

**Babs Bat
Mathematics
Day 1**

Objectives

Students will sort and classify animals that fly.
Students will make a pictograph.
Students will read and interpret a pictograph.

Materials

Bird picture
Bat picture
Butterfly picture
Animals that Fly picture sheet--one per student
Animals that Fly graph--one per student
Scissors--one pair per student
Glue--one bottle for every one or two students
Brown, blue, and black crayons or markers--one of each color per student
Resealable plastic bags--one per student (optional)
Butcher paper (optional)

Preparation

If students have difficulty cutting, you may wish to cut apart the *Animals that Fly* pictures ahead of time and put each set in a resealable plastic bag.

Write the words *bird*, *bat*, and *butterfly* on the chalkboard.

Procedure

Read the words *bird*, *bat*, and *butterfly* for students. Point to each word as you read it. Invite a volunteer to underline the letter **b** in each word.

Show students the picture of the bird. Ask them to describe the bird. Possible answers include: Birds have feathers. Birds have beaks. Birds have wings. Birds can fly.

Next show students the picture of the bat. Ask them to describe the bat. Possible answers include: Bats have fur. Bats have two legs. Bats have wings. Bats can fly.

Now show students the picture of the butterfly. Ask them to describe the butterfly. Possible answers include: Butterflies have wings. Butterflies have antennae. Butterflies can fly.

Ask students to compare and contrast the bird, bat, and butterfly. Point out that one of the things these three animals have in common is that they can fly.

Distribute to students the copies of the *Animals that Fly* picture sheet.

Write the words *brown*, *black*, and *blue* on the chalkboard. Point out that each of these color words starts with the letter **b**. To practice color recognition, you may wish to have students name objects that are each of these colors.

Have students sort the pictures into three groups--birds, bats, and butterflies. Then invite students to color the bird pictures brown, the bat pictures black, and the butterfly pictures blue.

If you have not already cut out the pictures along the dotted lines, ask students to do so. Provide help as needed.

Distribute the copies of the *Animals that Fly* graph. Explain how to glue the pictures onto the graph. Students should glue the pictures of animals that fly above the corresponding pictures on the graph. Have students complete the graph.

Assessment

Ask students to read the data shown on the graph and tell how many of each animal there are. Answers: There are five bats; there are three butterflies; there are four birds.

Explain how to use the terms *greater than* and *less than*. Then ask students to compare and contrast the data shown on the graph.

Answers:

The number of bats is greater than the number of birds.

The number of bats is greater than the number of butterflies.

The number of birds is greater than the number of butterflies.

The number of birds is less than the number of bats.

The number of butterflies is less than the number of birds.

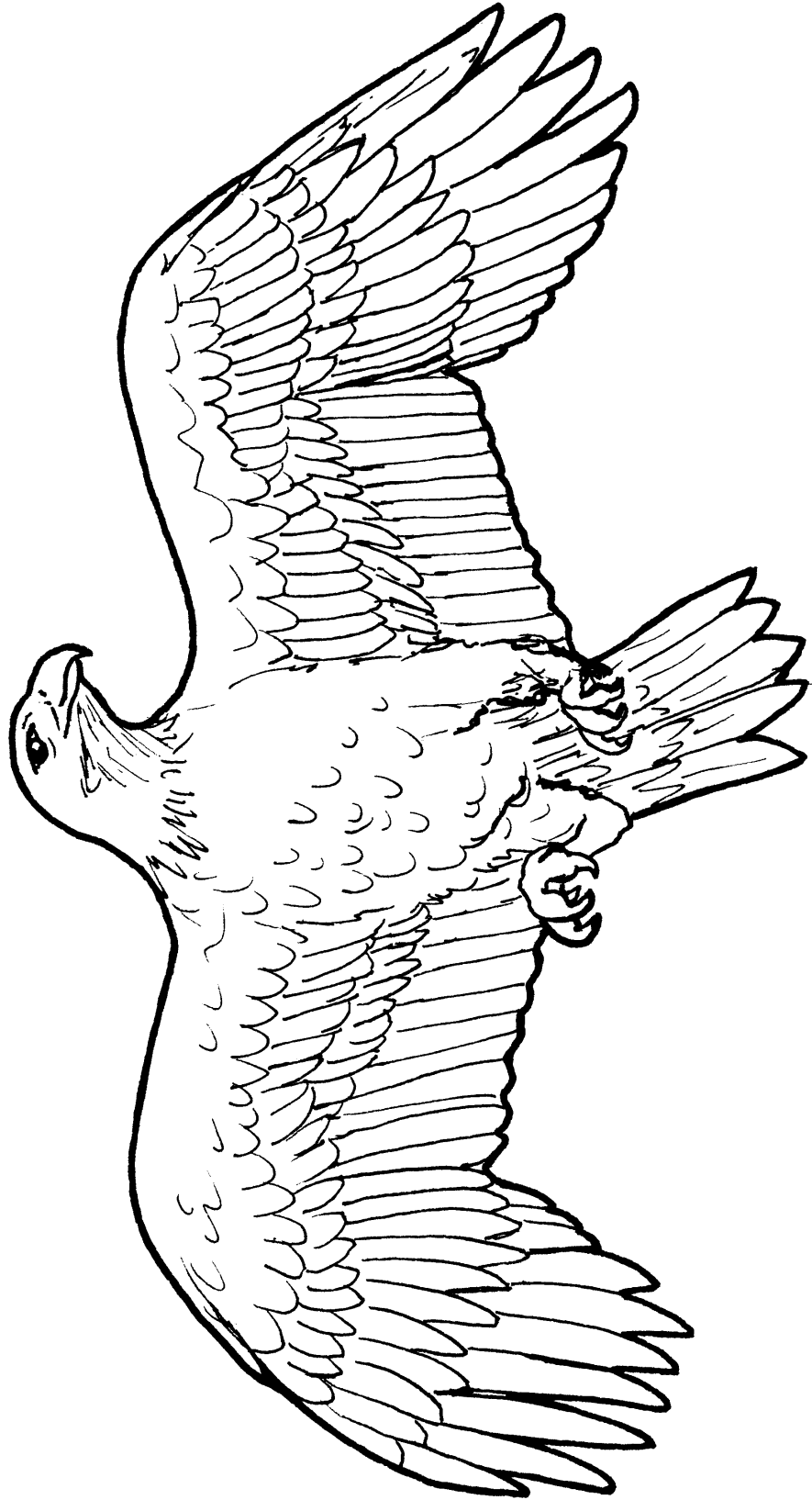
The number of butterflies is less than the number of bats.

Extension

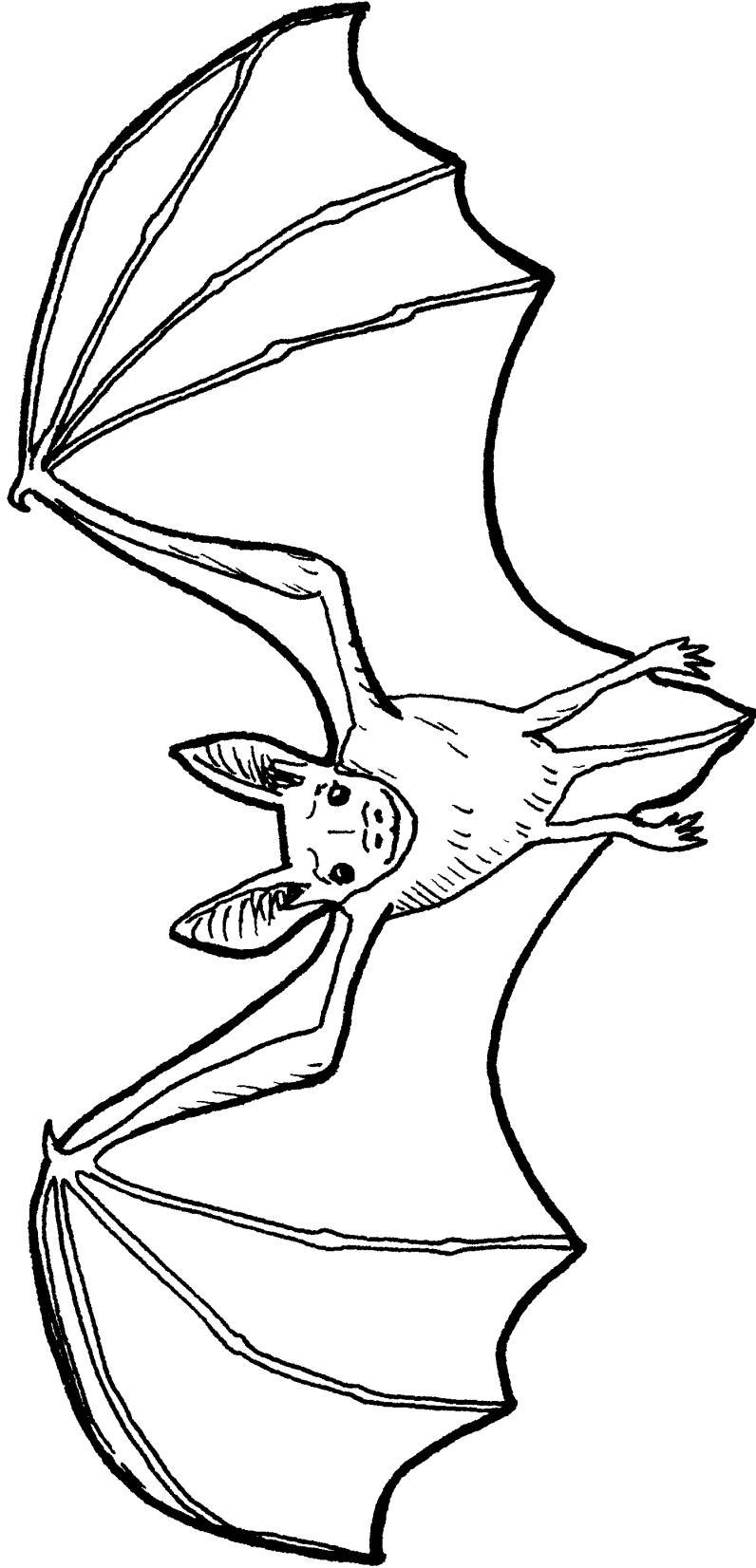
Make an enlarged copy of the *Animals that Fly* graph on a piece of butcher paper. Make sure the spaces on the graph are large enough to fit the full-page bird, bat, and butterfly pictures. Make five copies of the bat picture, four of the bird picture, and three of the butterfly picture.

As a whole-class activity, have students use the pictures to complete the enlarged graph.

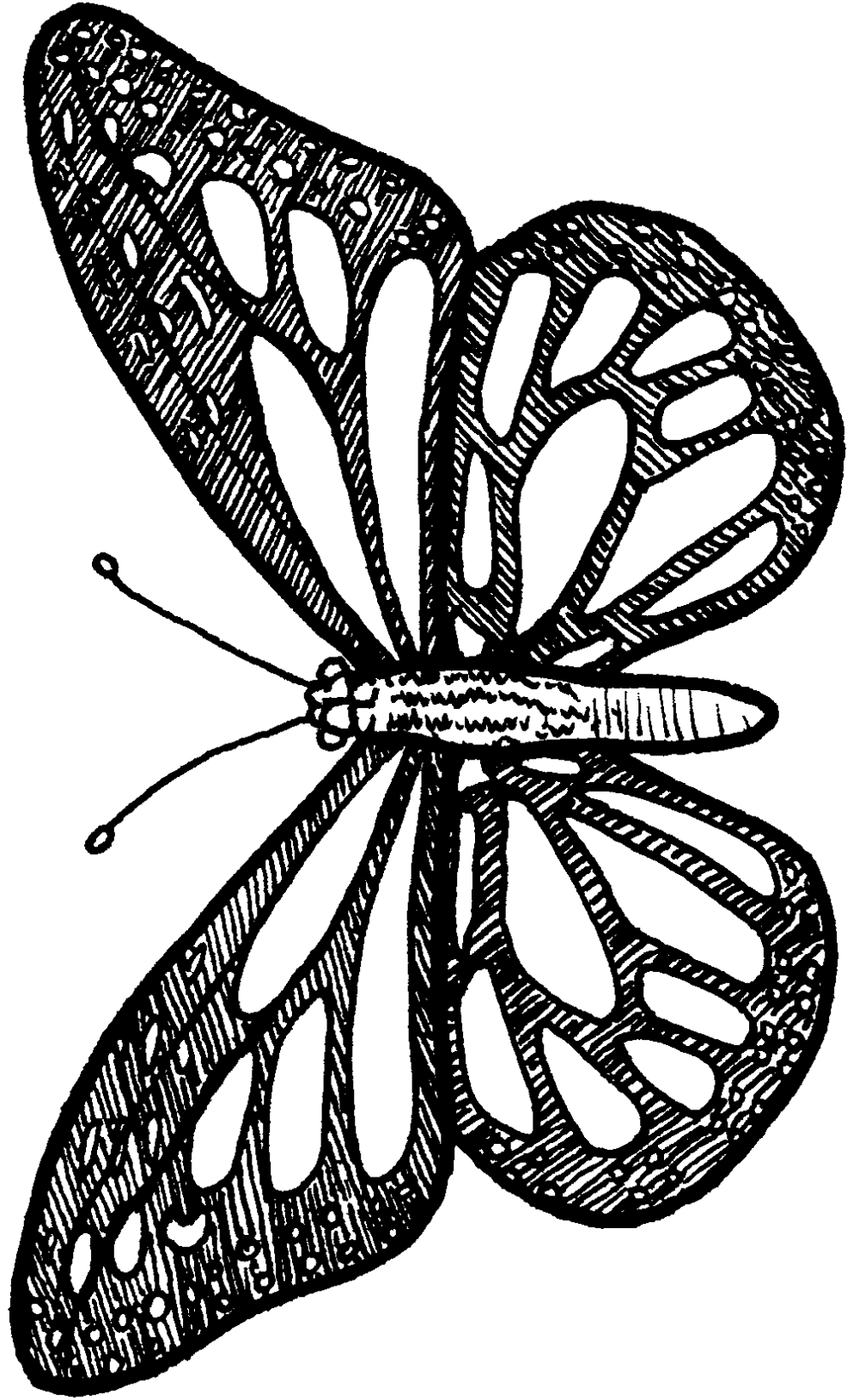
Bird



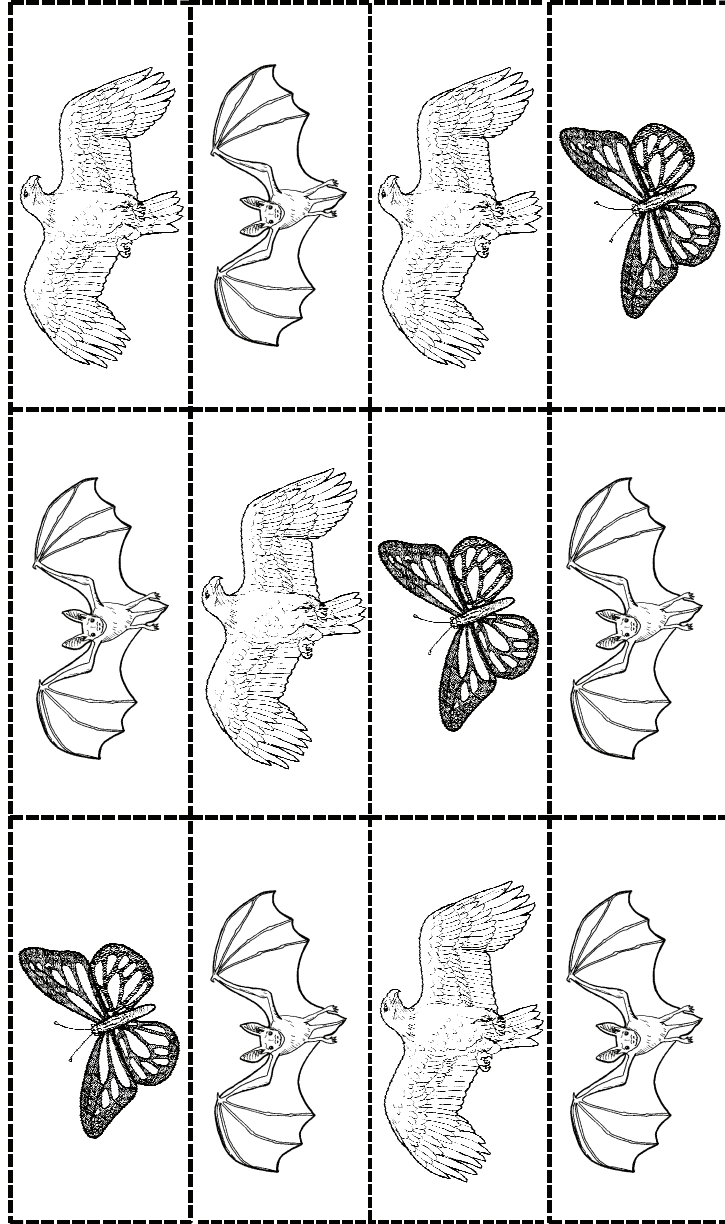
Bat



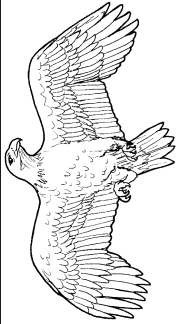
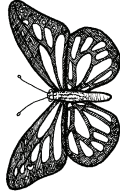

Butterfly



Animals That Fly



Animals That Fly

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|---|--|--|--|--|---|-----------|
| 5 | | | | |  | bird |
| 4 | | | | |  | butterfly |
| 3 | | | | |  | bat |
| 2 | | | | | | |
| 1 | | | | | | |