

THE BEAR, THE BAT, AND THE DOVE

By Rob Cleveland

Kindergarten

Outcome:

Students will demonstrate an understanding of the story through the use of reading, discussion, phonics, and writing.

Overview:

Students will read and explore a folktale, while utilizing interdisciplinary connections in language arts, science, art, and math.

Materials:

Book, The Bear, the Bat, and the Dove

Map or globe

Scarf or blindfold

Paper (lined and unlined), crayons, pencils

Several large jars with holes punched in the lids, sand, dirt, crumbs of food, ants

Black crayons or markers, glue sticks, scissors, one 14-16 oz can of soup, fruit, or vegetables

Optional: CD The Animals Could Talk: Aesop's Fables Retold in Song (Heather Forest, August House)

Assessment Tools:

All About Me worksheet

Phonics Fill in the Missing Letters Worksheet A

Phonics Fill in the Missing Letters Worksheet B

Create a Bat worksheet

INSTRUCTIONAL PLAN

Introduction:

- Inform students they are going to read an anthology, which is a collection of stories.
- All of the stories tell about friendship.
- All of the stories are about animals.
- The first story is about a bear.

Teacher asks students:

- Where are bears found?
 - All continents except Antarctic, Africa, and Australia.
 - Show on map or globe.
- How long do bears live?
 - From fifteen to more than thirty years in the wild.
- What sense is the strongest in bears? (smell)
- What does hibernate mean?
 - Bears eat very large amounts of food in the Fall and then go into a cave or den and sleep for three to five months.
 - In warm weather, they may revive and leave their den for a while.
 - Before they hibernate, bears eat almost around the clock.
 - A grizzly bear may eat ninety pounds of food each day before hibernation.

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Introduction cont.:

- Do bears have a good memory?
 - Yes, black and brown bears survive by remembering from year to year where to return for patches of ripe berries, salmon or other foods that are important for storing up energy for hibernation.

Teacher gives each student a copy of the book, The Bear, the Bat, and the Dove and introduces book by reading title, author, and illustrator.

Students follow along as teacher reads the first story, The Bear and the Two Travelers aloud.

Discussion Questions to Assess Comprehension:

- How do the travelers feel when they begin their walk (p. 2)?
- How do the travelers feel when they meet the bear (p.3)?
- What is your impression of the bear (pages 4 and 7)?
- What did the bear whisper in the man's ear?
- Was the traveler who climbed a tree a good friend?
- What season is it in this story? Do you think the story happened right before hibernation?
- Do you think the bear would remember the travelers if he met them again?

Introduction: Why Bat Flies At Night:

Inform students that the second story is about bats.

Teacher asks students:

- How many different types of bats are there?
 - About 900 different species
- In what countries are bats found?
 - Bats live worldwide except in the Arctic zone and a few far off oceanic islands.
 - Indicate these locations on a map or globe.
- Do bats vary much in size?
 - Bats vary in size. Bats can be as small as 1.5 inches and have a wing span of about 5 inches or they can be as large as 16 inches long and have a wing span of nearly 5 feet.
- Are bats birds or mammals?
 - They have wings like birds but have fur, teeth and a heart like a mammal.
 - Inform students they are mammals.
- What does nocturnal mean?
 - Bats are nocturnal- they rest during the day in roosting places such as caves or hollow trees.
- What advantages do bats have by being nocturnal?
 - They have less competition for food, less chance of being attacked, and protection from over heating.
- What do bats eat?
 - Most bats eat fruit, insects, and flower parts.

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Introduction: Why Bat Flies At Night cont.:

- How do bats find food?
 - By echolocation.
 - This word can be divided into two separate words, echo + location. Discuss individual word meanings.
 - Bats send high frequency sounds that are reflected back as echoes to the bat's ears. Echolocation helps bats determine how far away they are from an object.

Class plays the **Bat Game**

- Clear a large area in the classroom or outside and remove any objects a child may trip over or bump into.
- One child is chosen to be the bat and is blindfolded to simulate darkness. The teacher turns the child around to disorient him/her.
- One child is chosen to be the bat's prey.
- The bat says a sound and the prey echoes the sound back.
- The prey cannot move.
- The bat continues to find its prey through echolocation.

Teacher reads Why Bat Flies At Night while students follow along in their books.

Discussion Questions to Assess Comprehension:

- Who was the war between?
- What problem did the bat have?
- How is the bat like the land animals?
- How is the bat like the birds?
- How did all of the animals and birds find out that the bat was trying to be on both sides?
- What did the animals and birds do?
- What did the bat do?
- Where does the bat live?
- Why does the bat fly at night?

Introduction: The Ant and the Dove:

Teacher informs class:

- Ants are in the same insect family as bees and wasps.
- There are over 4,500 species of ants.
- Most ants build some sort of nest and store food there.
- A colony of ants usually has one nest.
- Ants in a nest have several different types of jobs.

Teacher reads, The Ant and the Dove, while students follow along in their books.

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Discussion Questions to Assess Comprehension:

- What happened to the ant at the river?
- How did the dove help the ant?
- How did the ant help the dove?
- Name other stories in which a smaller creature helps a larger one.
- How are you helpful to other people?

Math:

Teacher asks students which story was their favorite. Class creates a bar graph to display results.

Following Directions:

Teacher leads the class in a game of “Simon Says” using animal actions.

Examples:

- Fly like a bird
- Walk like a bear
- Crawl like an ant
- Hop like a bunny
- Slither like a snake
- Bark like a dog
- Purr like a cat
- Hop like a kangaroo
- Gallop like a horse

Language Arts:

- Continue the Story

Teacher reads the last few pages of each story and class brainstorms what happened next.

- All About Me

Teacher helps students fill in All About Me worksheet. Students share answers with their classmates.

All About Me worksheet

1. My name is _____.
2. I like to _____.
3. If I were an animal I would be a _____.
4. I am a good friend because _____.
5. If I were a color I would be _____.
6. If I were a food I would be _____.
7. My favorite story in the book is _____.

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Phonics:

Fill in the Missing Letters worksheets

An activity for differentiated learning

Directions:

Group A: Use Phonics Worksheet A. Fill in the missing letters, beginning and final consonants.

Group B: Use Phonics Worksheet B. Fill in the missing letters, beginning and final consonants.

Copy words onto lined paper.

Science:

Ant Homes

Materials: Several large jars with very small holes punched in the lid, sand, dirt, crumbs of food, ants

Directions: Children put several inches of dirt or sand in each jar and add enough water to dampen soil.

Teacher puts in ants and food. Add a piece of cotton and keep it damp by adding a few drops of water each day. Watch the ants live and work. This ant home will last for several days or weeks.

Art:

Create a Bat

Materials: one copy of Create a Bat worksheet per student, black crayons or markers, glue sticks, scissors, one 12 oz can of soda, fruit or vegetables

Directions: Cut out large rectangle on sheet and color it black. Wrap the colored strip around a can.

Overlap the edges and make sure it can be slipped off can before closing with glue or tape. Glue or tape and slip off can. Cut out head, wings, and legs. Attach onto body (cylinder shape created by using can) in appropriate places by creating a small fold and using glue to secure it to body.

Class can create a cave for the bats by using blocks or other materials in the classroom.

Extension Activity:

CD: The Animals Could Talk: Aesop's Fables Retold in Song (Heather Forest, August House)

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Name _____ Date _____

All About Me

1. My name is

2. I like to

3. If I were an animal I would be a

4. I am a good friend because

5. If I were a color I would be

6. If I were a food I would be

7. My favorite story in the book is

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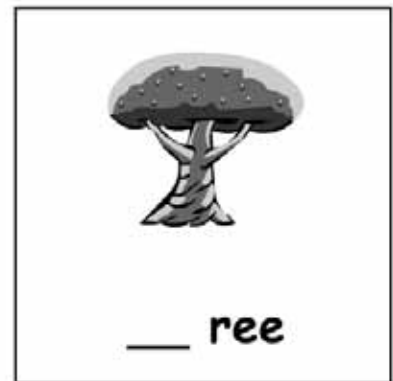
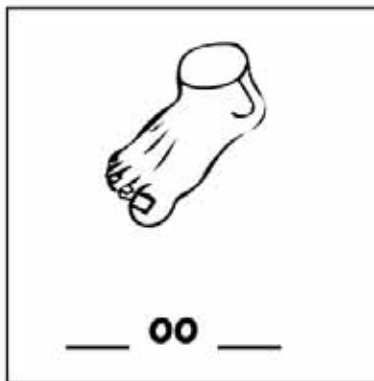
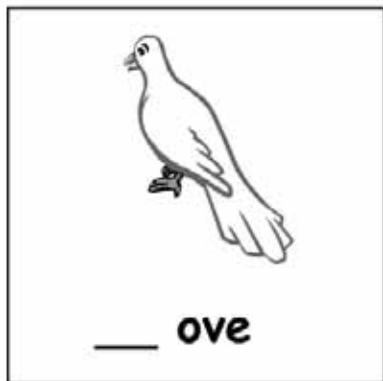
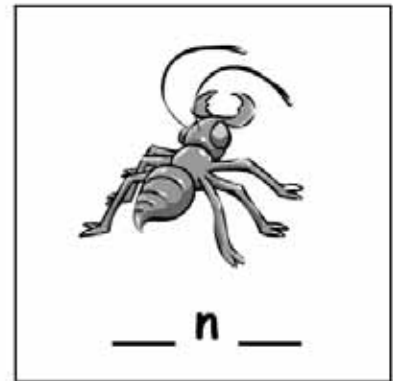
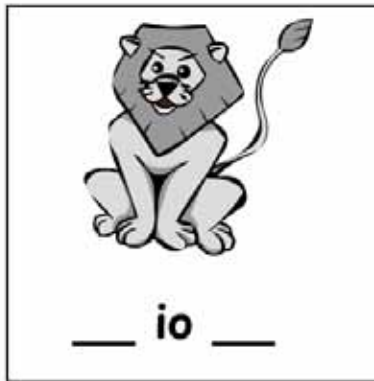
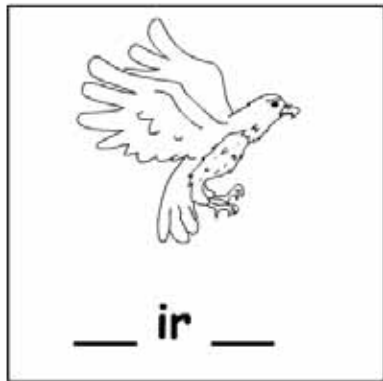
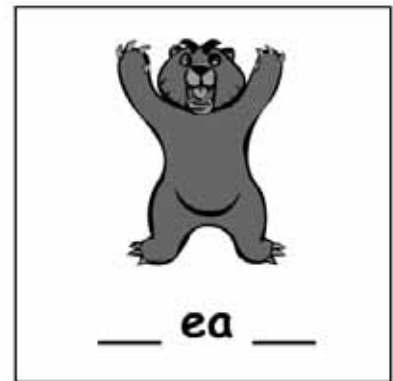
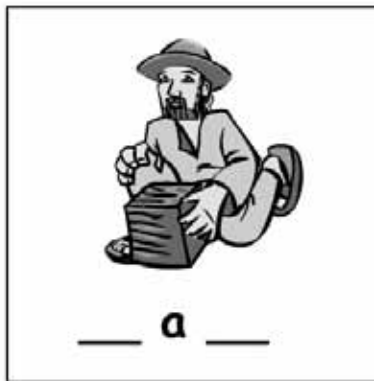
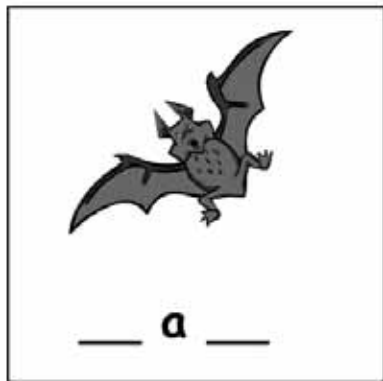
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Worksheet A

Name _____ Date _____

Phonics

Directions: Fill in the missing letters, beginning and final consonants.



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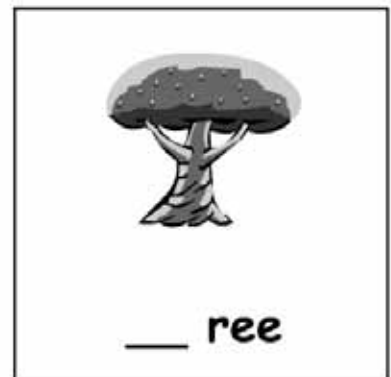
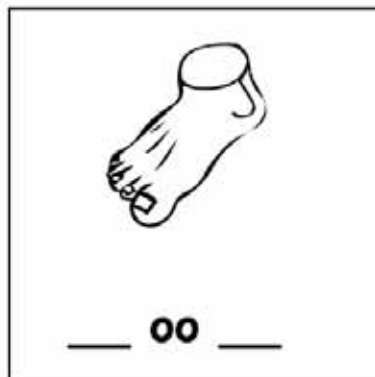
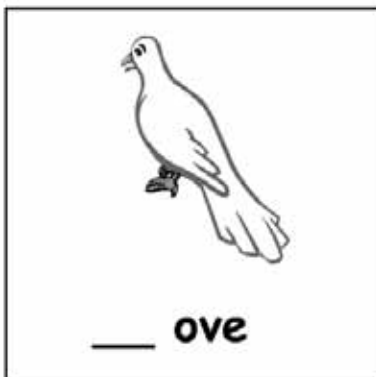
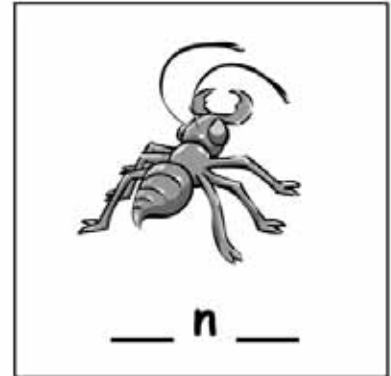
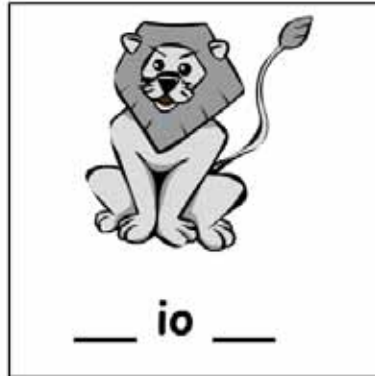
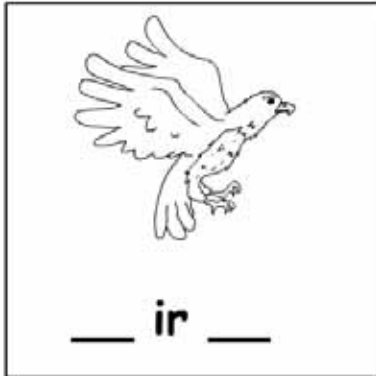
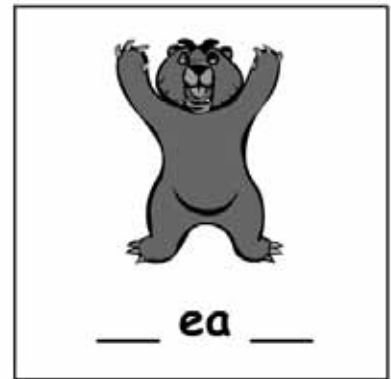
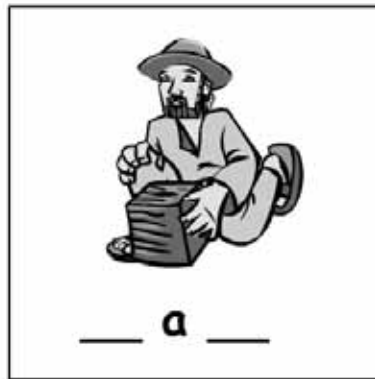
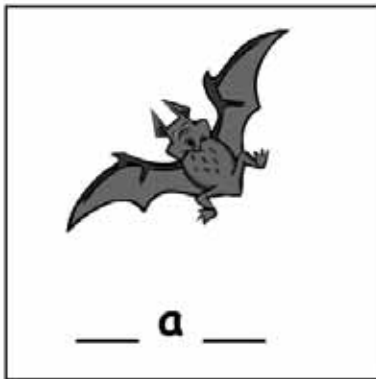
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Worksheet B

Name _____ Date _____

Phonics

Directions: Complete worksheet and copy words onto lined paper.



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Create a Bat

Directions: Cut out large rectangle on sheet and color it black. Wrap the colored strip around a bottle of water or a coke can. Overlap the edges and make sure it can be slipped off can before closing with glue or tape. Glue or tape and slip off can. Cut out head, wings, and legs. Attach onto body (cylinder shape created by using can) in appropriate places by creating a small fold and using glue to secure it to body.

