

Bat Basics - Adaptations



Pre Lesson Plan 2

Age: K - 2

Setting: Classroom

Standards: Science: Environmental/Ecology: 4.3.4.C(3), 4.6.4.A(3,4,6,10)
Reading, Writing, Speaking, Listening: 1.6.3A(1), D(2-4), E(1)

Objectives: Students will be able to:

- Identify a bat's body structure and its significance to their adaptations
- Become familiar with bat behavior and adaptation

Overview: Students will explore the world of a bat. They will identify parts of a bat and their significance in their survival.

Vocabulary: echolocation roosting nocturnal adaptation

Materials:

- *BAT PICTURES (attached as *Extra Activities* at end of this booklet - pages 32-37)
- Large pictures of a variety of bat species
- Assorted construction paper
- Assorted art supplies (markers, crayons, pencils, etc.)

Procedure:

1. Talk with the children about bats and that they are the only mammals that can fly.
2. Show the children many pictures of different species of bats.
3. Point out to the children how bats differ. You can identify different species of bats by the following things: some are big, some are small, some have tails, some do not, some have odd faces, and some have odd noses or ears.
4. Compare various bat pictures with one another. Ask the children to point out the differences - as many as they can find **BAT PICTURES ATTACHED IN EXTRA ACTIVITIES** (pages 32-37)
5. Place many bat pictures on a bulletin board and label with their names.

(continued on page 15)

(continued from page 14)

6. A strange face:
 - a. “Nose Knows” – Discuss with students the importance of a bat’s nose and the different shapes it can have. Helps to “catch” scents better.
 - b. Large Ears – helps them hear better
 - c. Bumps/folds – helps to “funnel” the sound back to them
 - d. Voice adaptations – to help find food; makes squeaks and clicks
 - e. Echolocation – sound bounces off of other things and returns to their large ears
 - f. Claws – help to roost (hang upside down)
 - g. Extra long legs – to help catch animals
 - h. Nocturnal – only fly at night; helps them to avoid predators.
 - i. Migration – some bats move to warmer places, some travel up to 1600 miles
 - j. Hibernate – usually in caves or mines; cluster together to stay warm; wake up every few days and move around a little; build up fat to save energy as they sleep; use little energy
7. These parts may help with feeding, echolocating, moving in the dark, or attracting a mate.
8. The students will look at various pictures of bats.
9. Students will create a bat according to their own liking and use some of the adaptations listed above.
10. Provide students with various construction paper and art supplies to create their bat.
11. They are to name their bat and should be able to tell why they chose to use their adaptations.
12. Students will present their creations to the class.

Assessment: Students will take the adaptation learned throughout the lesson and create a bat of their own. They will discuss their bat with the class and explain their choices of adaptations. Students will answer questions concerning their bat.