



RL, RI, L, W, & SL

ALL ABOUT BATS
A Teachers' Guide to
Literacy Centers



ALL ABOUT BATS

Teachers' Guide: Literacy Centers

Standards of Focus

NCSCOS: Reading Literature

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.3. Describe how characters in a story respond to major events and challenges.

RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Featured Literature:

- *Bats*, by Sue Chehrenegar [poem]
- *Five Little Bats*, Anonymous Poem
- *There Was an Lady Who Swallowed a Bat*, by Lucille Colandro (with audio)
- *There Was an Old Lady Who Swallowed a Bell*, by Lucille Colandro
- *Stellaluna*, Jenell Cannon

NCSCOS Language

L.2.4. Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NCSCOS: Reading Informational Texts

RI.2.3. Identify individuals, events, or details in an in a text. (Extended)

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5. Locate key facts or information in a familiar text. (Extended)

RI.2.7. Identify images, objects, or tactuals that illustrate key ideas in a text. (Extended)

RI.2.9. Identify a common element between two texts on the same topic. (Extended)

Featured Informational Texts:

- *A Bat Mystery*, Readworks Article
- *All About Bats*, ReadWorks Article
- *Bats*, by June Preszler (Bridgestone Books)
- *It's a Good Thing There Are Bats*, by Joanne Mattern (Scholastic Books)

NCSCOS Writing

W.2.1. Select a topic and use drawing, dictating, or writing to state an opinion about it.

NCSCOS Speaking & Listening

SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (Extended)



How to Use this Guide

Activate Prior Knowledge:

- This featured text is designed to serve as the hooking text for the unit All About Bats. Activate prior knowledge using the text *There Was An Old Lady Who Swallowed a Bat!*
- After reading the text, introduce a KWL or KQL chart and ask students what they know about bats and record their responses under the K-portion of the KWL/KQL chart. If time permits, ask students to ask their parents if what they know about bats, including myths, old wives' tales, and folklore, and record these additions to the K-portion of the KWL chart.
- Ask students what they want to know about bats or what questions they have and record this information under either the KWL or KQL chart.
- Keep the KWL/KQL chart actively a part of the reading during the the unit by revisiting regularly (e.g., at the close of literacy center time) to record what they have learned and/or answer any questions they had.

Read Aloud

- Teachers will need to read aloud the featured texts many times over the course of the unit.
- Guided reading groups should focus on the featured texts. Students should demonstrate the ability to read significant portions of the familiar text fluently with practice and multiple exposure.
- Select specific passages from the text, including illustrations to display, and model for students how to make meaning by being a Bat Detector, using context clues, etc.

Model Expectations

- Use some small group instructional time as needed (e.g., Guided Reading), to focus on the expectations for the learning tasks of each of the current centers.
- Demonstrate and model how to complete portions of the learning tasks. Chunk the tasks by following a I-Do, We-Do, You-Do method, in which students begin some of the center task with the teacher during Guided Reading.
- Provide students with specific, descriptive feedback continuously throughout the course of the unit.
- Chunk individual learning tasks over several days, as necessary--providing support as needed.

Differentiate

These learning tasks are aligned to the NCSCOS and/or may exceed its grade-level expectations. As they tasks are designed as models or exemplars, please revise, modify, and adjust as necessary.

Tips & Alerts:

Each center's cover sheet includes procedures, materials, and directions, and is designed to be cut and displayed for student use in appropriate station.



Alignment to Daily 5 Station Rotations

READ TO SELF

- Record & listen to themselves read
- Annotate text
- Keep book log
- Journal entry
- Nonlinguistics
- Ask and answer questions

READ TO SOMEONE

- Story maps/summaries with partner
- Wait time before helping a friend with a word
- Peer word tracking
- Retelling
- Ask and answer questions

LISTEN TO READING

- Audio, visual support
- CD, computer, iPad, audiobooks, etc.
- Ask & answer questions
- Fluency practice
- Response journal
- Nonlinguistics

WORK ON WRITING

- Writing prompts
- Sentence starters
- Journal entries
- Nonlinguistics
- Written response to text
- RAFT

WORD WORK

- Spelling
- Vocabulary
- Fluency
- Word Sorts
- Meaning Making

THIS RESOURCE...

- includes and tags components of the Daily 5, but it
- is not organized for presentation or facilitation by the Daily 5.

Centers: Station A: Q & A



PROCEDURES:

1. Daily 5: Read to Someone
2. Voice Levels: Whisper as needed

Materials:

- The text -- treat all books with special care!
- *Digital Device
- Pencil
- Q & A Recorder
- Q & A Bat Checker
- Anchor Chart
- Colored Pencils or Crayons

Directions:

1. Re-read the text.
2. Ask 3 questions about the text that show you understand the main ideas and details.
3. Use the Q & A Recorder to write down your questions.
4. Check your questions using the Q & A Bat Checker.
5. Have a partner answer your questions on the spaces provided.

Week 1

Materials:

- TEXT: *There Was An Old Lady Who Swallowed a Bat!*
- *Digital device with access to YouTube Read Aloud by The Teacher's Library
- Q & A: Recorder
- Q & A: Bat Checker
- Anchor Chart: Questioning
- Coloring Utensils

Week 2

Materials:

- TEXT: *Stellaluna*
- *Digital device with access to YouTube Read Aloud by Jessica Richmond
- Q & A: Recorder
- Q & A: Bat Checker
- Anchor Chart: Questioning
- Coloring Utensils

*Optional Differentiation

Name _____

Date _____



Q & A Recorder

Directions: Ask and answer about the text, using the question starters. Have a partner answer your questions. Your partner should use the text and its illustrations to answer in detail.

1 Q1: Who...?

.....

A1: Name _____ Date _____

.....

2 Q2: What...?

.....

A2: Name _____ Date _____

.....

3 Q3: Why...?

.....

A3: Name _____ Date _____

.....

Name _____

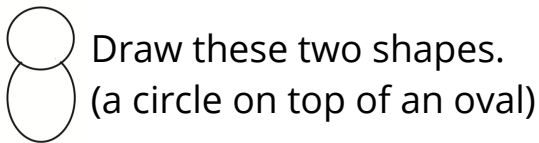
Date _____

Q & A: Bat Checker



Directions: Check all of your written responses, including both Questions and Answers! Follow each step and you will learn to draw a bat. If you have time, color the bat you drew on your own neatly.

STEP 1 All my responses begin with a capital letter.



Draw these two shapes.
(a circle on top of an oval)

STEP 2 I have a finger space between words.



Add wings to each side.

STEP 3 I have the correct punctuation.



Add ears and feet.

STEP 4 My responses make sense and I have text support if needed.



Add eyes, nose, mouth, and fangs!

Q



A

Centers: Station B: Bat Detector



PROCEDURES:

1. Daily 5: Read to Someone
2. Voice Levels: Whisper

Materials:

- The Bat Detector with...
- Selected pages from the text, laminated.
- Dry erase pens
- Dry erasers
- Anchor Chart
- iPad (optional)

Directions:

1. Answer the questions on The Bat Detector.
2. Use the illustrations to help you provide details in your answers.
3. Use dry erase pens to mark the text, including the illustration, that provides text support for your answers.
4. Take a picture of your marked pages with the iPad. Be sure your name is in the picture!

Week 1

Materials:

- Color copy of 2 pages from *There Was An Old Lady Who Swallowed a Bat!* **laminated**
- The Bat Detector
- Dry Erase Pens
- iPad - or other means for student accountability for the task.
- Anchor Chart

Week 2

Materials:

- Color copy of 2 pages from *Stelluna*, **laminated**
- *Bat*, by Sue Chehrenegar [poem], laminated
- The Bat Detector
- Dry Erase Pens
- iPad - or other means for student accountability for the task.
- Anchor Chart

*Optional Differentiation

Name _____

Date _____



Bat Detector: There Was An Old Lady Who Swallowed a Bat!

Bats use their senses to detect prey in their environment. You can do the same thing! Use all your skills and discover details that help you make meaning!



There was an old lady who swallowed a goblin.

It made her so dizzy, she started to spin.

- 1.** What happened when the old lady swallowed the goblin? How do you know? Write your response below and mark the text (words and pictures) with #1 to show support.

.....

.....

- 2.** What does "dizzy" mean? How do you know? Write your response below and mark the text (words and pictures) with #2 to show support.

.....

.....

READ TO SOMEONE

Name _____

Date _____



Bat Detector : There Was An Old Lady Who Swallowed a Bat!

Bats use their senses to detect prey in their environment. You can do the same thing! Use all your skills and discover details that help you make meaning.



pages taken from Lucille Colandro's There Was An Old Lady Who Swallowed a Bat! for educational purposes only.

There was an old lady who swallowed a goblin.

It made her so dizzy, she started to spin.

- 3.** Why does the old lady start to spin? How do you know? Write your response below and mark the text (words and pictures) with #3 to show support.

- 4.** What details in the illustration help you understand the story? Write your response below and mark the picture with #4 to show support.

Name _____

Date _____



Bat Detector : *Stellaluna*

Bats use their senses to detect prey in their environment. You can do the same thing! Use all your skills and discover details that help you make meaning.

Flump! Stellaluna landed headfirst in a soft, downy nest, startling three baby birds who lived there.

Stellaluna quickly **clambered** from the nest and hung out of sight below it. She listened to the babble of the three birds.

"What was that?" cried Flap.

"I don't know, but it's hanging by its feet," chirped Flitter.

"Shhh! Here comes Mama," hissed Pip.



pages taken from Janelle Cannon's *Stellaluna* for educational purposes only.

1. Where and how does Stellaluna land? How do you know? Write your response below and mark the text (words and pictures) with #1 to show support.

.....

2. Which of the words best defines "clamber"? How do you know?

- a. slept
- b. got out
- c. screamed

Write your response below and mark the picture with #2 to show support.

.....

3. Why does Stellaluna clamber or get out of the nest? Write your response below and mark the picture with #3 to show support.

.....

READ TO SOMEONE

Name _____

Date _____



Bat Detector: *Stellaluna*

Bats use their senses to detect prey in their environment. You can do the same thing! Use all your skills and discover details that help you make meaning.

Flump! Stellaluna landed headfirst in a soft, downy nest, startling three baby birds who lived there.

Stellaluna quickly clambered from the nest and hung out of sight below it. She listened to the babble of the three birds.

"What was that?" cried Flap.

"I don't know, but it's hanging by its feet," chirped Flitter.

"Shhh! Here comes Mama," hissed Pip.



pages taken from Janelle Cannon's *Stellaluna* for educational purposes only.

4. Who are Flap, Flitter, and Pip? How do you know? Write your response below and mark the text (words and pictures) with #4 to show support.

.....

5. Do you think Pip will tell Mama about Stellaluna? Why or why not? Write your response below and mark the text (words and pictures) with #5 to show support.

.....

6. There are 6 words in the passage that sound like *sounds* or represent *sounds* (Bam! Quack! Squeak.) Underline the *sound* words. Write your 3 favorite *sound* words below.

.....



READ TO SOMEONE

Name _____

Date _____



Bat Detector: *Bat* by Sue Chehrenegar

Bats use their senses to detect prey in their environment. You can do the same thing! Use all your skills and discover details that help you make meaning.

Bat

by Sue Chehrenegar

Though born with wings, it isn't a bird.
Blind, it sees by the echoes it heard.
In daytime hours, cave's where it's at;
In dark of night, out comes the bat.
Now what a scary thing is that.

1. Why does the speaker point out that the bat is not a bird? Write your response below and mark the text (words and pictures) with #1 to show support.

.....

2. What does the speaker mean when she says the bat sees "by the echoes it heard"? Write your response below and mark the text (words and pictures) with #2 to show support.

.....

3. Who is blind? Why does the speaker use the word "blind"?

.....

Fact Check:
Are bats really blind?

Name _____

Date _____



Bat Detector : *Bat* by Sue Chehrenegar

Bats use their senses to detect prey in their environment. You can do the same thing! Use all your skills and discover details that help you make meaning.

Bat

by Sue Chehrenegar

Though born with wings, it isn't a bird.
Blind, it sees by the echoes it heard.
In daytime hours, cave's where it's at;
In dark of night, out comes the bat.
Now what a scary thing is that.

4. Where is the bat during the day? Write your response below and mark the text (words and pictures) with #4 to show support.

5. When thinking about the bat, what scares the speaker? Write your response below and mark the text (words and pictures) with #5 to show support.

6. Create two rhyming lines to add to the poem that share two things you know about bats.

**Check
your
work.**

Centers: Station C: Get the Dirt



PROCEDURES:

1. Daily 5: Read to Self
2. Daily 5: Work on Writing
3. Voice Levels: Whisper, as needed

Materials:

- Text: Featured Texts
- Get the Dirt Learning Tasks
- Pencils
- Coloring Utensils

Directions:

1. Use the text to help you locate key information and get all the dirt on bats!
2. Use the content frame / foldable to organize your info.
3. Be sure your work is neat and legible.

Week 1

Materials:

- Text: *It's a Good Thing There Are Bats*
- Get the Dirt Learning Tasks
- Pencils
- Coloring Utensils

Week 2

Materials:

- Text: *Bats*
- Content Frame--from previous week
- Pencils
- Coloring Utensils

*Optional Differentiation

Name _____

Date _____



1. Get the Dirt:

What are two reasons humans should not fear bats?

2. Organize the Dirt:

Use the informational text to locate key information about bats.

BATS	Size	Diet	Physical Traits	Habits	Habitat
megabats					
microbats	<ul style="list-style-type: none"> • small • bumblebee bat 				
vampire					

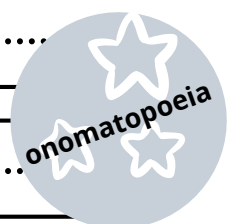
3. Sift the Dirt

There was an old lady who swallowed an owl.

My, oh, my, she started to howl.

She swallowed the owl to "shush" the bat.

- What does "shush" mean?
- What did you learn about bats that may prove the old lady needed to find a way to keep the bat quiet?
- Underline sound words (onomatopoeia).





2. Organize the Dirt:

Use the informational text to locate key information about bats.

BATS	Size	Diet	Physical Traits	Habits	Habitat
megabats					
microbats	• small • bumblebee bat				
vampire					

Name _____

Date _____



4.

- Dish the Dirt:** What do you think it feels like to swallow a bat?
- Use factual details from the text to help you depict your fictional response.
 - Use the box above to provide a supporting picture.
 - Use the Bat Checker to check your written work.
 - If you have time, ask a partner to read your response, using the Bat Checker.

.....

.....

.....

.....

.....

Name _____

Date _____

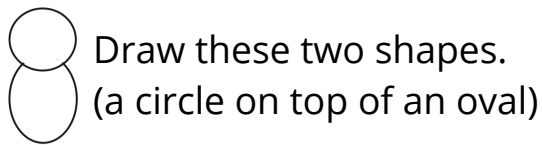


Bat Checker

Directions: Check all of your written responses, including both Questions and Answers! Follow each step and you will learn to draw a bat. You will practice by drawing two bats: one bat to check your questions and one bat to check your answers. If you have time, color the bat you drew on your own neatly.

STEP All my responses begin

1 with a capital letter.



Draw these two shapes.
(a circle on top of an oval)

STEP I have a finger space between
2 words.



Add wings to each side.

STEP I have the correct punctuation.
3

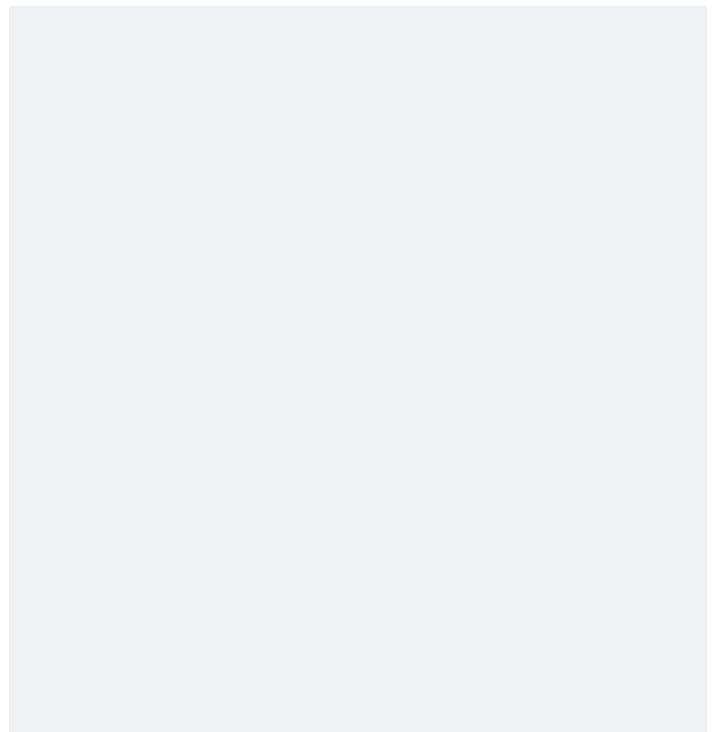


Add ears and feet.

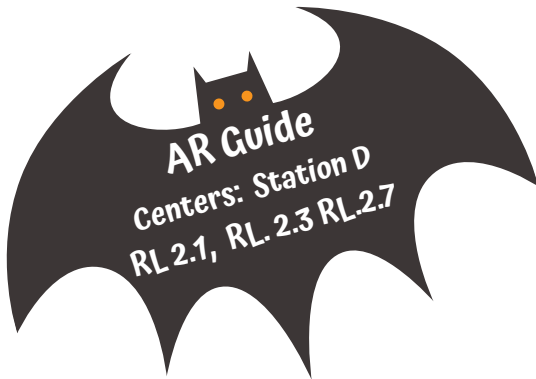
STEP My responses make sense and
4 I have text support if needed.



Add eyes, nose, mouth,
and fangs!



Centers: Station D: AR Guide



PROCEDURES:

1. Daily 5: Read to Self
2. Voice Levels: None

Materials:

- Text: *Bats* by June Preszler
- AR Guide: Bats
- Pencil

Directions:

1. Complete the AR Guide.
2. Read the text.
3. Check the AR Guide after you read.

Week 1

Materials:

- Text: *Bats*, by June Preszler
- AR Guide: Bats
- Pencil

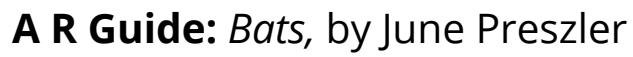
Week 2

Materials:

- Text: *All About Bats*, ReadWorks
- AR Guide: *All About Bats*
- Pencil

*Optional Differentiation

Date _____



1. Write "T" in the blank if you think the statement is true.
2. Write "F" in the blank if you think the statement is false.
3. Read the text.
4. Check your answers.

1.

2.

3.

Date _____



1. Write "T" in the blank if you think the statement is true.
2. Write "F" in the blank if you think the statement is false.
3. Read the text.
4. Check your answers.

Write 3 additional things you learned about bats.

1.

2.

3.

Centers: Station E: Math Talk



PROCEDURES:

1. Daily 5: Read to Self
2. Daily 5: Read to Someone
3. Voice Levels: None

Materials:

- Featured Texts
- Math Talk Guide
- Pencil

Directions:

1. Read the poem *Five Little Bats*.
2. Answer the Math Talk questions.

Week 1

Materials:

- Text: *Five Little Bats*, Author Unknown
- Math Talk Guide
- Pencil

Week 2

Materials:

- Text: *Bats*
- Math Talk Guide:
- Pencil

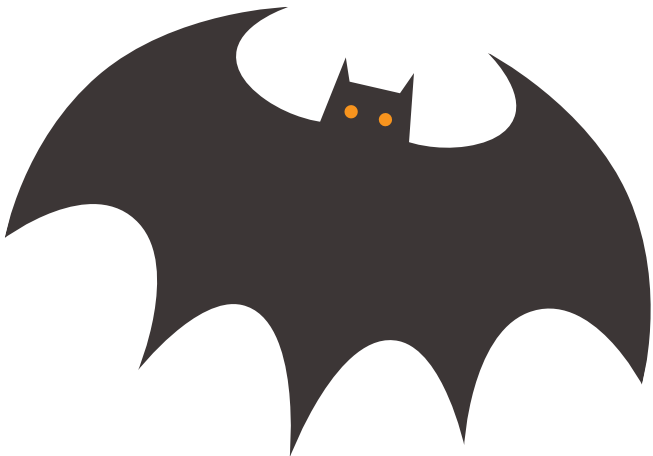

*Optional Differentiation



Five Little Bats

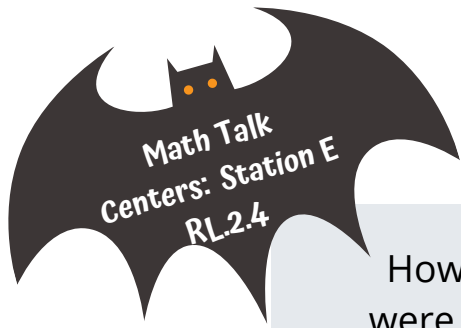
by Unknown

Five little bats came flying in the door.
One flew away and that left only four.
Four little bats hiding in a tree,
One flew away and that left three.
Three little bats looking down at you,
One flew away and that left two.
Two little bats hiding from the sun.
One flew away and that left just one.
One little bat hanging all alone,
He flew away and then there were none.



Name _____

Date _____



Math Talk: *Five Little Bats*, Author Unknown

Directions:

Answer each of the questions below.

How many bats
were there in all?

Where were the four
bats hiding?

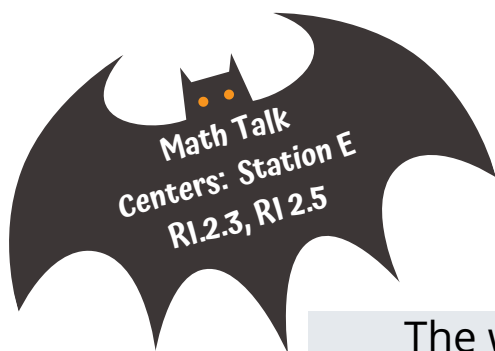
Write a math sentence for
"Three little bats looking
down at you,
One flew away and that
left two."

What were the two
bats hiding from?

What number shows
how many bats were left
in the end?
How do you know?

Name _____

Date _____



Math Talk: *Bats*, by June Preszler

Directions:

Answer each of the questions below. Each answer will be a number. Write the number in the box.

The world's
smallest bat is
how small?

page _____

How many species
of bats are there
in the world?

page _____

How many bats can
live together in one
colony?

page _____

On what page of the
book can you learn
about bats' diet?

page

How many
continents are
home to bats?

page _____

Use the index, to find
many different species
are shown in the book?

page _____

Centers: Station F: Word Sorts



PROCEDURES:

1. Daily 5: Word Work
2. Voice Levels: Whisper, as needed

Materials:

- Word Cards
- Word Sorter
- Pencil

Directions:

- Sort the words according to the directions of the Word Sorter.

Week 1

Materials:

- Word Cards for *There Was An Old Lady Who Swallowed a Bat!*
- Word Sorter
- Pencil

Week 2

Materials:

- Word Cards for *Stellulana*
- Word Sorter
- Pencil

*Optional Differentiation

Name _____

Date _____



Word Sorter: *There Was An Old Lady Who Swallowed a Bat!*

Directions:

Use the word cards to complete each of the task below.
Record the words for each sort in the box.

What words
rhyme with "hat"?

What words have
other meanings?

Which words
represent sounds?

Which words have
short /a/ sound?

bat

that

howl

owl

fat

cat

ghost

most

spell

yell

bones

groans

fat

cat

bell

well