CGA-San Joaquin Valley
Teacher Geographic Units
K-6

LESSON #     B-7 (1 of 2)

UNIT TITLE:  BATS

Created By:  Shanna Benson - Spring 2003

GRADE:       2nd
BATS
By Shanna Benson
Standards

Language Arts

5.0 Language Mechanics- The students will write with a command of Standard English commissions that are appropriate to their grade level.
8.0 Writing Application- The students will write to describe familiar objects.
9.0 Spelling- The students will use a variety of strategies to master grade level appropriate spelling.
10.0 The students will listen and respond critically to oral communication.
10.2 Demonstrate comprehension of a story that is read out loud.
10.3 Demonstrate the ability to follow three or four oral step directions.

Math

2.0 Use logical reasoning such as a Venn diagram.
2.7 Interpret bar graphs to find information and solve problems.
2.9 Interpret a chart or table to find information and solve problems.

Science

2.1 Sound is made by vibrating objects.
2.2a Organisms reproduce offspring of their own kind.
2.2d There is variation among individuals of one kind within a population.
2.4 How to compare and sort common objects based on physical attributes (Venn diagram)

Writing

7.2 Write neatly, in manuscript, using correct margins, between letters, words, and sentences.
7.4 Demonstrate an understanding of the purposes of various reference materials.

Social Science

2.2.2 Label a simple map of the continents
2.2.1 Locate specific locations on a map.
Lesson Rationale

The purpose of this lesson is to teach the students that bats are a very important asset to our environment and valley. I want each student to be able to see that bats aren’t ugly, blood-sucking creatures. I want them to see that bats are valuable members of our community and that they are just like humans in many ways. I want students to learn about the bat and at the same time further develop their skills in math, writing, language arts, science, and social science.
Batty Vocabulary

1. Webbed
2. Echolocation
3. Nursery
4. Hibernate
5. Migrate
6. Roost
7. Enemies
8. Colony
9. Dive
10. Swoop
11. Nocturnal
12. Mammal
13. Warm-blooded
14. Pollinate
15. Pup
16. Basket
17. Hunting
18. Endangered
19. Habitat
20. Population
21. Perch
22. Rabies
23. Hunt
24. Flight
25. Continent
26. North America
27. South America
28. Africa
29. Asia
30. Europe
31. Australia
32. Antarctica
Clinical Teaching Lesson Plan

Circle One NEW or RETEACH

Grade 2 Subject Math Standard 2.7 Lesson Title Bats (Diagrams)

Teacher Materials Vocabulary Students' Materials
Overhead marker _____________ Overhead
Syllabatic Book _____________ Overhead
Overheads _____________

Objective: The students will discuss what they know and want to know about bats. They will also discover how to make a Venn diagram to compare/contrast bats and birds.

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

Background/Input: A KWL chart will be used to find out how much the students already know about bats.

Procedure/Application:

1. Teacher teaches: 
   (Visual/auditory) The teacher will put the KWL chart on the overhead and ask students for suggestions on what they know and want to know about bats.

2. Students teach the teacher: 
   (Oral/Psychomotor/Kinesthetic) The students will teach the teacher about bats by telling what they know and what they want to know about bats.

3. Guided Practice: The teacher will begin to fill out the Venn diagram using facts from the book.

4. Activities: KWL Chart/Venn Diagram

5. Independent Practice: The students will finish filling out the Venn diagram on their own.

Assessment/Criterion: The teacher will assess the students' diagrams and she will take the info gained from the KWL to guide her lesson.

Student Teacher: _______________ Master Teacher Approval: ____________

Date: __________________________
Clinical Teaching Lesson Plan
Circle One NEW or RETEACH

Grade: 2, Subject: Lang. Arts, Standard: 10.2.3 Lesson Title: Bats (Batty Puzzles)

Teacher Materials
- Book - Shadow of Night
- Overheads - assorted insects

Vocabulary
- nocturnal
- mammal

Students' Materials
- Worksheets
- Pencils

Objective: The students will learn bat vocabulary by doing a crossword puzzle, word scramble, and by listening when the teacher reads book Shadow of Night.

Set: Today boys and girls we are going to learn some new words. These words all have something to do with a bat.

Background/Input: The teacher will refer back to previous days' compare/contrast lesson and KWL Chart.

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory) The teacher will read the book Shadow of Night and discuss vocabulary in the book. Then she will go over the crossword/ scramble worksheets and do some with the class.

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) The students will raise their hands when they think they have the answer and explain how they got it.

3. Guided Practice: The teacher and class will do a few questions off of each worksheet together.

4. Activities: Crossword / Scramble

5. Independent Practice: The students will do the worksheets on their own.

Assessment/Criterion: The teacher will look at the worksheets to assess if the students have gained a better knowledge of the bat vocabulary.

Student Teacher: [Signature]
Master Teacher Approval: Julie C. Westenberg
Date: ___________
Clinical Teaching Lesson Plan

Circle One: NEW or RETEACH

Grade 2  Subject: Acts  Standard: 8.6  Lesson Title: Bats (Facts/Opinions)

Teacher Materials: Bats, Overhead  Vocabulary: fruit, mammal, hibernate  Students' Materials: Fact/opinion games, pencils

Objective: The students will listen while a book Bats is read to them and then they will play the bat fact and opinion game.

Set: Today boys and girls we are going to learn about Bats and the difference between fact and opinion.

Background/Input:

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory) The teacher will read the book Bats aloud to the class, being sure to discuss vocabulary throughout. She will then "teach" fact and opinion to the class.

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) The students will then raise their hands and list one fact and one opinion about a bat.

3. Guided Practice: The teacher will explain how the fact/ opinion game works and no a few w/ the class.


5. Independent Practice: The students will play the game on their own and in small groups.

Assessment/Criterion: The students will then have to write two of their own facts and opinions about bats.

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

Date: [Redacted]
Clinical Teaching Lesson Plan

Grade 2  Subject: Science  Standard 2.1  Lesson Title: Bats (Hearing)

Teacher Materials
Amazing Bats music
pan/bow/history/food/clothing

Vocabulary
echo
echo location

Students' Materials
Pencil
Worksheet
Crayons

Objective: The students will gain a better understanding of echolocation and how bats hear.

Set: Today boys and girls we are going to learn how bats hear and what echolocation looks like.

Background/Input: Read and discuss pg 10 in Amazing Bats. Relate back to previous assignments.

Procedure/Application:

1. Teacher teaches: (Visual/auditory) The teacher reads pg 10 in the book Amazing Bats, then does both the overhead experiment and hearing experiment with the class.

2. Students teach the teacher: (Oral/Psychomotor/Kinesthetic) The students will watch and listen to the experiments, they will also raise their hands to answer questions about the experiment.

3. Guided Practice:

4. Activities: The incredible bat worksheet and hearing experiment.

5. Independent Practice: Drawing a new kind of bat.

Assessment/Criterion: The students will gain knowledge on how bats hear and communicate through echolocation.

Student Teacher: [Signature]

Master Teacher Approval: [Signature]

Date: [Signature]
Clinical Teaching Lesson Plan

Circle One: NEW or RETEACH

Grade 2  Subject: Lang. Arts  Standard: 9.0  Lesson Title: Bats (Anatomy)

Science/ 6.0  8.0

Teacher Materials

Vocabulary

Students' Materials

wing  forearm  Bat worksheet

wrist  insect  pencils

tail

Objective: The students will learn and identify the different parts of a bat's anatomy.

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

Background/Input:

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory) The teacher will read Bats pgs 5-7 and ask for input on how we are different from bats and how we are the same as bats.

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) The students will answer the teacher's questions and give input to the teacher.

3. Guided Practice: Reading the paragraph as a class and discussing the parts of a bat as a class.

4. Activities: Brushing up on bats worksheet

5. Independent Practice: Have the students complete the true false and compare yourself to a bat portion.

Assessment/Criterion: The teacher will read and assess the completed worksheet to see that the students are learning the parts of a bat.

Student Teacher: [Signature]

Master Teacher Approval: [Signature]

Date: [Blank]
Clinical Teaching Lesson Plan
Circle One NEW or RETEACH

Grade 2 Subject
Standard 2.2.2 Lesson Title Bats (Bats on Our Continents)

Teacher Materials

- Extremely Weird Bats
- Overheads
- Ditto
- N. America
- Asia
- South America
- Australia
- Antarctica
- Europe
- Africa

Vocabulary

- Crayons
- Worksheets
- Pencils

Students' Materials

Objective: The students will learn different bat species and which continent they live on at the same time they will be introduced to that continent.

Set: Today boys and girls we are going to learn about different bats and which continent they live on.

Background/Input: Refer back to Prior and review past bat lessons.

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory) The teacher will read Extremely Weird Bats to the class.

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) The students will come up to the map and point out the continents.

3. Guided Practice: Together the class will label each continent and what bat lives there.

4. Activities: Continent worksheet label, list, color

5. Independent Practice: The students will then color their continents and draw a picture of the bat that lives there.

Assessment/Criterion: Assess that all continents are labelled and colored.

Student Teacher: [Signature]

Master Teacher Approval: [Signature]

Date:
Clinical Teaching Lesson Plan
Circle One NEW or RETEACH

Grade 2  Subject: Lang. Arts  Standard: 8.0  Lesson Title: Bats (Batty Poetry)

Teacher Materials: Book Amazing Bats, overhead, markers
Vocabulary: cave, fruit, swat, echolocation
Students' Materials: Worksheets, pencils

Objective: The students will learn that poems don't always have to rhyme and how to brainstorm.

Set: Today boys and girls we are going to learn how to brainstorm and make a fun poem.

Background/Input: Knit and previous lessons to gather info. from

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory) The teacher will read pp. 70-72 about Amazing Bats. She will then talk about brainstorming and how it helps to get ready to write.

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) The teacher will ask the students for best ideas that they can use to write a poem. (The poem doesn’t have to rhyme)

3. Guided Practice: The students will help the teacher to formulate a class poem

4. Activities: Bat poem

5. Independent Practice: The students will then come up with their own poems using the ideas that were brainstormed in class.

Assessment/Criterion: The poems will be read looking for vocabulary and accurate information

Student Teacher: Zane B
Master Teacher Approval: Julie C. Westenberg
Date:
Clinical Teaching Lesson Plan
Circle One NEW or RETEACH

Grade 2 Subject Lang.Ars Standard 8.0 Lesson Title Bats (Wing/Poems)

Teacher Materials
- overheads
- Wingspan

Vocabulary
- fruit
- sweep
- roost
- pulp

Students' Materials
- wing span work sheet
- acrostic poem worksheet

Objective: The students will learn what wingspan is, how to read a graph, and how to do an acrostic poem.

Set: Today boys and girls we are going to learn about another type of poem and a bats wingspan.

Background/Input: The previous days lesson on a bat poem and the measurement unit in their math book.

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory) The teacher will talk about the previous days lesson and explain how this poem is different. She will also explain how to read a graph.

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) The students will brainstorm ideas for the poem. The students will answer questions about how a graph is read.

3. Guided Practice: The teacher will construct a class acrostic poem using student suggestions. The teacher will help the class with the first few graphing questions.

4. Activities: Wing Span Graph/Acrostic Poem

5. Independent Practice: The students will complete the remaining graph questions and construct their own acrostic poem.

Assessment/Criterion: Knowing that the students can correctly read a graph by looking at the questions they answered. Knowing the acrostic poem was understood.

Student Teacher: Julian B

Master Teacher Approval: Julie C. Weisenberg

Date: 2/22/2023
Clinical Teaching Lesson Plan

Circle One: NEW or RETEACH

Grade 2 Subject Lang Arts Standard 10.3 Lesson Title Bats (Books)

Teacher Materials

- bat book
- scissors
- crayons

Vocabulary

- insect
- roost
- fruit
- sweep
- twist
- mammal
- bat books
- scissors
- crayons

Students' Materials

Objective: The students will demonstrate all that they have learned by coloring and constructing a bat book.

Set: Today boys and girls we are going to learn how to make a bat book.

Background/Input: Using all they've learned about bats in previous lessons, students will make these books.

Procedure/Application:


2. Students teach the teacher: (Oral/Psychomotor/Kinesthetic) The students read the caption on each page aloud.

3. Guided Practice: The students cut and construct their bat books along with the teacher.

4. Activities: Bat book

5. Independent Practice: The students color and draw in their bat books.

Assessment/Criterion: (Tie-in with objective) Check to make sure the picture matches the info. given on the page in the book.

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

Julie C. Westenberg
Clinical Teaching Lesson Plan

Grade: 2  Subject: Lang  At: 10:30  Lesson Title: Bats (wrap up)

Teacher Materials:  
- Bat KWL
- Bat picture
- Bat book

Vocabulary:  
- insect
- fruit
- tooth
- twist
- swap
- mammal

Students' Materials:  
- Bat KWL
- Cover picture
- Bat book

Objective: The students will finish up their KWL, bat book, and color the bat picture for the front of their work folder.

Set: Today boys and girls we are going to finish up our bat book, bat KWL chart and color a bat picture.

Background/Input: Reiterate how a KWL is useful. Repeat Bat book instructions.

Procedure/Application:

1. Teacher teaches:  
   (Visual/auditory) Repeats bat book instructions and the importance of a KWL.

2. Students teach the teacher:  
   (Oral/Psychomotor/Kinesthetic) Students give suggestions on what they learned from the bat unit.

3. Guided Practice: Do KWL together

4. Activities: KWL, Bat Book, Bat picture


Assessment/Criterion:  
Assess the bat folder on the whole 2 week theme.

Student Teacher:  
Master Teacher Approval:  
Date: Julie C. Westenberg
Activities

Week One

- Bat KWL chart
- Read Stellaluna
- Venn Diagram
- Read Shadows of Night
- Bat Word Scramble
- Bat Crossword
- Read Bats
- Bat Fact and Opinion Game
- Read Amazing Bats (pg 10)
- Sound Wave Experiment (21-23)
- Discuss Parts of a Bat
- Parts of a Bat Worksheet (43)

Week Two

- Read Extremely Weird Bats
- Discuss Bats on our Continents
- Continent Dittos to identify, fill out, label
- Read Amazing Bats (20-22)
- Batty Poetry
- Bat Wingspan Math Sheet
- Bat Acrostic Poem
- Construct and illustrate “My Own Bat Book” (45-47)
- Finish Bat book and color bat picture for the front of bat unit folder
Bibliography


www.abcteach.com
ASSESSMENT

To assess this unit I would administer a test or quiz to the class using a list of questions that they should be able to answer when finishing this unit. I would compile a list of my own questions instead of using a pre-made test from a book. I would do this because I may not be able to cover as many aspects of the bat unit as possible because of all the time constraints today's teachers are faced with. By compiling my own test or quiz I would be sure to give the students a fair chance at doing well on the assessment.

If I opted not to use a test or quiz I would do a fun assessment with the class such as a game like Jeopardy and have all the questions pertain to the material learned.

I believe that the students' scores on the quiz/test or how well they did at playing the game would be a strong reflection on how well I did at teaching them the unit on bats.
Criterion Assessment of Overall Goal

From this unit the students learned that bats are a very important asset to our environment and valley. The students learned that bats are not harmful. The students enjoyed learning about bats and at the same time broadening their skills in math, writing, language arts, science, and geography.

By watching the students’ reactions as they learned it was clear that they were having a great time. I also had a great time learning about bats myself and sharing with the class all of the knowledge that I had acquired!
Across
1. The resting state in which some animals pass the winter.
3. Bats are active at __________.
7. A perch on which birds/animals rest or sleep.
9. An animal’s movement from one region to another for feeding or breeding.
13. Night animals are __________.
14. Many bats sleep in __________.

Down
1. To be suspended from another object. A bat will _______ upside down.
2. Determining the location of something by measuring the time it takes for an echo to return from it.
4. a nocturnal flying mammal
5. an animal that has fur, breathe air through their lungs and feed their babies milk.
6. Bats hang upside _______.
8. special patterns and colors on an animal’s coat that help it hide from danger.
10. Small bugs
11. A noise that you can hear.
12. A bat’s __________ helps it fly and scoop up insects.
### BATS

<table>
<thead>
<tr>
<th>What I know about Bats</th>
<th>What I want to know about Bats</th>
<th>What I have learned about Bats</th>
</tr>
</thead>
</table>

The most interesting fact I learned about bats is

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________