

BATitudes



Pre Lesson Plan 3

Age: K - 2

Setting: Classroom

Time: 1 – 2 lesson periods (dependent upon time constraints)

Standards: Science: Environmental/Ecology: 4.3.4.C(3), 4.6.4.A(3,4,6,10)
Communication Arts: 1.1.3.C,D,E,G(1-4), 1.2.3.A(3), 1.4.3.B, 1.6.3.A(1), B(2,3,5), D(1-4), E(1-3), 1.8.3.A, B(1, 2, 4)

Objectives: Students will be able to:

- Correct common myths about bats
- Understand how bats are important economically and ecologically
- Discuss the significance of bats in other cultures

Overview: Students will give their opinions and tell what they know about bats. Their opinions will be identified as myths or misconceptions. Students will research each to find the truth in each one. Will students change their opinions of bats?

Materials:

small bat cut-outs	white chalk or white crayon
chalkboard	chart paper
paper	pens
various bat books	computer with internet access
*BATtitude report form (page 18)	Bat graph

Procedure:

1. As students enter the room in the morning, they will complete a bat graph by putting their name on a bat and answering the question: “Do You Like Bats?”
Have a graph on the board with a “yes” column and a “no” column. Students can use tape to place their bat in either the *yes* or *no* column. It would be helpful to have the graph close to where you will be conducting the rest of the group lesson.
2. As you begin the lesson, review the graph results with them.
3. Discuss what they know about bats and list on the board or on chart paper.
4. Ask the students to define a myth or misconception. Get several definitions and clarify if needed.
5. Explain that there are misconceptions about bats. Review the list that students made and identify the myths, while adding some as the lesson progresses. See the list of misconceptions (myths) on page 17.

(continued on page 17)

(continued from page 16)

6. Divide the class into working groups. One member of each group will come and choose a misconception to explain. The group will then research the truth about the myth they have chosen. Students may use books, magazines, and the internet as research tools.

MYTH	ANSWER (discussion)
<i>Bats are birds</i> <i>Bats drink blood</i> <i>Bats are dirty and carry disease</i> <i>Bats get caught in people's hair</i> <i>Bats are blind</i> <i>Bats are dangerous</i>	<i>Body differences – Mammal</i> <i>Insects/fruit/meat/Vampire Bats</i> <i>Cleaner than a house cat</i> <i>Echolocation</i> <i>Excellent vision</i> <i>Symbols of bats (Batman/Chinese - good luck)</i>

7. Students will complete the BATtitudes report form.
8. The group will present the information obtained.

Assessment:

Skills will be assessed as students share their report with the class. Students will also establish their understanding of the researching and writing process by completing the BATtitude report. Students will interact in discussion and a question and answer series on each report.

