

Jay Curriculum: Unit Cover Page

Unit title: Bats

Grade Level: K

Content Area(s): Science

Date Created:

Designed By: Kindergarten Team

Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

- A2 Identify the differences between living and non-living things
- C1 Demonstrate that living things are made up of different parts
- E2 Demonstrate some physical properties of objects
- E3 Group objects based on observable characteristics (e.g. color, size, texture)
- K3 Make observations

Unit: Bats

Brief Summary of Unit/Topic

Summary:

This unit is an introduction to factual information about bats. We introduce the concept of mammals and their characteristics. The concept of nocturnal animal activity is discussed. We learn a little about the importance of food and habitats of bats. We practice making observations using pictures and models, and record information on a very simple level through drawing and dictation.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

Bats are the only mammals that can fly. They have many different characteristics than birds (teeth, fur, a “thumb” on wing, longer wings, etc.) There are many different kinds (species) of bats. There are many untrue stories (myths) about bats.

Students will know:

1. Bats are mammals:
 - a. They have fur
 - b. They are born alive, not from eggs
 - c. The babies drink milk from their mothers
2. Bats are night (nocturnal) animals and sleep during the day
3. Most bats eat insects or fruit
4. There are many kinds of bats
5. Bats are the only mammal that can fly
6. Bats live in groups
7. Bats sleep upside down
8. Bats are wild animals and should never be touched
9. Bats are helpful to people because they eat so many insects
10. In Maine, bats hibernate in winter

Students will be able to:

1. Observe differences and specific details
2. Describe characteristics of a mammal

Enduring Understanding/s:

- Bats are mammals
- Bats are only mammals that can fly
- Bats are nocturnal

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See <u>aligned scoring guide</u> .)
Students will identify characteristics that make bats a mammal	A2			
Students will describe or categorize unique characteristics of bats	A2, C1, E2, E3, K3			
QUIZZES, TESTS, PROMPTS				
Students will recite two characteristics that make bats a mammal				
Given a variety of mammals and birds (replica) parts, students will determine those which belong to bats.				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

*All books and materials for this unit are in "Bats" science tub

1. Bulletin board on bats
2. Literature, both real and pretend books on bats (also big book, B-B-B- Bats, with audiotape and little books)
3. Bat video
4. Replicas of bats, puppets, and materials for dramatic play and story retelling
5. "All About Bats" journal (sample in Bat folder)
6. Writing and drawing, journals on bats
7. Comparing different kinds of bats with pictures (also graphing pictures)
8. Charts, songs, finger plays to reinforce bat facts
9. Creating a class bat cave under a table
10. Setting up a discovery table with books and materials for self and guided discovery
11. Multiple cross curricula activities (e.g. math for pattern blocks making bats, math sequencing and counting on bat cards, making bat headbands and necklaces, etc.)

REFERENCES: