

UNIT 2: Bats *at a glance*

WORDS

| LEVEL 1 | | LEVEL 2 | | LEVEL 3 |
|---------|-------------|------------------|-----------|--------------|
| Bat | Roof | Bushes | Mammals | Batling |
| Branch | Search | Clings | Mango | Echolocation |
| Cave | Thumbs | Daybreak | Migrate | Roost |
| Dives | Toenails | Delicious | Moth | |
| Feet | Upside down | Dozens | Nocturnal | |
| Flew | Wings | Dozes | Species | |
| Hang | | Fluttering | Supper | |
| | | Gliding | Swoops | |
| | | Limb (of a tree) | Twig | |

SUGGESTED BOOKS

| Expository | Narrative |
|--|------------------------------------|
| <i>Bat Loves the Night</i> by Nicola Davis | <i>Stellaluna</i> by Janell Cannon |

DRILL AND PRACTICE

- ❖ Memory
- ❖ Guess the Word

CONCEPTUAL ACTIVITIES

- ❖ Eating a Mango
- ❖ Bat Collage

COMMON CORE STANDARDS FOR SCIENCE

| | |
|---|---|
| K | Strand 4 Life Sciences, Concept 3 Organisms and Environments: PO 1. Identify some plants and animals that exist in the local environment |
| 1 | Strand 4 Life Sciences, Concept 3 Organisms and Environments: PO 1. Identify some plants and animals that exist in the local environment |
| 2 | Strand 4 Life Sciences, Concept 1 Characteristics of Organisms: PO 1. Identify animal structures that serve different functions (e.g., sensory, defense, locomotion) |

BATS: WORDS AND DEFINITIONS

| LEVEL 1 WORDS | DEFINITION |
|---------------|--|
| Bat | An animal that flies at night |
| Branch | The small part of a tree that grows out of the trunk |
| Cave | A big hole under the ground |
| Dives | To jump down head first |
| Feet | The bottom of your legs that you stand on |
| Flew | Already finished flying |
| Hang | Holding onto something |
| Roof | The top part of a house |
| Search | Carefully look |
| Thumb | The shortest finger on your hand |
| Toenails | They grow on your toes |
| Upside Down | The bottom is on top |
| Wings | What an animal uses to fly |
| Young | Not old yet |

| LEVEL 2 WORDS | DEFINITION |
|------------------|---|
| Bushes | A short, wide, leafy plant |
| Clings | Hold on tight |
| Daybreak | When morning is just starting |
| Delicious | Tastes very good |
| Dozens | Lots of things |
| Dozes | Sleeps for a short time |
| Fluttering | Wings moving really fast |
| Gliding | Flying smoothly |
| Limb (of a tree) | A large branch of a tree |
| Mammals | Animals that feed their babies milk |
| Mango | A jungle fruit with a big seed |
| Migrate | Fly far to a new place |
| Moth | A bug like a butterfly, but it flies at night |
| Nocturnal | Awake at night |
| Species | A group of animals or plants that are similar |
| Supper | Evening meal |

| | |
|--------|---------------|
| Swoops | Fly down fast |
| Twig | A tiny branch |

| LEVEL 3 WORDS | DEFINITION |
|---------------|---------------------------|
| Batlings | Baby bats |
| Echolocation | Finding things with sound |
| Roost | A place where bats sleep |

bat



an animal that flies at night

branch



the small part of a tree that grows out of the trunk

dives



to jump down head first

feet



the bottom of your legs that you stand on

flew



already finished flying

hang



holding onto something

roof



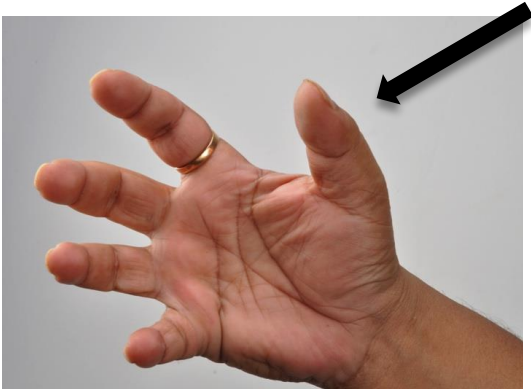
the top part of a house

search



carefully look

thumb



the shortest finger on your hand

toenails



they grow on your toes

upside down



the bottom is on top

wings



what an animal uses to fly

young



not old yet

bushes



a short, wide, leafy plant

cave



a big hole under the ground

clings



holds on tight

daybreak



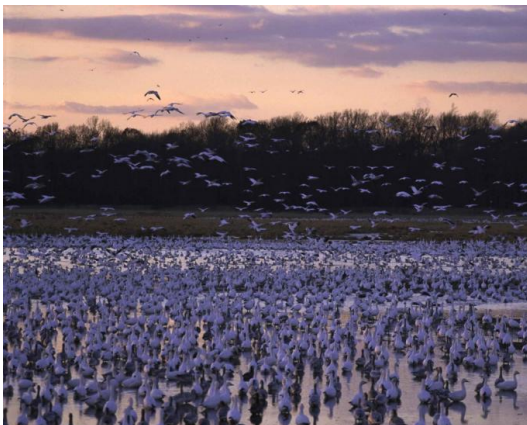
when morning is just starting

delicious



tastes very good

dozens



lots of things

dozes



sleeps for a short time

fluttering



wings moving really fast

gliding



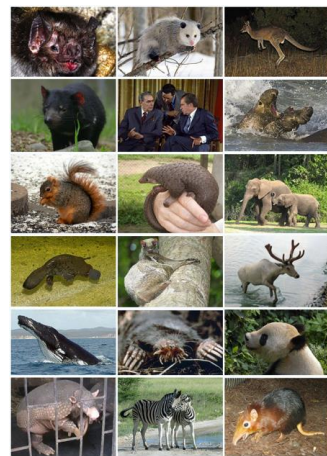
flying smoothly

limb



a large branch of a tree

mammals



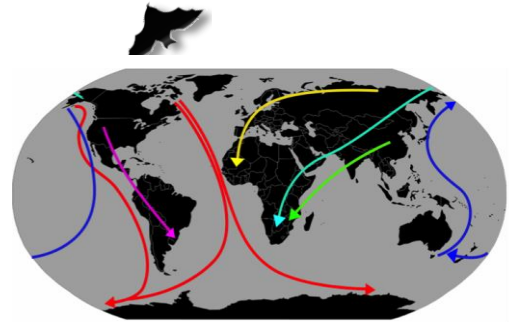
animals that feed their babies milk

mango



a jungle fruit with a big seed

migrate



fly far to a new place

moth



a bug, like a butterfly, but it
flies at night

nocturnal



awake at night

species



a group of animals or plants
that are similar

supper



evening meal

swoops



fly down fast

twig



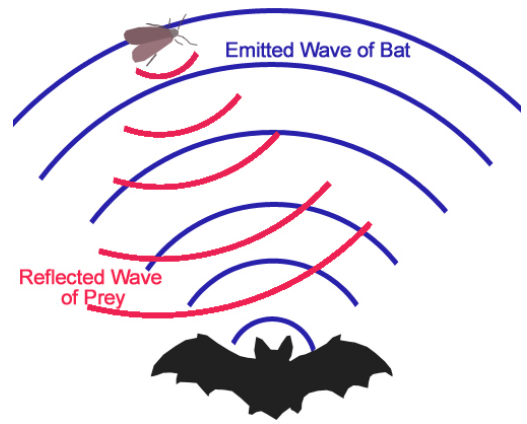
a tiny branch

batlings



baby bats

echolocation



finding things with sound

roost



a place where bats sleep

BATS: ASSESSMENTS

| WORD | PRE-INTERVENTION SCREENING | POST-INTERVENTION ASSESSMENT |
|------------------|-------------------------------|---------------------------------|
| LEVEL 1 | | |
| Bat | | |
| Branch | | |
| Cave | | |
| Dives | | |
| Feet | | |
| Flew | | |
| Hang | | |
| Roof | | |
| Search | | |
| Thumbs | | |
| Toenails | | |
| Upside Down | | |
| Wings | | |
| Young | | |
| LEVEL 2 | | |
| Bushes | | |
| Clings | | |
| Daybreak | | |
| Delicious | | |
| Dozens | | |
| Dozes | | |
| Fluttering | | |
| Gliding | | |
| Limb (of a tree) | | |

| | | |
|----------------|--|--|
| Mammals | | |
| Mango | | |
| Migrate | | |
| Moth | | |
| Nocturnal | | |
| Species | | |
| Supper | | |
| Swoops | | |
| Twig | | |
| LEVEL 3 | | |
| Batlings | | |
| Echolocation | | |
| Roost | | |

BATS: INTERACTIVE BOOK READING QUESTIONS

Before reading the book, place each question on a sticky note and place it on the corresponding page.

Book 1: *Bat Loves the Night* by Nicola Davis

| Reading | Page # | Question type | Question |
|---------|--------|---------------|---|
| 1 | 7 | relate | Let's look at your thumb, how big is the bat? |
| 1 | 13 | abstract | What do you think the bat will do while it's flying? |
| 1 | 27 | competence | Where are the mother bat and the young bat sleeping? |
| 2 | 19 | competence | What do bats eat? |
| 2 | 20 | abstract | The dark is turning to light now. What is making it light? |
| 2 | 23 | relate | When you hang, which is easier: right side up or upside down? How do you hold on? |

Book 2: *Stellaluna* by Janell Cannon

| Reading | Page # | Question type | Question |
|---------|--------|---------------|--|
| 1 | 10 | relate | Tell me about something that you had to eat, but you didn't want to. |
| 1 | 34 | competence | How was Stellaluna able to see at night? |
| 1 | 36 | abstract | Why did Stellaluna eat so much mango? |
| 2 | 5 | abstract | Why was Stellaluna cold and afraid? |
| 2 | 28 | competence | What is the correct way for a bat to hang? |
| 2 | 35 | relate | What kind of fruit do you like to eat? |

BATS: CONVERSATION PROMPTS

Use the space provided to script an anticipated conversation with your student.
Consider the following:

- What will you do if the student responds with only one word?
- What will you do if the student responds off topic?
- What will you do if the student doesn't respond at all?

Prompt 1: Bats are *nocturnal*. They are awake at night and sleep during the day. Imagine that you were *nocturnal*. Tell me what you would do at night while everyone else was sleeping. (OR) Imagine you are a bat. Tell me what you do at night.

Materials needed: *Bat Loves the Night* by Nicola Davies (optional)

| Turn | Script | Conversational Strategy |
|---------|--------|-------------------------|
| Teacher | | |
| Student | | |
| Teacher | | |
| Student | | |

Prompt 2: Stellaluna was separated from her mother and ended up living with a family of birds. Over time, she learned to be like the birds. Imagine you are Stellaluna. Tell me what you miss most about being a bat.

Materials needed: *Stellaluna* by Janell Canon

| Turn | Script | Conversational Strategy |
|---------|--------|-------------------------|
| Teacher | | |
| Student | | |
| Teacher | | |
| Student | | |

Prompt 3: We learned that baby bats can't fly. Sometimes, mother bats carry their babies, but most of the time the babies stay behind in the roost. Imagine what it would be like to live in a roost with 50 *batlings* (brother and sisters).

Materials needed: *Bat Loves the Night* by Nicola Davis

| Turn | Script | Conversational Strategy |
|---------|--------|-------------------------|
| Teacher | | |
| Student | | |
| Teacher | | |
| Student | | |

BATS: DRILL AND PRACTICE

Activity: Memory

| | |
|-----------|---|
| Purpose | To provide practice on the target vocabulary words and definitions multiple times. |
| Objective | The child will express target words and definitions in response to the teacher prompts. |
| Materials | <ul style="list-style-type: none"> • 2 Sets of target words |
| Procedure | <ol style="list-style-type: none"> 1. Review the words and definitions. 2. Mix up both sets of target words and place them face down on the table. 3. Player 1 turns one card over, says the word, and gives the quick definition. Then, Player 1 turns over a second card, says the word, and gives the quick definition. If they match, Player 1 keeps the pair. 4. Then, it is Player 2's turn. 5. Players take turns until all the matches are made. |

Activity: Guess the Word

| | |
|-----------|---|
| Purpose | To provide practice on the target vocabulary words and definitions multiple times. |
| Objective | The child will express target words and definitions in response to the teacher prompts. |
| Materials | <ul style="list-style-type: none"> • 2 sets of 10 target word cards • Headbands with paper clips |
| Procedure | <ol style="list-style-type: none"> 1. Review the words and definitions. 2. Each player gets a pile of target words (10 cards). For more players, distribute the cards evenly. 3. Players pick one of the target word cards and put it in their headband, without looking at the card. 4. Player 1 uses the definition to describe the word in Player 2's headband. 5. Player 2 guesses what the word is. If Player 2 cannot guess the word, Player 1 provides more description without using the word. For example, for the word "dentist", Player 1 could say "This person looks at your teeth. They check to see if you have decay." 6. After Player 2 guesses the word, s/he describes the word in Player 1's headband for Player 1 to guess. 7. Player 1 guesses the word. 8. Continue taking turns until all of the cards have been described. |

BATS: CONCEPTUAL ACTIVITIES

ACTIVITY: Eating a Mango

| | |
|-----------|---|
| Purpose | To engage the student in a conversation about the topic while engaging in an activity. |
| Objective | Child will express target words and definitions in response to teacher prompts. |
| Materials | <ul style="list-style-type: none">• Mango• Knife• Plates• Napkins |
| Procedure | <ol style="list-style-type: none">1. Talk about the book <u>Stellaluna</u> and look at the picture of Stellaluna eating a mango. Discuss how the birds liked bugs. Stellaluna didn't like bugs, but when she tasted the mango she loved it. She loved it because fruit bats like fruit and not bugs.2. Put the mango on the table and talk about the mango.3. Cut open the mango and talk about what it looks like and look at the big seed that is inside.4. Give the student a bite to taste.5. Conversation: Talk about what the mango tastes like, why Stellaluna liked it, if the student and teacher like it and if not, why not. |

ACTIVITY: Bat Collage

| | |
|-----------|--|
| Purpose | To engage the student in a conversation about the topic while engaging in an activity. |
| Objective | Child will express target words and definitions in response to teacher prompts. |
| Materials | <ul style="list-style-type: none">• Large piece of dark blue or black construction paper• Precut tree with a large branch, leaves, a bat body and wings• Glue stick |
| Procedure | <ol style="list-style-type: none">1. Talk about what the students know or have learned about bats (e.g., where they sleep, how they sleep, when they sleep and when they are awake).2. Put the large piece of paper on the table and explain that you will be making a collage that shows how the bat sleeps.3. First, make a place for the bat to sleep, and make the tree with a large branch.4. Glue the tree and the branch to the paper. Optional: Add leaves.5. Conversation: Have a conversation about how the bat sleeps hanging upside down and that it wraps its wings around its body. Show the paper bat body and the wings and fold the wings so that they wrap around the bat. Glue the bat body to the wings. Talk about how the birds sit on the branch but bats hang upside down, then glue the bat to the branch and fold its wings over it. |