Standards...

Oral Language Standards, Page 4:

- Use descriptive words when speaking about people, places, things, and events (KWL Chart & Venn Diagram)

- Retells stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions (C, S, P, R)

- Recites poems, rhymes, and songs (Bat Poem)

- Listens attentively (Videos)

- Relates an important life event or personal experience in a simple sequence (Stellaluna, Think Aloud)

Reading and Literature Standards, Page 6:

- Knows print contains a message (Big Page Picture Watercolor)

Reading and Literature Standards, Page 7:

- Demonstrates understanding of story’s plot, characters, time, setting and beginning, middle, and end (C, S, P, R)

- Recollects, talks, and writes about books read during the school year (Read bat fact book: Bats Creatures of the Night)

Writing Strategies and Applications Standards, Page 8:

- Writes brief expository description of a real object, person, place or event, using sensory details (Bat Fact book)

Writing Strategies and Applications Standards, Page 9:

- Spells grade level appropriate sight words correctly (Where did the bats go? book & Bat Anatomy)

Language Arts Grade Level Standards CORE Curriculum (CUSD: 1999).
Purpose & Goal...

Bats are often thought of as a scary, bad, ugly, blood sucking vampire. And sadly the stories have been passed on from generations. I am hoping to educate these children to harmless animal. The more children learn about bats, the less they will be scared of them.

The purpose and goal of this lesson is to give the students a better understanding of a gentle mammal, know as a bat. The students will be further educated through many different subjects, including: reading and writing, language arts, science, geography, and physical education. The students will be able to pass their newly learned knowledge on to others that may not know the same.

It's time to put an end to the myths, and supply are children will facts that they will be able to pass on to one another.
Vocabulary...

bat
thumb
second
third
fourth
fifth
finger
wing
membrane
elbow
arm
under
over
through
behind
around
next
sky
flying fox
bumblebee
tallest
smallest
bugs
fruit

flower nectar
caves
forest
nest
trees
eggs
mammals
feathers
night
echolocation
fur
day
beak
insects
fish
fly
name
some
<table>
<thead>
<tr>
<th>Time</th>
<th>8:15</th>
<th>8:30</th>
<th>9:00</th>
<th>9:30</th>
<th>10:00</th>
<th>10:20</th>
<th>11:00</th>
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<tbody>
<tr>
<td>Opening</td>
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<td>9:00</td>
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<td>10:00</td>
<td>10:20</td>
<td>11:00</td>
<td>Recess</td>
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<tr>
<td></td>
<td>KWL (Add: What we Know, and what we Want to know) Chart on BATS</td>
<td>Read a book about Bat Facts: &quot;Bats Creatures of the Night&quot;</td>
<td>Recess Students color and cut out bat shapes for the Bat Graph (leave on their desks)</td>
<td>Whole Class Lesson: Bat Anatomy Bat Graph: Students place their bat depending on how they feel about bats (I like bats, I don't like bats, I'm not sure)</td>
<td>Activities &amp; Centers</td>
<td>Activities &amp; Centers</td>
<td></td>
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<tr>
<td></td>
<td>Read Big Book: &quot;Stellaluna&quot; Think Aloud (discussion) on &quot;Stellaluna&quot;</td>
<td>Bat Fact Video Teacher demonstrates how to make a Bat Fact book</td>
<td>Go over Activities: *-uck chunk * Bat Fact book * Where did the Bats Go? book * Big Bat Fact Water color * Columbus Day Map</td>
<td>Recess Activities &amp; Centers</td>
<td>Activities &amp; Centers</td>
<td>Activities &amp; Centers</td>
<td></td>
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<tr>
<td></td>
<td>C, S, P, R from &quot;Stellaluna&quot; (character, setting, problem, resolution) * Students will only draw and color pictures!!!</td>
<td>C, S, P, R Write sentences as a whole class</td>
<td>Recess Activities &amp; Centers</td>
<td>Activities &amp; Centers</td>
<td>Activities &amp; Centers</td>
<td>Activities &amp; Centers</td>
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<tr>
<td></td>
<td>Jog-a-thon</td>
<td>Jog-a-thon</td>
<td>Recess Activities &amp; Centers</td>
<td>Activities &amp; Centers</td>
<td>Activities &amp; Centers</td>
<td>&quot;Stellaluna&quot; Video Venn Diagram (Bats/Birds)</td>
<td></td>
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<tr>
<td></td>
<td>Field Trip to IMAX Theater to see &quot;Dolphins&quot;</td>
<td>Field Trip</td>
<td>Recess Library</td>
<td>Venn Diagram (Bats/Dolphins)</td>
<td>Venn Diagram (Bats/Dolphins)</td>
<td>Venn Diagram (Bats/Dolphins)</td>
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- **KWL**: Know, Want to know, Learn
- **Bat Graph**: A chart or diagram used to visually represent data about bats.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity 1</th>
<th>Activity 2</th>
<th>Activity 3</th>
<th>Activity 4</th>
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<tr>
<td>11:45</td>
<td>Lunch</td>
<td>Bat Video:</td>
<td>1:00</td>
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<tr>
<td></td>
<td></td>
<td>&quot;Magic School Bus:&quot;</td>
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<td>PE/Recess</td>
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<tr>
<td>12:50</td>
<td>Lunch</td>
<td>Echolocation Game</td>
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<tr>
<td></td>
<td>Story</td>
<td>(play outside)</td>
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<tr>
<td>1:00</td>
<td>Lunch</td>
<td>PE/Recess</td>
<td>2:00</td>
<td>3:00</td>
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<tr>
<td></td>
<td>Story</td>
<td>Dismissal</td>
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<tr>
<td></td>
<td>whole class lesson: Locating bats on classroom map (Geography)</td>
<td>PE/Recess</td>
<td>Dismissal</td>
<td></td>
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<tr>
<td>1:30</td>
<td>Lunch</td>
<td>PE/Recess</td>
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<td></td>
<td>Story</td>
<td>Dismissal</td>
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<tr>
<td></td>
<td>Read Bat Poem to the class &quot;Bats&quot;</td>
<td>PE/Recess</td>
<td>Dismissal</td>
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<tr>
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<td>Discuss and identify words that the students</td>
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<tr>
<td>2:00</td>
<td>Lunch</td>
<td>PE/Recess</td>
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<td></td>
<td>Story</td>
<td>Dismissal</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Students color and cut out bats for the Bat Graph (leave on their desks)</td>
<td>Add What we Learned to the KWL Chart</td>
<td></td>
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<tr>
<td>3:00</td>
<td>Lunch</td>
<td>Dismissal</td>
<td></td>
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</table>
Clinical Teaching Lesson Plan

Grade: 1  Subject: Lang. Arts  Standard: pg.4  Lesson Title: KWL (Bats)

Teacher Materials:  Vocabulary:  Students' Materials:
- butchers paper  - bat(s)  - none
- markers

Objective: The students will tap into their prior knowledge of bats by creating a classroom KWL chart.

Set: Today boys and girls we are going to learn about bats.

Background/Input:

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory) The teacher will ask the students if they know anything about bats. The teacher will write the facts (or ideas) under "what we know."

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) The teacher will call on the students to answer "what we want to know" on the KWL chart. Teacher will do the writing.

3. Guided Practice:

4. Activities: The teacher will read "Bats Creatures of the Night." After reading the student may have something to add to "what did you learn" part of the KWL chart.

5. Independent Practice:

Assessment/Criterion: The teacher will assess the students on their comments (prior knowledge). The teacher will know where to start and what to teach about bats.

Student Teacher:  Master Teacher Approval:  

Date: 10-9-00
Clinical Teaching Lesson Plan

Circle One: NEW or RETEACH

Grade 1  Subject: Lang. Arts  Standard:  Lesson Title: Bat Graph

Teacher Materials

- butcher paper
- glue stick
- bat copies

Vocabulary

- marker & crayolas
- glue stick
- scissors

Students' Materials

Objective: The students will make an opinion about bats, based on their prior knowledge.

Set: Today boys and girls we are going to learn what you think about bats.

Background/Input:

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory)  The teacher will introduce the bat graph to the students: 3 different choices: I like bats, I don't like bats, and I am not sure.

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic)  The teacher will ask the students to write their name inside the bat copy with marker and then color and cut-out their bat.

3. Guided Practice  The teacher will then assist the students in putting their bats on the graph.

4. Activities:  The teacher will lead a discussion about the graph: How many students like bats? Why do you think they like bats?

5. Independent Practice

Assessment/Criterion:  The students will be assessed on observation whether or not they made their own decision about bats.

Student Teacher:  Halley Alan  Master Teacher Approval:  Rusty Powers

Date:  10-9-00

Signature

Date  10-9-00
Clinical Teaching Lesson Plan

Circle One: NEW or RETEACH

Grade: 1  Subject: Reading  Standard: pg. 4  Lesson Title: Stellaluna

Teacher Materials

Big Book: Stellaluna

Vocabulary

Students' Materials

none

Objective: The students will listen and follow along as the teacher read and thinks aloud about Stellaluna.

Set: Today boys and girls we are going to learn about a young bat named Stellaluna.

Background/Input:

Procedure/Application:

1. Teacher teaches: (Visual/auditory) The teacher will read the big book of Stellaluna. As the teacher read, she will do a think aloud: this picture reminds me of...

2. Students teach the teacher: (Oral/Psychomotor/Kinesthetic) The teacher will allow the students to share their thoughts about the story. What was your favorite part?

3. Guided Practice:

4. Activities:

5. Independent Practice

Assessment/Criterion: The teacher will assess the students comprehension by their comments.

Student Teacher: Helen Cebula

Master Teacher Approval: Rusty Powers

Date: 10-10-08
## Clinical Teaching Lesson Plan

**Grade:** 1  
**Subject:** Lang Arts  
**Standard:** pg 8  
**Lesson Title:** Bat Facts

### Teacher Materials

- Video
- butcher paper
- markers

### Vocabulary

- Bat Facts book
- nouns
- verbs
- pencil

### Students' Materials

- Bat Facts book
- nouns
- verbs
- pencil

### Objective:
The students will learn new interesting facts about bats that they will create their own personal Bat Facts Book.

### Set:
Today boys and girls we are going to learn facts about bats.

### Background/Input:

### Procedure/Application:

1. **Teacher teaches:**  
   (Visual/auditory) The teacher will introduce the video and ask the students to keep their eyes and ears open to facts about bats (things that are true about bats).

2. **Students teach the teacher:**  
   (Oral/Psychomotor/Kinesthetic) After watching the video the students will be asked to give bat facts as the teacher writes the facts on butcher paper.

3. **Guided Practice:** The teacher will demonstrate how to make the book: (4 blank pages) write a bat fact at the bottom of each page and then draw a picture that goes along with the fact.

4. **Activities:**

5. **Independent Practice:** The students will work on their own Bat Facts book during Activity 4 Center Time.

### Assessment/Criterion

**Tie-in with objective:** The students will be assessed on their bat facts making sure the picture goes along with the fact (looking for the connection).

---

**Student Teacher:**  
**Master Teacher Approval:**

**Date:** 10-10-00
Clinical Teaching Lesson Plan

Grade: 1  Subject: Language Arts  Standard:  Lesson Title: Where did the bats go? Book

Teacher Materials

Vocabulary

around  through  book w/6 blank pages
under  behind  bat & pumpkin die-cuts
over  behind  glue stick

Students’ Materials

Objective: The students will have a better understanding of directional words.

Set: Today boys and girls we are going to learn

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory) The teacher will demonstrate how to make the Where did the bats go? book.

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) The teacher will ask the students to demonstrate the directional words: stand behind, chart, walk around the desks, ...

3. Guided Practice: The students will make their own book; the students will read the sentences and put the bats and pumpkins where they belong.

4. Activities:

5. Independent Practice

Assessment/Criterion: The students will be assessed on their books: if their directional words match their pictures.

Student Teacher: Helee All Master Teacher Approval: Kristy Poore

Date: 10-10-00
Clinical Teaching Lesson Plan

Circle One: NEW or RETEACH

Grade 1 Subject Language Arts Standard 4.4.7 Lesson Title C.S.P.R. for Stellaluna

Teacher Materials

| Big Book | Stellaluna |

Vocabulary

Students' Materials

| Copy of C.S.P.R |

Objective: The students will be able to identify the characters, setting, problem, and resolution of the story.

Set: Today boys and girls we are going to learn about the story Stellaluna.

Background/Input:

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory) The teacher re-read the story of Stellaluna.

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) The teacher asks the questions: who's the characters, where did the story happen, what was the problem & what made it a happy ending.

3. Guided Practice: The students will draw pictures to match what we just talked about C.S.P.R.

4. Activities: The teacher will write a sentence for each C.S.P.R. (with the help of the students)

5. Independent Practice: The students will write their own sentences to match with their pictures.

Assessment/Criterion: The teacher will assess the students on their pictures and sentences to make sure they match each other and follow along with the story.

Student Teacher: [Signature]

Date 10-10-00

Master Teacher Approval: [Signature]
Clinical Teaching Lesson Plan

Grade 1  Subject: Geography  Standard:  Lesson Title: Locating Bats on the Map

Teacher Materials  Vocabulary  Students' Materials

- class map  - bat cutouts  - sticky puddles  - none

Objective: The students will be able to locate where bats live around the world.

Set: Today boys and girls we are going to learn where bats live.

Background/Input:

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory) The teacher will introduce a bat by its name, tell what it eats and where it lives. The teacher will stick the bat on the map (or where it lives).

2. Students teach the teacher:
   (Oral/psychomotor/kinesthetic) The teacher will go back to previous bats and ask questions: I forgot what this bat's name is? Do you remember? Do you.

3. Guided Practice: Remember what it eats? The students will come to see that bats live almost all over the world.

4. Activities:

5. Independent Practice

Assessment/Criterion (Tie-in with objective) The teacher will assess the students on their comments to see if they are able to locate which bat lives where.

Student Teacher: [Signature]  Master Teacher Approval: [Signature]

Date: 10-10-00
Clinical Teaching Lesson Plan
Circle One NEW or RETEACH

Grade ___ Subject: Lang Arts Standard: pg.4 Lesson Title: Venn Diagram (Bats/Birds)

Teacher Materials
- Copy of mixed up word list

Vocabulary
- feathers
- fur
- day
- night
- wings
- mammal

Students' Materials
- construction paper
- scissors
- glue
- stick
- copy of words

Objective: The students will identify the similarities and differences between bats and birds.

Set: Today boys and girls we are going to learn how bats and birds are the same and different.

Background/Input:

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory) The teacher will introduce the venn diagram and now it is used to show the differences and similarities. The teacher will also go over some more difficult words on the word list.

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) The student will read a word and tell the class where it should be glued on to which side.

3. Guided Practice: The students will work on reading the word and placing it either the bat side, the bird side, or in the same side.

4. Activities:

5. Independent Practice: The students will choose a word from each side and color a picture to match.

Assessment/Criterion: The teacher will assess the students' venn diagram, they should match each word to the correct place and a picture to match the word.

Student Teacher: Hellee Olsen Master Teacher Approval: Kristy Powers

Date: 10-12-00
Clinical Teaching Lesson Plan

Grade 1  Subject: Lang Arts  Standard: pg 4  Lesson Title: Bat Poem

Teacher Materials:  Vocabulary:  Students' Materials: 
- poster size poem
- highlight tape
- ching crunk yellow
- and are
- some brown

Objective: The students will identify new facts about bats.

Set: Today boys and girls we are going to learn more about bats.

Background/Input: 

Procedure/Application:
1. Teacher teaches:
   (Visual/auditory) The teacher reads the poem "Bats."

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) The teacher will ask the students to look for new facts about bats.
   Possible cues: Can anyone tell me which bat is the tallest/smallest. What colors could bats be and what do bats eat?

3. Guided Practice: Students will be asked to look for words they may recognize: word wall, word chunk, words.

4. Independent Practice: 

Assessment/Criterion: The teacher will assess the students on their ability to identify words and listen and read new facts.

Student Teacher: ____________________  Master Teacher Approval: ____________________
Date: 10-12-00
Clinical Teaching Lesson Plan

Grade 1  Subject Science  Standard 7.9  Lesson Title Bat Anatomy

Teacher Materials
Poster size Bat Anatomy
Tape

Vocabulary
thumb  fourth  Copy of bat Anatomy
second  fifth  scissors
third  finger  glue stick

Students' Materials

Objective: The students will identify the different parts of a bat by matching the labels to the correct part.

Set: Today boys and girls we are going to learn about a bat's body.

Background/Input: th- chunk, -ing chunk, and -er chunk

Procedure/Application:
1. Teacher teaches:
   (Visual/auditory) The teacher will show the students the correct body part as the teacher and students try to identify the names of the body parts.
2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) The teacher will call on students to name and place the correct part of the bat.
3. Guided Practice: The teacher allows the student to complete his/her bat.
4. Activities: The teacher will show some examples of the students.
5. Independent Practice: The teacher will allow the students to color their bats at home.

Assessment/Criterion: The students will be assessed on their bats, whether or not the students matched the correct body parts.

Student Teacher: Kellie Olson  Master Teacher Approval Kristy Powers
Date 10-9-00
Activities...

Bat Graph

Ask each child to think to themselves about how they feel about bats. Each child will be given a bat pattern. The children will be asked to put their name on the front of the bat in marker. The children may then color their bat with color crayons. When their bat is colored and cut out, the children will place their bat on the graph, depending on how they feel about bats. The graph will be shaped as a cave, with three different columns: I like bats, I don’t like bats, and I’m not sure. Discuss a class how many people like bats, how many do not like bats and how many are not sure. Children may also like to discuss why they feel the way they do.

Bat Fact book

The children will fill in their Bat Fact book by looking at the brainstorm of the bat fact video. The children will have already brainstormed different facts about bats. Their job now is to choose four bat facts, write them on the blank sheets of paper in their Bat Fact books and color a picture that matches with that fact. There are four pages in the already made books. This activity will be done during activity time.

Where did the bats go? book

The children will read the six different sentences: The bats went around the pumpkin. The bats went over the pumpkin. The bats went across the pumpkin. The bats went behind the pumpkin. The bats went through the pumpkin. The bats went under the pumpkin. The students will then cut and paste one sentence on each blank page of the book. The next step is to glue the pumpkin (die-cuts) and the small bats (die-cuts) in the correct spots according to what the sentence reads. This book will also be done during activity time.

Big Picture Fact Watercolor

The students will choose a bat fact that interests them (the facts will already be glued to the bottom of a 12X18 construction paper). The students will color, with color crayons only, a picture to match the bat fact. After they are done coloring they will paint over the entire white construction paper with different water colors. The big pictures facts will be put together to create a Big Bat Fact Book.
Echolocation Game

Have the children make a circle. The children in the circle are obstacles in the environment (trees, rocks, building, etc.). When the bat comes close to one of the “obstacles,” the child directly in front of the bat and the one either side say “stop” to warn the “bat” to move in a different direction. One or two children inside the circle are the “insects.” They call out “insect” until one of the insects is caught by the bat. One child is the “bat” and is in the center of the circle also. This bat is blindfolded. The bat moves around the circle trying to locate an “insect” by sound, moving away from obstacles when he/she hears the warning “stop.” You may want to set a time limit in which the bat has to catch one of the insects. When an insect has been caught, select a new group of insects and a new bat to continue playing.
Annotated Bibliography...


This is a story of a young fruit bat that is separated from its mother at birth. The young bat is raised by a mother bird and soon learns to act, eat, and sleep like the other baby birds. (K-3, picture book).


This book tells you everything you ever wanted to know about bats, from how they see in the dark and where they live, to who their enemies are and what they look like up close. (K-3, informational book).


This book talks about the myths about bats and why they are not true. This book also gives many facts about bats, including: the different characteristics of bats and what they eat and how they find their food in the darkness, echolocation. (1-3, informational book).


This book is about bats and how they live at night. This book includes where the bats live, how they find their food and how they adapt to fling in the night. (K-3, informational book).


This is a story about a little brown bat and how it lives it’s life at night. The story shares many facts about where bats live and how they survive in the darkness of the night. (K-3, picture book).


This book shares many different and weird characteristics of bats. This book shares many different bats and the unique characteristics they each have. (K-3, informational book).

This book answers many questions and myths that children may ask, like: Do vampire bats suck peoples blood? or How do bats fly at night if they cannot see in the dark? (K-3, informational book)


This is a book about school age children exploring the wonders of bats. This book helps to give children a better understanding of the life of a bat, how they sleep, how they fly, and how they get away from their enemies. (K-3, picture book)


This book provides many facts and information on bats, including bats’ body structure, food eaten, echolocation, and where bats live (K-3, picture).


This book is filled with poems and paintings of all different animals, including bats. The bat poem talks about how the bats fly all night and sleep upside down. (K-3, poetry).