

SAG-AFTRA FOUNDATION PRESENTS

Storyline Online®

A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: K - 2ND



STELLALUNA

WRITTEN AND ILLUSTRATED BY JANELL CANNON

Watch the video of actor
Pamela Reed
reading this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

When Stellanuna is separated from her mother before she is old enough to fly, she finds out that not all winged creatures eat fruit. Swallowing food that crawls is just one of the many amazing things this little fruit bat must learn to do.

THEMES IN THE STORY

Fantasy, Identity and changing of identity, Obeying rules

READING AND WRITING

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ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *Standards listed below are for kindergarten to 2nd grade but can be adapted to 3rd grade standards.*

BEFORE VIEWING

Standards: CCSS.SL.K.1, CCSS.SL.1.1, CCSS.SL.2.1

Objective: Tap knowledge and build background to prepare for reading the story.

Materials: Chart paper or SmartBoard

Procedure: Build background and tap knowledge about bats by building a concept web with the students:

Step 1: Draw a circle in the middle of a large sheet of paper and write the word, **BATS**.

Step 2: Explain to students that they are going to tell you everything they know about bats.

Step 3: Model an example by giving students a bat fact and writing it on the chart. Connect the fact with the circle by drawing a line from the fact to the circle.

Step 4: Have students tell you about bats and add to the concept web.

Step 5: Review web.

Step 6: Introduce the book: Tell students to look at the front cover of the book. Does this illustration look like what you think you know about bats? Discuss.

DURING VIEWING

Focus: Realism/Fantasy

Standards: CCSS.SL.K.2, CCSS.SL.1.2, CCSS.SL.2.2

Objective: Students will listen to story and cite examples of reality and fantasy.

Procedure:

Step 1: Tell students that during the story, you want them to pay close attention to how the bats act. Does the story seem real? Why or why not?

Step 2: Stop the story at various parts to have students give examples of realism and fantasy.

Step 3: After listening to the story, allow time for students to discuss: Does the story seem real? Why or why not?

Step 4: Discuss fiction and non-fiction genres.

AFTER VIEWING

Standards: CCSS.RL.K.5, CCSS.RL.1.5, CCSS.RL.2.5

Objective: Students will determine the difference between realism and fantasy.

Teacher Prep: 2 Column Chart: **Reality/Fantasy**

- Options:
 - Whole Group Activity: Prepare a large chart on chart paper or SmartBoard
 - Partner/Independent Activity: Prepare a 2 column worksheet for students and copy. ( [Google It! 2 Column Chart](#))
- Paper

Procedure:

Step 1: Explain realism and fantasy to students.

Step 2: Display chart and explain.

Step 3: Ask for an example of realism and fantasy from *Stellaluna*. Write examples in the appropriate column on chart.

Step 4: Tell students that they are going to think about what was real about bats and birds and what was fantasy to complete the chart.

Step 5: Complete Activity as directed below:

- **Whole Class Activity:**
 1. Continue to complete the chart using student generated examples.
 2. Give students a sheet of paper. Have them fold it in half and label each half: Realism/Fantasy.
 3. Tell students to choose an example of each from the chart and draw a picture.
 4. They can then add a sentence for each example using the sentence starters:
This is real because bats can _____. This is not real because bats can't _____.
- **Partner or Independent Activity:**
 1. Instruct students to complete chart citing examples from *Stellaluna*.
 2. Bring the class back together to share their results.

READING RESPONSE

Standards: CCSS.RL.1.1, CCSS.RL.2.1

Objective: Students will answer the prompt using at least two details from text to support the response.

Reading Prompt: Why did the mother bird think that Stellaluna was teaching her babies bad things?

WRITING - NARRATIVE

Standards: CCSS.W.K.3, CCSS.W.1.3, CCSS.W.2.3

Objective: Students will write a narrative piece using grade appropriate sentence structure and spelling.

Writing Prompt: Write a story about an animal. Use examples of realism and fantasy.

Materials: Writing Tools

Procedure:

Step 1: Remind students of how Stellaluna told a story about bats using both fantasy and realism.

Step 2: Read and discuss writing prompt.

Step 3: Allow time for students to discuss story ideas with a partner or group.

Step 4: Have students complete the activity per your directions. Younger students can draw a picture illustrating an animal in realism and fantasy setting.

ACROSS THE CURRICULUM ACTIVITIES

SCIENCE – ECHOLOCATION EXPERIMENT

Bats are nocturnal and use sounds to fly around in the darkness. Bats use sound to locate their food in a process called echolocation. When a bat is flying, it makes high pitched squeaks that humans can't hear. These squeaks hit an object and echo back to the bat. The bat can tell the size and distance of the object just from the echo. They can find and avoid objects by using only sound. This process allows them to find their prey, swoop down on it, and catch it. The following science activity demonstrates how this process works.

MATERIALS —

2 empty paper towel rolls (per partners)
2 aluminum pie plates (per partners)
Masking tape
Rulers

PROCEDURE —

- Step 1:** Tape down the paper towel rolls facing each other but without touching. (form a V shape)
- Step 2:** Measure a distance of 12 inches from the cardboard tubes and mark with masking tape. Place the aluminum pie plate on its edge facing the tubes on the masking tape. Support with books so it stands up.
- Step 3:** Have one partner whisper into one tube while the other listens for the sound to bounce off the plate and come through the other tube.



EXTENSION ACTIVITY —

Play a game to help students understand how echolocation works to help bats find food.

MATERIALS —

Whistle or squeak toy
4 pencils or sticks

PROCEDURE—

- Step 1:** Choose one student to be the bat.
- Step 2:** Have students form a circle around the bat.
- Step 3:** Blindfold the bat and give him/her the whistle or toy.
- Step 4:** Choose 2 students in the circle and give each one 2 pencils.
- Step 5:** Have the bat stand in the center of the circle.
- Step 6:** Each time the bat squeaks, the prey should respond by tapping the pencils together.
- Step 7:** The bat continues to squeak, moving toward the sound of the tapping pencils.
- Step 8:** Once the bat has found the prey, the prey becomes the bat. Choose another student to be the prey and play continues.

TECHNOLOGY – BAT-BIRD COMPARISON

Students use the internet to research bats and birds.

MATERIALS —

Computers with internet access

Venn Diagram ([Google It!](#))

Teacher Prep: Prepare a list of grade appropriate sites for researching bats and birds.

PROCEDURE —

- Step 1:** Instruct students on how to use the internet to find information.
- Step 2:** Explain to students that they should use the sites you have provided to find information about bats and birds. Explain how to use the Venn diagram to tell how bats and birds are alike and different.
- Step 3:** Instruct students to read the information about bats and birds. Then, complete the Venn diagram to tell how bats and birds are alike and different
- Step 4:** Students can work independently or with a partner to complete the activity.

ART – HANGING BAT

MATERIALS —

Empty toilet paper roll

Paint (black)

Black construction paper

Black pipe cleaners

Googley eyes

Teacher Prep: Bat wing template ([Google It!](#) or create your own)

Hole punch

Scissors

Glue

Markers – silver or white



PROCEDURE —

- Step 1:** Paint the toilet paper roll black and let dry.
- Step 2:** Have students trace the bat wing template on the black construction paper and cut out.
- Step 3:** Cut out 2 small triangles (about 1 in.) from the leftover black construction paper for bat ears.
- Step 4:** Glue the wings on the toilet paper roll.
- Step 5:** On the opposite side of the wings, glue the eyes. Use a marker to make the mouth.
- Step 6:** Glue the ears above the eyes on the top of the roll.
- Step 7:** Punch 2 holes in the bottom of the cardboard tube.
- Step 8:** Cut a black pipe cleaner in half. Twist one end of the pipe cleaner and insert it in punched hole and twist to hold in place. Repeat with other leg.
- Step 9:** For the feet, cut off about 1 inch from each bat leg. Wrap the 1 inch piece of pipe cleaner around the bottom of each leg. Fold the middle part of the foot to make a hook for hanging.
- Step 10:** Hang the bat up. An option for this is to use twine to create tree branches on a wall or ceiling. Add paper leaves. Hang the bats on the twine.

ABOUT US

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

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