reading to deepen understanding and gain information;”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Use the title only to write the question in item 1 BEFORE reading. Then read paragraph 1. After paragraph 2, pause and complete item 2. Finish paragraph 3, return to answer item 1, then complete item 3 and Your Turn. Turn to the next page whenever you need the response spaces.

Austin's Evening Bats

- ① On summer evenings, people gather near Congress Avenue Bridge in Austin, Texas, but they are not waiting for a concert. They are watching Mexican free-tailed bats fly from narrow spaces beneath the bridge. The colony began growing after the bridge was renovated in the early 1980s. Its cracks and chambers provide warm roosting places. At dusk, the bats leave together to hunt flying insects. This nightly exit can last more than an hour when the colony is large.
- ② Bat researchers use tools that can observe animals after dark. Thermal cameras record heat, and acoustic detectors record the high-pitched calls bats make. These methods help scientists study bats while limiting disturbance. Echolocation helps a bat locate insects by sending out sounds and listening for returning echoes. Counting a large group as it leaves a roost is difficult because the bats move quickly and can overlap in the view. A recorded call is not automatically a count of one different bat: the same animal may call many times.
- ③ The bat watch also affects people in Austin. Visitors buy food, join guided walks, and learn why bats are useful. Yet the colony needs protection. Bright lights, loud construction, or blocked roost spaces can disrupt the bats. Local groups share viewing rules, such as staying on public areas and not trying to touch wildlife. After learning about the bridge, a reader might still wonder how weather changes the bats' schedule or how scientists estimate the colony's size over time.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** Before reading: write one question suggested by the title. After finishing the passage, answer it with a relevant detail, or explain what remains unanswered.

- 2** Pause after paragraph 2. Write your own question prompted by a detail you just read. Explain the detail that led to it, then answer if possible or name what you still need to learn.

- 3** After the whole passage: ask a new question that would deepen your understanding. Identify what the passage tells you and what additional information you would need.

3 YOUR TURN _____ Your own words

Revisit one of your earlier questions. Write an improved follow-up question based on what you now know. Name the passage detail that changed your question and explain how the follow-up could help you learn more.

PART 1 • READ AND MARK

Use the title only to write the question in item 1 BEFORE reading. Then read paragraph 1. After paragraph 2, pause and complete item 2. Finish paragraph 3, return to answer item 1, then complete item 3 and Your Turn. Turn to the next page whenever you need the response spaces. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Before reading: write one question suggested by the title. After finishing the passage, answer it with a relevant detail, or explain what remains unanswered.	Sample before question: Why do bats use the bridge? Later answer: Its cracks and chambers provide warm roosting places. Accept other title-based questions with a relevant answer or an honest information gap.
2	Pause after paragraph 2. Write your own question prompted by a detail you just read. Explain the detail that led to it, then answer if possible or name what you still need to learn.	Sample: Why can't each recorded call count as a different bat? The detail about repeated calls led to this question. The same bat can call many times. Accept other questions with accurate support or a specific unresolved gap.
3	After the whole passage: ask a new question that would deepen your understanding. Identify what the passage tells you and what additional information you would need.	Sample: How does weather change emergence time? The ending raises the possibility but provides no weather observations or schedule comparison. I would need observations under different conditions.

PART 3 • YOUR TURN (SAMPLE ANSWER)

I first asked why bats use the bridge. After learning that its spaces provide warm roosts, I would ask how the temperature inside those spaces changes across seasons. This could help explain how the bridge meets the bats' needs over time. The passage does not supply those temperature measurements.

Before students begin, have them look only at the title and record item 1; use a spare sheet to cover the body text if helpful. Pause after paragraph 2 for item 2. Require actual student-generated questions and honest information gaps, not copies of the sample. A question alone does not establish its suggested answer as fact. Background: Texas Parks and Wildlife, Congress Avenue Bridge bat-watching page; Bat Conservation International, Bat Echolocation Research (2020) and Counting Bats (Summer 2010). Research methods are described generally, not asserted as a specific study at this bridge.