

# Lesson 17

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## Skills:

- Learn new sight words: species, weighs, echolocation, danger, camouflage.
- Recognize and say the sound of *-tion*.
- Recognize the characteristics and habitats of bats.
- Write an acrostic.
- Develop small motor skills: drawing.
- Understand place value.

## Materials:

- ❖ Place value board
- ❖ Place ten counting pieces
- ❖ Sight word flashcards: species, weighs, echolocation, danger, camouflage
- ❖ *The Reading Race*, by Abby Klein
- ❖ Worksheets 17, 17a

## Daily Opening Routine:

- ❖ Continue routine activities.
- ❖ Read *The Reading Race*, chapters 1-2.
- ❖ Have your child write about any topic he chooses in his journal.

## Language Arts/Science:

- ❖ Use flashcards to introduce the new sight words *species*, *weighs*, *echolocation*, *danger*, *camouflage*. Help the child define the words:
  - species: a kind or type of animal
  - weighs: how heavy something is
  - echolocation: using sound to find objects
  - danger: something that could hurt or cause harm
  - camouflage: disguise or hide
- ❖ Review the sound of *-tion*. Remind your child that *-tion* says “shun.”
- ❖ Worksheet 17, part A: Have the child read the *-tion* words. Help him divide the words into syllables and read them. The new sight words on the last line are included in part B of the worksheet.
- ❖ Worksheet 17, part B: Have the child read about bats.
- ❖ Worksheet 17, part C: Have the child answer the questions.
  - Answers:
    1. *Antarctica*
    2. *trees (under leaves, hanging from branches), caves, bridges, houses, buildings*
    3. *Nocturnal means they are most active at night and can see well in the dark.*
    4. *Some bats migrate to a warmer area. Some bats hibernate until warm weather arrives again.*
    5. *Bats lick themselves like cats.*
    6. *Most bats eat insects.*
- ❖ Worksheet 17, part D: Have the child write the words in alphabetical order.
  - Answers:
    7. *action*
    8. *lotion*
    9. *nation*
    10. *pollution*
    11. *question*

- ❖ Have the child write an acrostic poem about bats. He should begin each line with a word or phrase that starts with the letter on that line. He may follow this example:
  - Babies drink milk
  - Are very clean animals
  - Tree leaves camouflage them
  - Sleep during the day

## Math:

- ❖ Worksheet 17a, part A: Have the child look at the place value chart in problem #1. Ask, “What numeral is in the ones place?” (3) “What numeral is in the tens place?” (8) “How much does the eight represent?” (*eighty*) “How do you read the numeral?” (*eighty-three*)
- ❖ Tell the child that another place value can be added to the left of the tens column. It is the hundreds place.
- ❖ Worksheet 17a, part A, problem #2: Have the child look at the place value chart. Ask, “What numeral is in the ones place?” (9) “What numeral is in the tens place?” (2) “How much does the two represent?” (*twenty*) “What numeral is in the hundreds place?” (4) “How much does the four represent?” (*four hundred*) “How do you read the numeral?” (*four hundred twenty-nine*)
- ❖ Worksheet 17a, parts B-D: Have the child use the place value chart as a guide and complete the sections as independently as possible.

Answers:

Part B: 3. 6      4. 7      5. 5      6. 2

Part C: 7. 0      8. 5      9. 3      10. 6

Part D: 11. 3      12. 4      13. 7      14. 9

- ❖ Worksheet 17a, part E: Explain that one hundred is equal to ten tens. One ten is equal to ten ones. Have the child use the place value board and base ten counting pieces to visualize the relationships if needed. Symbols can be drawn on a place value board to represent numbers. Have the child draw symbols on the place value chart to represent the numbers. Use a large square to represent a hundred, a rectangle to represent a ten, and a small square to represent a one.

Answers:

15. 834

Hundreds	Tens	Ones

16. 426

Hundreds	Tens	Ones

17. 546

Hundreds	Tens	Ones

18. 304

Hundreds	Tens	Ones

19. 287

Hundreds	Tens	Ones

20. 731

Hundreds	Tens	Ones

## Art:

- ❖ Have the child follow the steps and draw a bat on a large sheet of white paper.

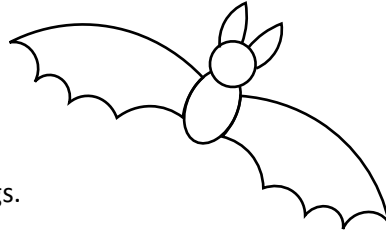
- Draw a circle for the head and an oval for the body.



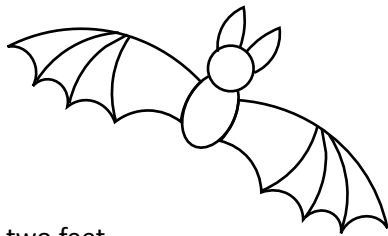
- Draw two ears.



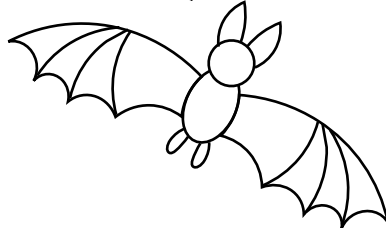
- Draw two wings.



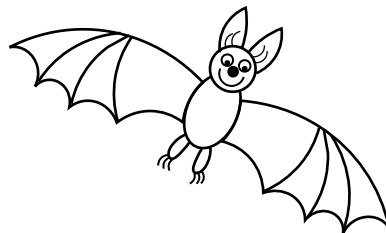
- Draw the bones on the wings.



- Draw two feet.



- Draw the claws and face.



- ❖ Add a background to the picture. Draw the sky, trees, or the bat's habitat.
- ❖ Save the bat to use in Lesson 20.

name \_\_\_\_\_



### Part A: Read the words.

nation	lotion	station	pollution	action	question
section	relation	creation	addition	motion	caution
fraction	potion	vacation	protection	reaction	subtraction
species	weighs	danger	camouflage	echolocation	

### Part B: Read about bats.

Bats can be found in all types of habitats in almost every part of the world except where it is very hot or cold. They live on all continents except Antarctica. Many bats find trees to be the perfect place to roost. Some may live under big leaves so they can hide from harm and danger. Others just hang from the branches. Many bats find big underground caves to raise their babies and to sleep during the day. Wherever there is a bridge, there might be bats living under it. At times, bats may use houses or buildings as a roosting site. Even though these places are not as good as their natural habitats, these man-made structures give them protection.

Bats are the only flying mammals. They give birth to live babies and feed them with milk. There are over 900 different species of bats. The smallest bat is the bumblebee bat, and it weighs less than a penny. Bats are nocturnal. They are most active at night and can see well in the dark. Bats have two, five-toed feet and short legs with knees. Bats sleep during the day, hanging upside down by claws on their toes.

During the cold winter, some bats migrate to a warmer area. Some bats hibernate until warm weather arrives again. In the winter, the fur on its body helps keep the bat warm. The fur is also camouflage that protects the bat from danger. Bats are very clean, and they groom themselves by licking like a cat.

Bats differ in their diet and in the way they get food. Some bats use echolocation to find insects and small animals to eat. These bats send out sound waves that bounce off other objects. The bat listens for the echo and can tell where objects are located. People can't hear these high-pitched sounds. Bats have the best hearing of all land mammals. They often have huge ears compared to the rest of the body. They can even tell the size, shape, and texture of a tiny insect from its echo. Most bats eat insects and can eat 1,200 insects in an hour. Other bats use the sense of smell to find fruit or nectar to eat.

Part C: Read the questions. Write the answers on the lines.

1. On which continent will you NOT find bats? \_\_\_\_\_

2. Name three habitats where a bat may live.

\_\_\_\_\_

3. What does nocturnal mean? \_\_\_\_\_

\_\_\_\_\_

4. What do bats do during the cold winter? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. How do bats stay clean? \_\_\_\_\_

\_\_\_\_\_

6. What do most bats eat? \_\_\_\_\_

\_\_\_\_\_

Part D: Write the words in alphabetical order.

nation

lotion

station

pollution

action

question

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

name \_\_\_\_\_



Part A:

1. 

tens	ones	
8	3	= 83 (eighty-three)

2. 

hundreds	tens	ones	
4	2	9	= 429 (four hundred twenty-nine)

Part B: How many hundreds in each number?

3. 603 \_\_\_\_\_

4. 754 \_\_\_\_\_

5. 537 \_\_\_\_\_

6. 269 \_\_\_\_\_

Part C: How many tens in each number?

7. 603 \_\_\_\_\_

8. 754 \_\_\_\_\_

9. 537 \_\_\_\_\_

10. 269 \_\_\_\_\_

Part D: How many ones in each number?

11. 603 \_\_\_\_\_

12. 754 \_\_\_\_\_

13. 537 \_\_\_\_\_

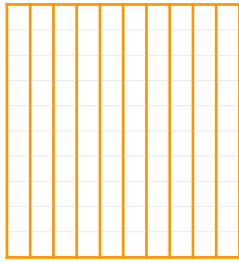
14. 269 \_\_\_\_\_

Part E:

1 hundred = 10 tens

1 ten = 10 ones

ones



Draw symbols on the place value chart to represent the numbers.

613

Hundreds	Tens	Ones

15. 834

Hundreds	Tens	Ones

16. 426

Hundreds	Tens	Ones

17. 546

Hundreds	Tens	Ones

18. 304

Hundreds	Tens	Ones

19. 287

Hundreds	Tens	Ones

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