

Babs Bat
Fine Arts: Music
Day 1

Objectives

Students will learn the words to a song.

Students will sing the song.

Materials

"Babs Bat" song (below)

Rebus symbols

Chart tablet

Clothes hanger

Chart rack

Two clothes pins with springs

Sign language cards

Tape recorder (optional)

Blank cassette tapes (optional)

Preparation

Write the song lyrics (shown below) on a chart tablet, substituting the underlined words with rebus symbols. Attach the song to a clothes hanger using clothes pins. Display the song in the classroom on a chart rack. Show students how to take the song off the chart rack so they can look at it and practice singing it. Then show them how to replace the song on the chart rack when they are through with it.

Babs Bat
(Tune: "Frère Jacques")

*Flying mammal, flying mammal,
Little bat, imagine that!
Eating fruit or insects,
Pollinating plants, too.
She's our friend.*

You may wish to laminate the sign language cards and display them on a bulletin board or classroom wall.

If you plan to allow children to record themselves singing, place a tape recorder and blank cassette tapes in the Fine Arts Center.

Procedure

Tell students, "Today we are going to learn a song about Babs Bat. We will read this song from the left to the right (demonstrate by pointing to a line on the chart and moving your hand from the left to the right) and from the top to the bottom (demonstrate with your hand by motioning from the top to the bottom)."

Teach students "Babs Bat." To do this, sing a line, pointing to each word and rebus. Then have students sing the same line. Repeat this procedure for each line of the song. As students become more familiar with the song, they will sing it with you.

Sing the song with students.

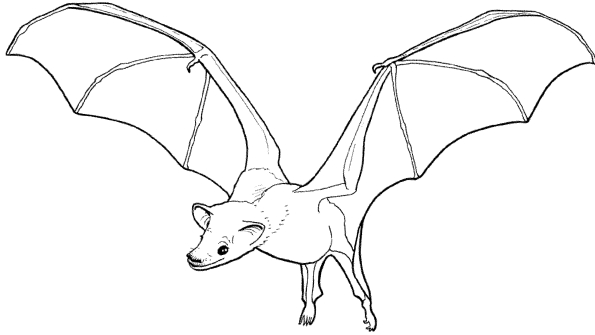
Place the song on the chart rack for students to use later.

Extension

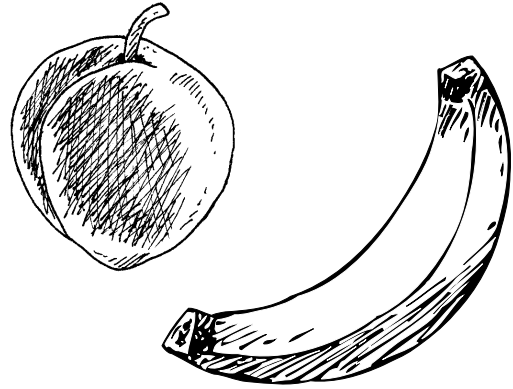
Invite students to record themselves singing the song. Model how to use the recorder. Then allow students to operate it.

Teach students to sing the song using words and sign language.

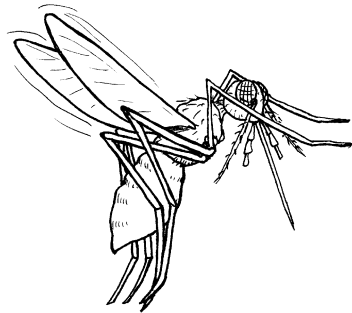
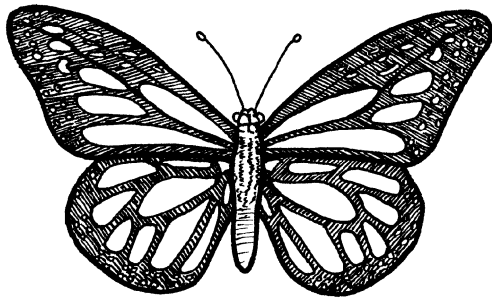
Rebus Symbols



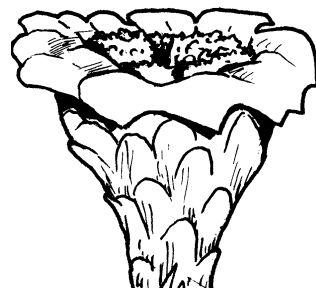
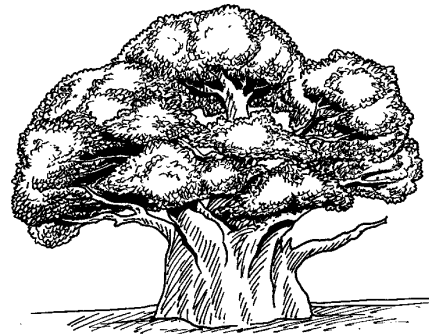
bat



fruit

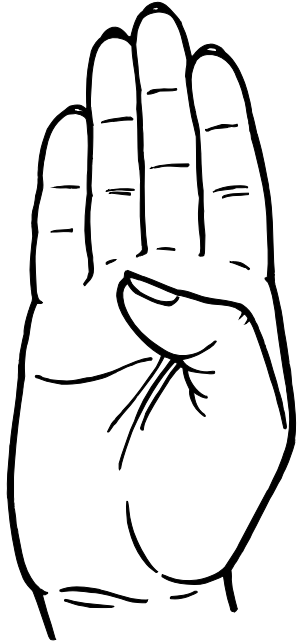


insects



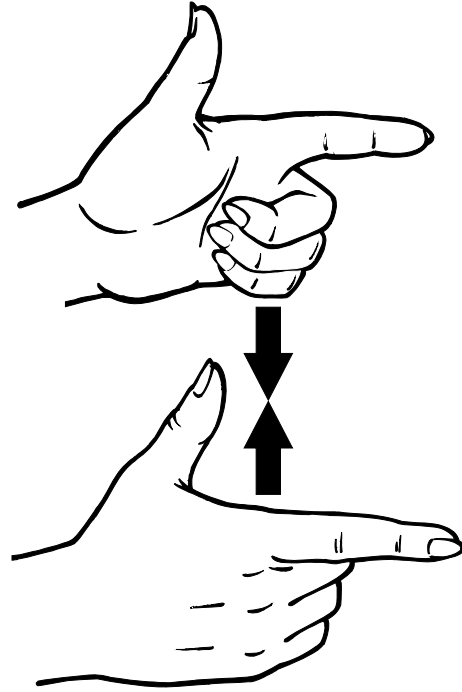
plants

Sign Language Cards



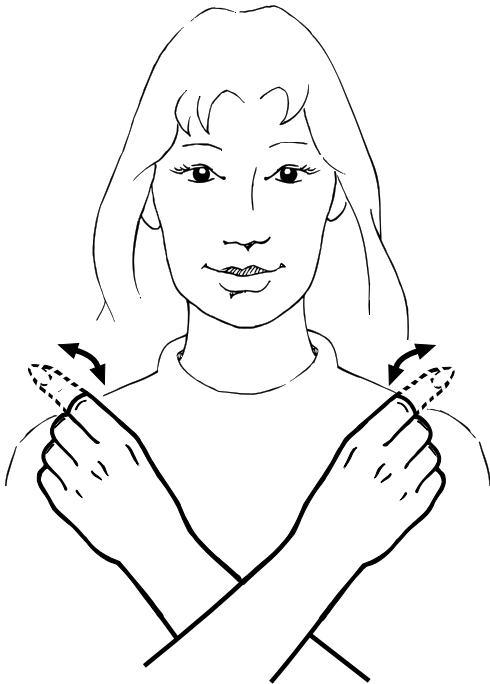
the letter **Bb**

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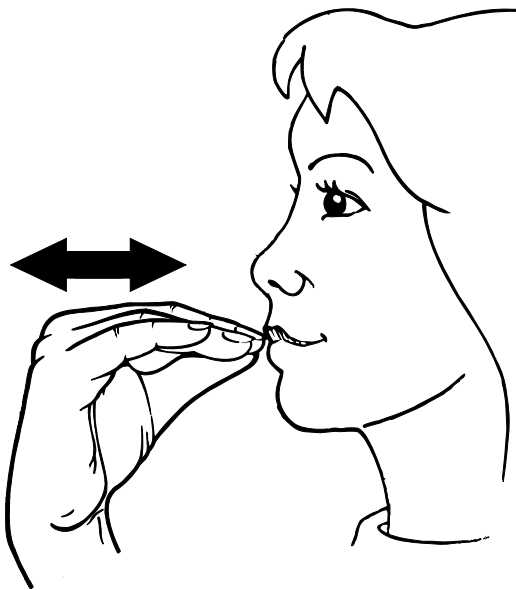
little

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bat

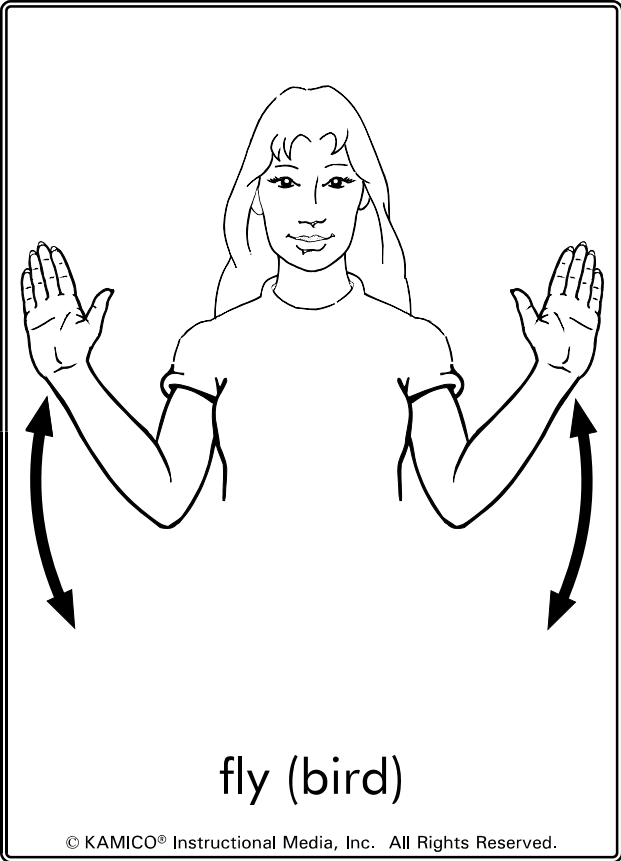
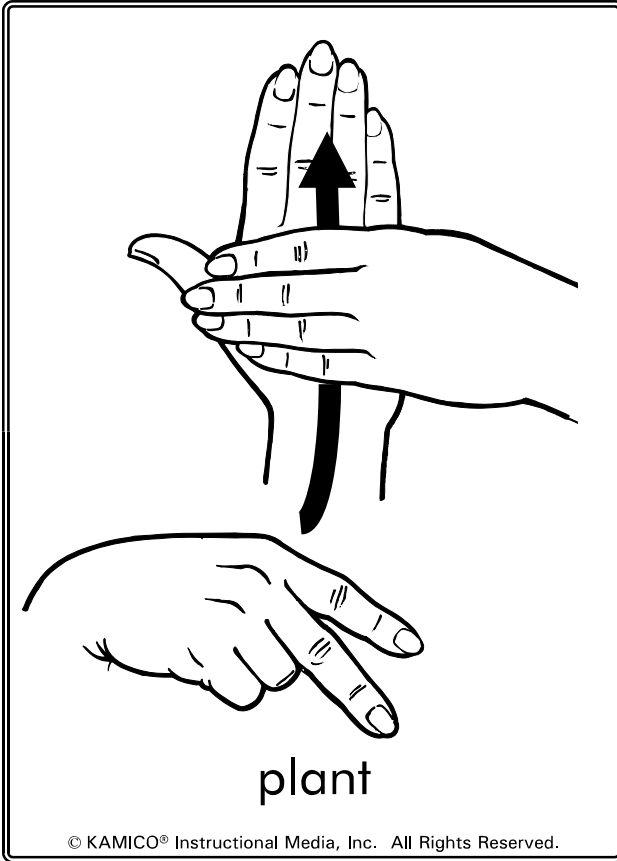
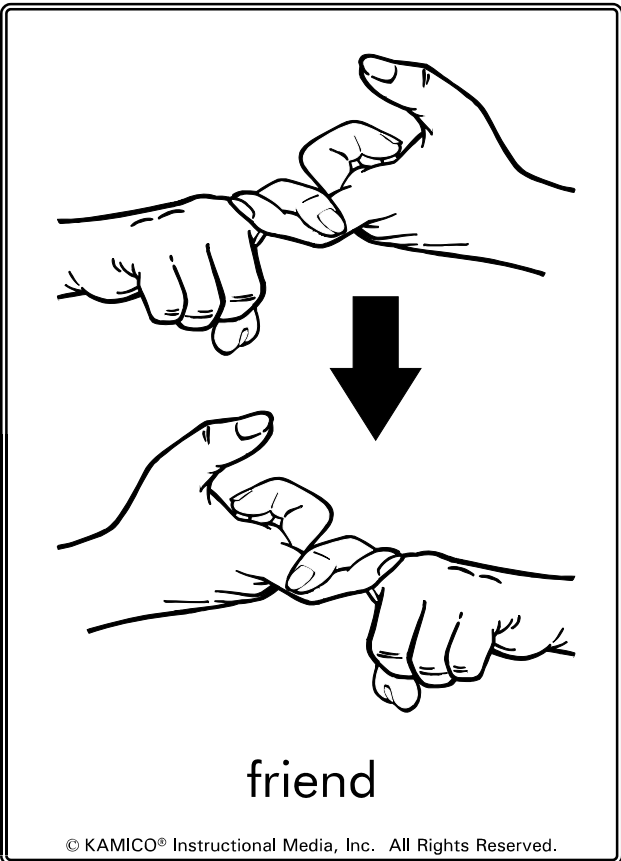
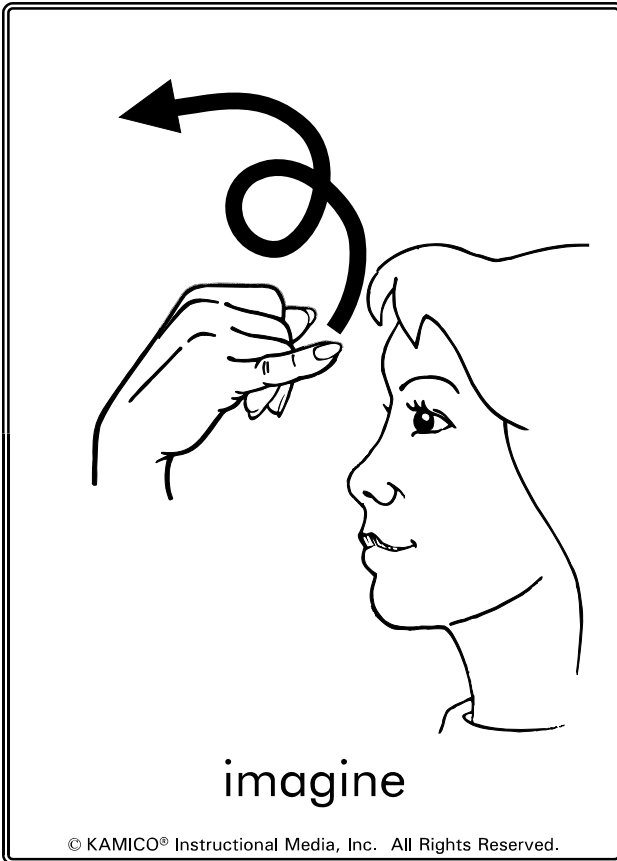
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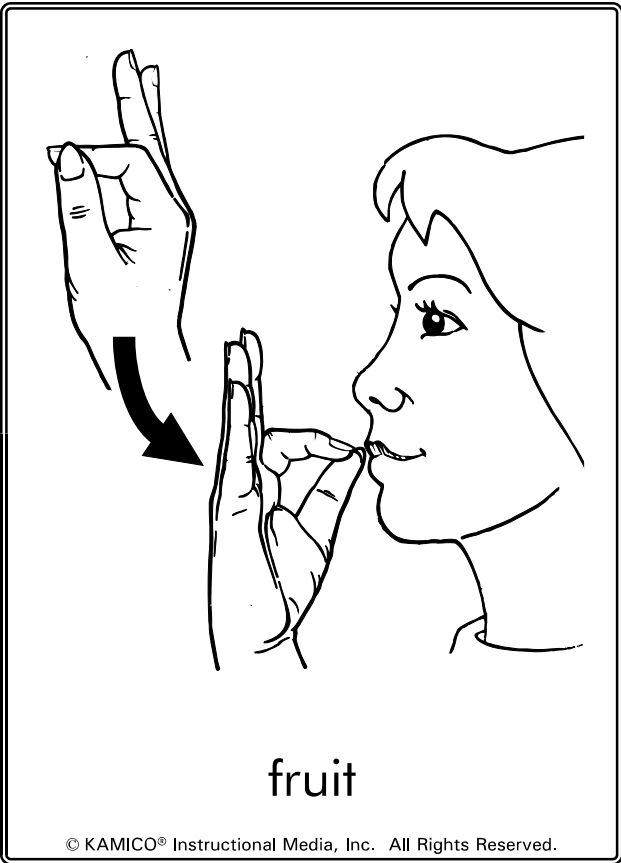
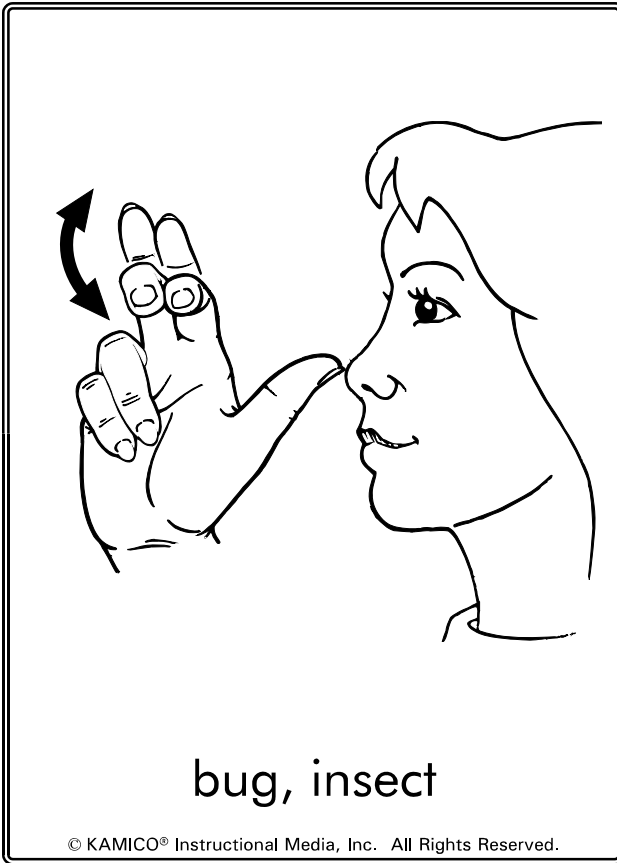
eat

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Sign Language Cards



Sign Language Cards



Babs Bat
Fine Arts: Theater
Day 2

Objectives

Students will identify the characteristics of bats and birds.

Students will discriminate between bats and birds based on their characteristics.

Students will imitate bats and birds.

Materials

Bat picture

Bird picture

Stellaluna by Janell Cannon (Harcourt Brace & Company, 1993)

Preparation

Obtain a copy of *Stellaluna* by Janell Cannon.

Procedure

Stellaluna is a great book to read to the class before doing this activity. It is about a little fruit bat who tries to live with a bird family.

Say, "I am going to read you some characteristics of bats and birds. I want you to tell me if I'm describing a bat or a bird."

Read the following statements. After each statement ask, "Am I a bat (show bat picture) or a bird (show bird picture)?"

I am a mammal. Answer: bat

I perch on a limb. Answer: bird

I hang upside down. Answer: bat

I live in a nest. Answer: bird

I roost in caves, barns, or trees. Answer: bat

I sing. Answer: bird

I click. Answer: bat

I have feathers. Answer: bird

I have fur. Answer: bat

I fly. Answer: bat and bird

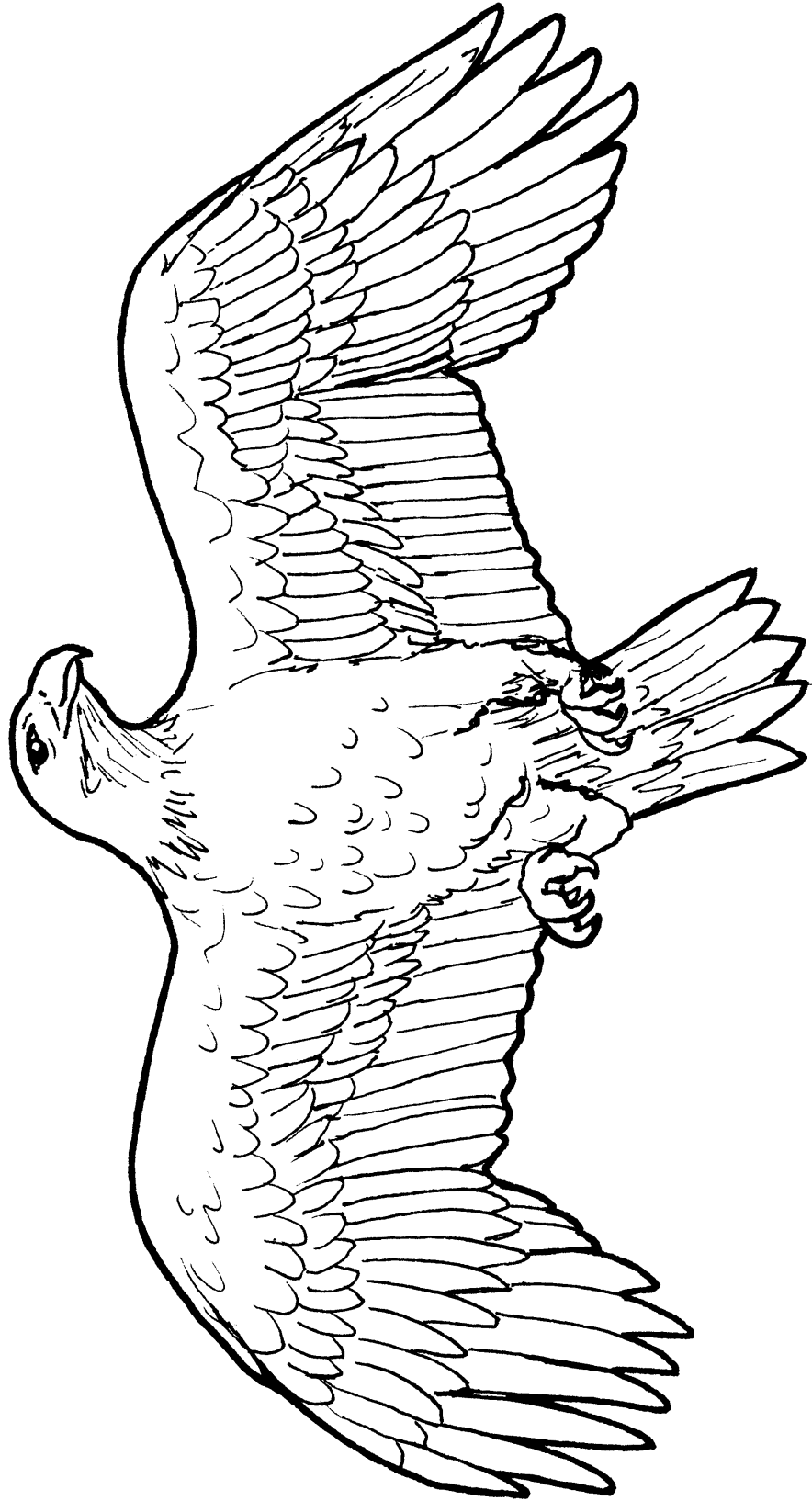
Say, "Now let's take turns acting out the characteristics of bats and birds. I'll start. After I act out a characteristic, you guess what I am." Imitate one of the characteristics, and have students identify whether you are a bat or a bird.

Have students take turns acting like bats or birds. Let the class guess whether the "actor" is a bat or a bird.

Bat



Bird



Babs Bat
Physical Education
Day 3

Objective

Students will demonstrate echolocation.

Materials

Echolocation picture

Large ball

Procedure

This activity can be done in a cleared area of your classroom, or you may prefer to do it outside. Once you have picked an appropriate location, have students make a big circle around you.

Show the echolocation picture. Tell students that microbats use a special system for finding and catching their prey. Explain that the microbats send out high frequency sounds through their nose or mouth that cannot be heard by people. Say, "These sounds bounce off of their moving prey and are heard by the microbats. Since the microbats locate their prey by using the echoes, this special system is called echolocation."

Explain, "In this game, I am going to pretend to be an insect, and you are going to pretend to be microbats looking for food. Remember, microbats send out signals that bounce off insects and return to the bat. Remember, this is called echolocation. It helps the bat find food that is moving."

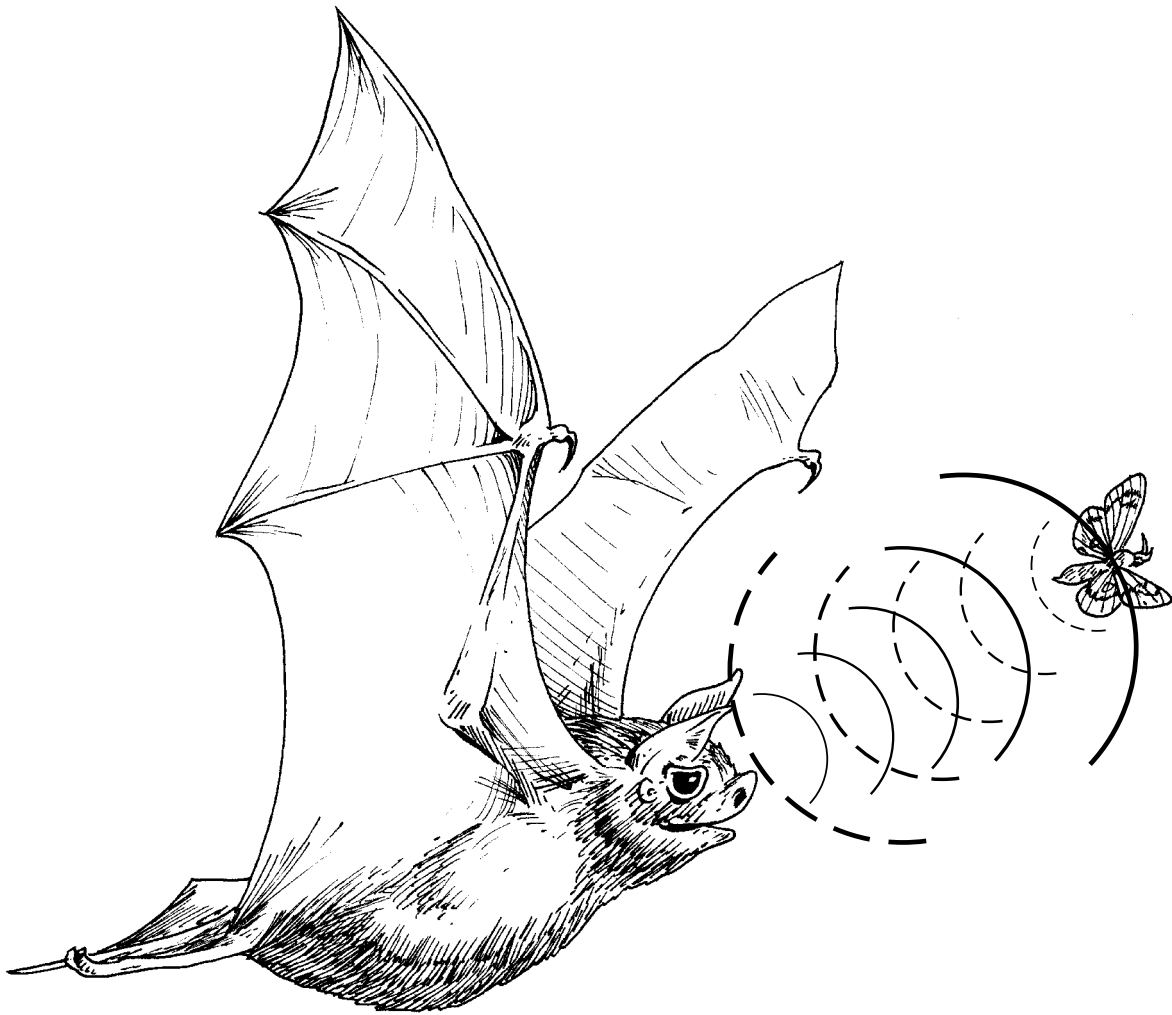
Hand the ball to a student in the circle. Tell that student, "Pretend to be the microbat. Send out your signal, which is the ball, to the insect, which is me." Have the student throw the ball to you. Then throw the ball back to that student.

Review, "The ball is the signal. It was sent out by the microbat, and it found the insect. Then it was bounced back to the microbat."

Let each student be a microbat and demonstrate echolocation to find the insect (you).

Emphasize that students must throw the ball carefully and with control or the insect will get away.

Echolocation



Babs Bat
Fine Arts: Art
Day 4

Objective

Students will draw an original "good-luck" design.

Materials

Chinese wu-fu symbol picture
Crayons
Drawing paper
Tape
Music on cassette tapes or CDs (optional)
Cassette player or CD player (optional)

Preparation

Using paper, make the title "Good-Luck Designs," and attach it to a classroom wall.

Procedure

Remind students that people in China like bats. Explain that the Chinese believe that bats are animals that bring good luck and happiness to people.

Write *fu* on the chalkboard. Read the word, and then remind students that this is the Chinese word that means "bat" as well as "happiness." Remind students that in China pictures of bats can be found in artwork and on jewelry, pottery, fabric, and toys.

Display the Chinese wu-fu symbol picture. Remind students that this is the most common bat design in China. Point to the five bats that make a circle around the center symbol. You may wish to have students count the five bats with you.

Point to the center design on the wu-fu symbol. Remind students that this design is called the tree of life.

Tell students that the wu-fu symbol stands for five blessings: happiness, good luck, long life, health, and wealth. Discuss what each of these blessings means.

Say, "Today you are going to create your own good-luck designs. Be sure to include at least one bat in your design."

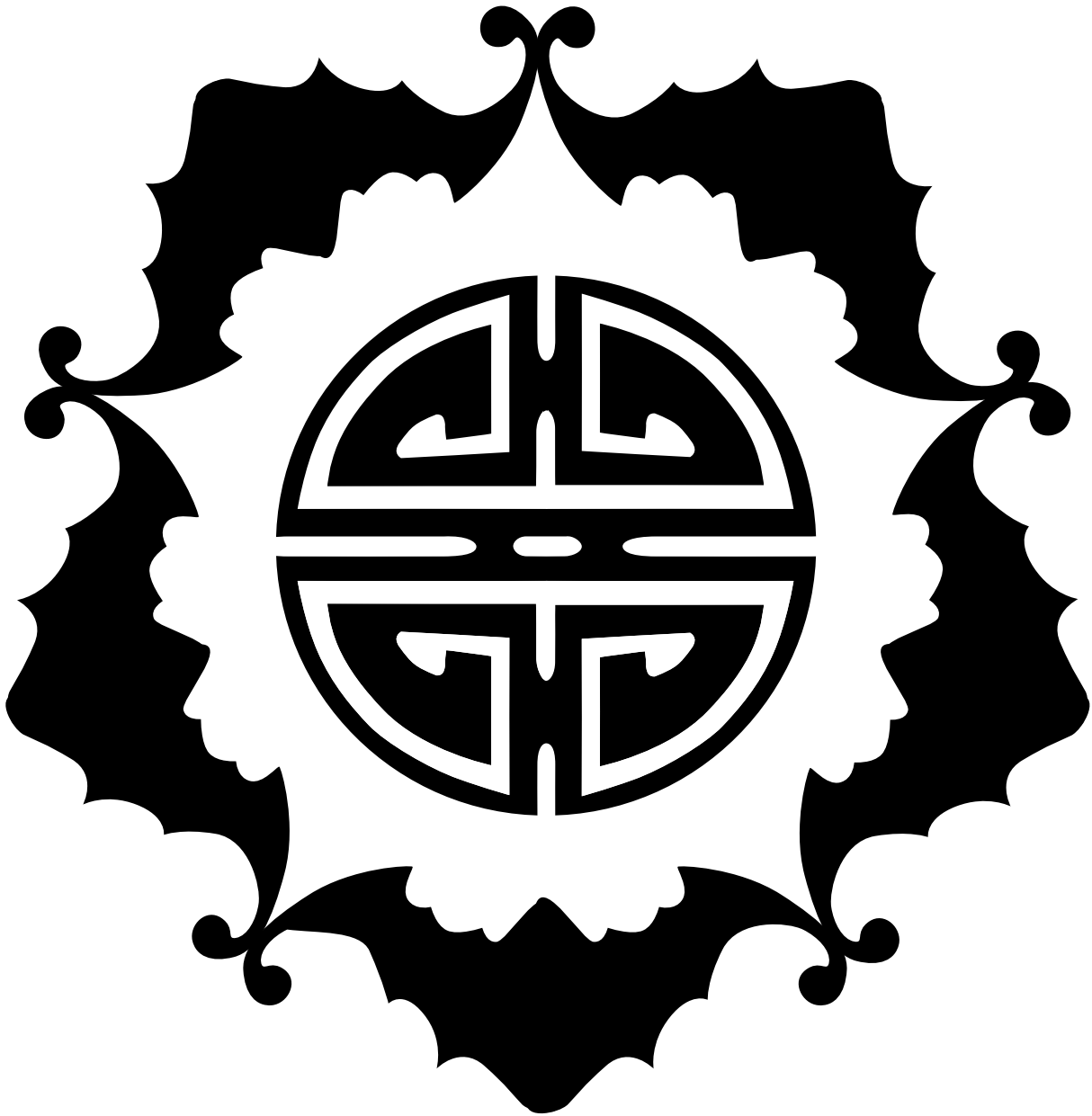
Hand out the paper and crayons to students.

You may wish to play some background music while students work.

Allow time for students to create their good-luck designs.

Display the artwork on the classroom wall under the title "Good-Luck Designs."

Chinese Wu-Fu Symbol



Wu-fu is the Chinese symbol for five blessings:

- * happiness
- * good luck
- * long life
- * health
- * wealth