



# Gold Seal Lesson

<b>Author(s):</b> AnnMarie D'Addio			<b>Lesson Title:</b> Going Batty!			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<b>K-4</b> x	<b>5-8</b>	<b>9-12</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b> x

### Instructional Focus:

Students synthesize individual language arts skills.

Students read a variety of grade level materials, applying strategies appropriate to various situations.

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

### Performance Task

Read the book Stellaluna to the class. (Stellaluna, by Janell Cannon, Scholastic, Inc. 1993.) Have the students identify the kind of bat Stellaluna was and list the facts they learn from the book about fruit bats. This is done to model how information is gathered from a fiction book.

Using other non-fiction books, the Internet and electronic encyclopedias (divide the class up into three groups or more) have each group research the different kinds of bats. For example, one group uses the books first and looks up vampire bats, the second group uses the Internet first and looks up brown bats and the third group uses electronic encyclopedia and looks up flying foxes. Groups switch sources and continue to research using a different source each time. Groups all use the same note taking sheet to record the following information: What do they eat? Where do they live? What are the bats physical characteristics? What are their habits? Groups will find the answers to the questions using all three sources.

After the notes have been taken the entire group comes together to record the information on the different kinds of bats on large chart paper. The students are then directed to choose two of the bats and write a comparison paragraph pointing out likenesses and differences. Provide students with a map and have the students label where the different bats are located.

Bats, by Gail Gibbon, Scholastic, Inc. 1999 is a good non-fiction source.

## ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)

Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report. (ela 3)

Identify, collect and/or select pertinent information while reading. (ela 5)

### Scoring Guide:

4= Collects pertinent information in note form, uses the information to compare the two kinds of bats, supports with three or more details, sentence variety is present, few errors in spelling.

3= Collects information in correct note form, uses the information with details, some sentence variety, spelling and grammar errors more than 4.

2=Notes are incomplete, information is incomplete, details are less than three, spelling and grammar errors more than 5.

1= Notes are incomplete, information is incomplete, no sentence variety, several errors in spelling and grammar.

### Keywords

English Language Arts	Mathematics	Science
Reading Research	Algebra	Earth Science
Writing	Geometry	Life Science
Communications Multi-media	Statistics	Chemistry
Literature Non-fiction	Calculus	Physics
Other	Trigonometry	Other
	Other	