

TEKS-Based Activity for Grade 4

The Things We Do

Description:

In this activity, students identify bat characteristics and analyze the changes made by the storybook character, Stellaluna.

Time Frame:

1 lesson (45 minutes)

Correlation to Texas Essential Knowledge and Skills:

During this activity, students will be exposed to the following Texas Essential Knowledge and Skills:

Note: Some TEKS statements below end with a ; or *and* and nothing thereafter—this indicates that further TEKS statements follow but are not included here.

(4.8) Science concepts. The student knows that adaptations may increase the survival of members of a species. The student is expected to:

- (B) compare adaptive characteristics of various species; and

Note: The TEKS listed here are the main content TEKS for this activity; however, this activity may also cover additional content and process skills included in other TEKS.

Materials:

Stellaluna (1 per class)

Comparing Birds and Bats chart (included at the end of this activity)

Procedures:

1. Have each student create a KWL chart about bats and birds, and ask them to fill in the K (what I know) and W (what I want to know) columns.

Note: A KWL chart is a type of graphic organizer used to help students think about a topic. K represents what students *know* about a topic before a lesson; W represents what students *want to know*; and L represents what students *learned* about the topic during the lesson.

2. Read aloud *Stellaluna* to the class.
3. Write the word “change” on the board or on chart paper. Ask students the following questions and record their answers on the board or chart paper.
 - Was Stellaluna able to stay as she was after she moved in with the birds? Why?
 - In what ways did Stellaluna change to live with her new bird family?

- How was her bird home different from her bat home?
 - How did her sleep habits change? When did she sleep? How did she sleep? Did she sleep hanging upside down or did she sleep like the baby birds?
 - How did she get her food? Did she hunt for it or did the mother bird feed her?
 - What did she eat that was different from when she was living with her mother?
 - Why did Stellaluna make these changes? How was she like a bird? How was she different from a bird?
4. Give each student a copy of the Comparing Birds and Bats chart and ask them to complete it. Ask students, “Are bats similar to any other animals? Which ones? Do you think a real bat can make the changes Stellaluna made?”
 5. Have students complete the L (what I learned) column in their charts using information from the story.

Additional Reading Resources:

Following is a list of books useful for providing students additional information on bats.

Earle, Ann. *Zippering, Zapping, Zooming Bats*. New York: HarperCollins, 1995.

Graham, Gary L. *Bats of the World: 103 Species in Full Color*. New York: Golden Press, Western Publishing, 1994.

Greenaway, Frank. *Amazing Bats*. New York: Knopf, 1991.

Johnson, Sylvia A. *Bats*. Minneapolis: Lerner Publications, 1985.

Milton, Joyce. *Bats: Creatures of the Night*. New York: Grosset and Dunlap, 1993.

Pringle, Laurence. *Batman: Exploring the World of Bats*. New York: Scribner, 1991.

Schlein, Miriam. *Billions of Bats*. New York: Lippincott, 1982.

Stuart, Dee. *Bats: Mysterious Flyers of the Night*. Minneapolis: Carolrhoda Books, 1994.

Comparing Birds and Bats

Questions

Describe the differences and similarities between bats and birds.

	Birds	Bats
Birth		
Feeding		
Home		
Body Covering		
Locomotion		