~Bats~ Mini Unit

An informational text mini unit about bats for 1st ~2nd Grade!

Common Core aligned

By: 1st Grade is WienerFUL
Great Informational Texts and Literature!
My All About Bats Journal

Researcher’s Name: __________________________
Research: Bats

Use your Schema!

what do you already KNOW about Bats?

what do you WANT to know about Bats?

what have you LEARNED about Bats?

Researcher: __________________________
Use the bubbles to describe Bats!
Bats live

Copy and cut out for tree map
Pick which tree map you want!
can
are
have

Copy and cut out for tree map
Pick which tree map you want!
Use the tree map to write sentences about Bats...
Bats

Researcher
Research: Bats

Use the focus chart to write sentences about Bats...

can  have

are  live

Researcher:___________
The following are pages to Choose from about comparing bats.

Pick and choose to fit the Needs of your students.
Bat Research: Informational Text vs. Literature

Facts about Non-Fiction Bats

Facts about Fictional Bats

Write sentences about how fictional bats and real bats are alike and different.
I can compare different Bats.

<table>
<thead>
<tr>
<th>Name of Bat #1:</th>
<th>Name of Bat #2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a list of facts about this bat:</td>
<td>Make a list of facts about this bat:</td>
</tr>
<tr>
<td>How are they different?</td>
<td>How are they alike?</td>
</tr>
</tbody>
</table>

Researcher: ____________________
I can compare different bats.  

How are they different?  

How are they the same?  

How are they different?  

Bat #1:  

Bat #2:
The following are pages to choose from using informational text about bats.

Pick and choose to fit the needs of your students.
A bat is a flying mammal. Most bats eat fruit or insects. There are many different kinds of bats. They are nocturnal. Some bats use echolocation to find food. Most bats like to live in caves. Use your very best handwriting...
Bat Facts

A bat is a flying mammal. Most bats eat fruit or insects. There are many different kinds of bats. They are nocturnal. Some bats use echolocation to find food. Most bats like to live in caves.

Edit the story and rewrite it correctly...

_______________________
_______________________
_______________________
_______________________

_______________________
_______________________
_______________________
_______________________

_______________________
_______________________
_______________________
_______________________

_______________________
_______________________
Bat Vocabulary

Write what each Bat Word means in the boxes.

- mammal
- nocturnal
- diet
- echolocation
- habitat
Label the parts of the bat. Use the Word Bank.

Write adjectives to describe each part.

Word Bank:
wing
head
body
mouth
ears
eyes

Write sentences about the parts of a bat.
Bodacious Bat Opinions!

Do you like or dislike bats?

Reason #1

Reason #2

Reason #3

Write why you like or dislike bats:

_____________________

_____________________

_____________________

Name: _____________________
Name:________________________

My Opinion: Bats are...

I think bats are _______________________.

Reason # 1

Reason # 2

Rewrite your opinion with your reasons:

I think _______________________.

because _______________________.

and _______________________.
All about Bats...  

Researcher: ________________

On the back, draw a picture of a bat and add a setting.
The following are pages to choose:

Reading Comprehension Graphic Organizers

They will go great with informational texts or literature about bats!

Pick and choose to fit the needs of your students.
Name:

I can retell Stories using key details...

Title:

Detail #1

Detail #2

Detail #3
I can make a connection...

Circle one:
Text to Self
Text to Text
Text to World

Draw a picture

Write about your connection
Did you like the story?

Name ____________________

Draw your favorite part

Write your opinion...

______________________

______________________

______________________

______________________
Check out my new “Fabulous Fall Printables” packet! It has some Bat MATH and ELA printables!

Here are a few printables! Pick to the needs of your students.
Roll a dice. Double it. Color the bat with the answer.

Record the equation on the recording sheet.
Roll 2 dice. Add them. Color the bat with the answer.

Record the equation on the recording sheet.
Roll and Color Equation Recording Sheet

<table>
<thead>
<tr>
<th>3 + 3 = 6</th>
<th>+   +   =</th>
</tr>
</thead>
<tbody>
<tr>
<td>+   +   =</td>
<td>+   +   =</td>
</tr>
<tr>
<td>+   +   =</td>
<td>+   +   =</td>
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<tr>
<td>+   +   =</td>
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<td>+   +   =</td>
<td>+   +   =</td>
</tr>
<tr>
<td>+   +   =</td>
<td>+   +   =</td>
</tr>
</tbody>
</table>

Name: ___________________
Going Batty over Measuring!

Use candy corn to measure from bat wing to bat wing.
First, make an estimate and record.
Second, measure using candy corn and record.

### #1

<table>
<thead>
<tr>
<th>Estimate how many candy corn:</th>
<th>How many candy corn?:</th>
</tr>
</thead>
</table>

### #2

### #3

<table>
<thead>
<tr>
<th>Estimate how many candy corn:</th>
<th>How many candy corn?:</th>
</tr>
</thead>
</table>

Name: ______________________
Estimate how many candy corn:

<table>
<thead>
<tr>
<th>Estimate how many candy corn:</th>
<th>How many candy corn?:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Color the longest bat brown.

Color the shortest bat purple.

Were your estimates close to the real amount? Yes or No

<table>
<thead>
<tr>
<th>How many candy corn?</th>
<th>Measuring Bats Graph</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>#1 #2 #3 #4 #5</td>
</tr>
</tbody>
</table>
### Write how many syllables are in each Bat Word:

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllable(s)</th>
<th>Word</th>
<th>Syllable(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>bat</td>
<td>1</td>
<td>wings</td>
<td></td>
</tr>
<tr>
<td>nocturnal</td>
<td></td>
<td>caves</td>
<td></td>
</tr>
<tr>
<td>cave</td>
<td></td>
<td>thumbs</td>
<td></td>
</tr>
<tr>
<td>insects</td>
<td></td>
<td>echolocation</td>
<td></td>
</tr>
<tr>
<td>fruit</td>
<td></td>
<td>small</td>
<td></td>
</tr>
<tr>
<td>moon</td>
<td></td>
<td>large</td>
<td></td>
</tr>
<tr>
<td>fur</td>
<td></td>
<td>mammals</td>
<td></td>
</tr>
</tbody>
</table>

If the word is plural - color it purple.
**ABC Order**

<table>
<thead>
<tr>
<th>1.</th>
<th>6.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>7.</td>
</tr>
<tr>
<td>3.</td>
<td>8.</td>
</tr>
<tr>
<td>4.</td>
<td>9.</td>
</tr>
<tr>
<td>5.</td>
<td>10.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>nocturnal</th>
<th>insects</th>
<th>fruit</th>
<th>down</th>
<th>swoop</th>
</tr>
</thead>
<tbody>
<tr>
<td>wings</td>
<td>echolocation</td>
<td>mammal</td>
<td>cave</td>
<td>bats</td>
</tr>
<tr>
<td>Asking or Telling sentences.</td>
<td>Color the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Telling=</strong></td>
<td><strong>Asking=</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bats are mammals and they have wings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do bats hang upside down</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you like bats</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some bats eat insects and fruit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are bats nocturnal animals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most bats use echolocation to find food</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bats like to live in dark habitats</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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