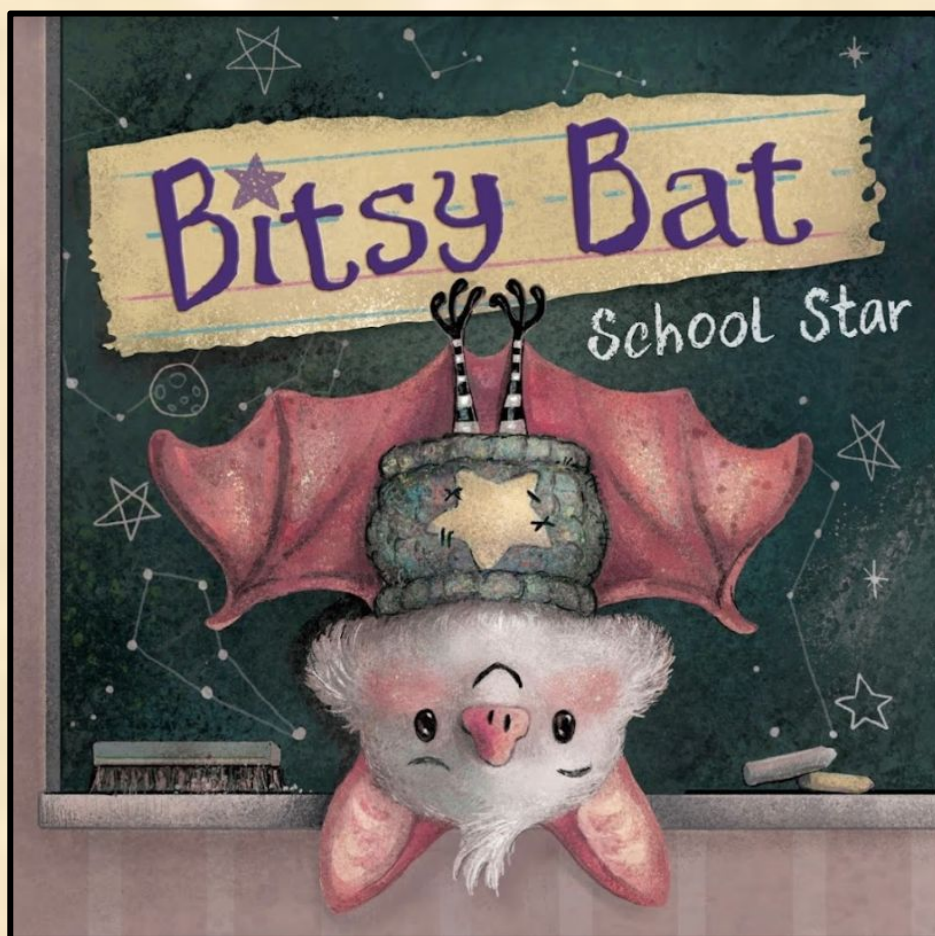




# EDUCATOR'S GUIDE



Written & Illustrated by Kaz Windness  
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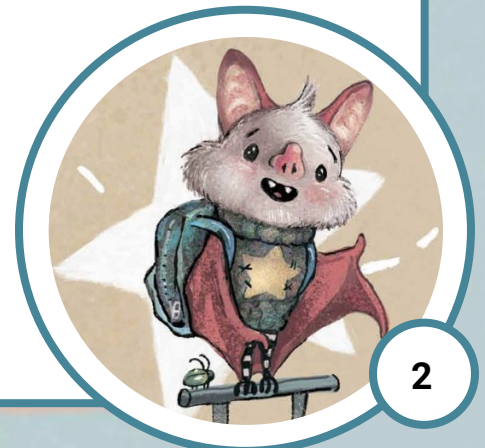
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Goal: Students will utilize “Bitsy Bat School Star,” as a tool for exploring different emotions, multiple perspectives and celebrating differences.

Note: Each lesson comes with educator and student handouts and can be adapted for multiple grade levels.

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# Learning Goals

Feelings  
Roller-  
coaster

A Day in  
the Life

Shine &  
Share

## Social Emotional Learning

These lessons will help early elementary students...

Recognize, label, and understand basic emotions in themselves and know that more than one emotion can be experienced at once.



Name their personal characteristics and life experiences and have an increasingly accurate basic sense of self.



Describe different types of adversity and what they can learn from others' stories of overcoming difficult experiences, resilience, and remaining hopeful in the face of challenges.



Demonstrate acceptance and inclusion of those who are different from themselves and value the contributions of the members of a diverse group.



## English Language Arts

These lessons will help 1st grade students...

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.



Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.



Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.



Describe the connection between two individuals, events, ideas, or pieces of information in a text.



Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.



Know and apply grade-level phonics and word analysis skills in decoding words.



Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.



Ask and answer questions about key details in a text read-aloud or information presented orally or through other media.



Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).



# Feelings Rollercoaster

## Educator's Handout

Time: 45 minutes

Materials:

- "Bitsy Bat School Star"
- Student Handouts: Bitsy Bat's Feelings & My Feelings
- Pencils and crayons, colored pencils or markers

Instruction:

1. Explain: The purpose of this activity is to use empathy (the ability to understand and share another person's feelings) to imagine and describe how Bitsy Bat felt at various moments during the story and then to explore your own feelings before, during and after a major life event.
2. Discuss: After reading the book, ask students to describe a rollercoaster (it has peaks and valleys, goes very quickly and slowly at times, and can cause a variety of feelings from fear to excitement to relief). Explain that a major event in one's life (like starting a new school as Bitsy did) can feel like a rollercoaster and result in a variety of strong feelings that may change over time.
3. Imagine: Using Student's Handout 1
  - a. Imagine what Bitsy Bat may have felt at each moment pictured along the rollercoaster. Students can use the feelings word bank or come up with their own words.
  - b. Have students take turns sharing one or more words they chose and explaining their choice using the framework, "I imagine Bitsy felt (word) when (moment) because (describe what happened in more detail)."
4. Reflect: Using Student's Handout 2...
  - a. Ask students to think of a major event they experienced in their life. (Have they been the new kid at school, moved into a new home, had a younger sibling added to the family, got a new pet, or experienced the loss of a pet or loved one?)
  - b. Have students draw and label 4 key moments of that event.
  - c. Consider asking some concluding questions:
    - What are some adjectives or words you would use to describe change?
      - *Difficult, fun, exciting, different, etc.*
    - Change, even when it's an event we want to happen, like getting a new pet, can be difficult as we learn how to live with a new routine, responsibilities, or less of our family's attention. What are some emotions we feel when our life changes?
      - *Sad, happy, nervous, excited, unsure, angry, etc.*
    - Who is someone that you can talk to when you are going through a big change?
      - *Remember, (School counselor's name) is someone you can talk to at school.*

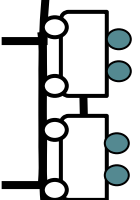
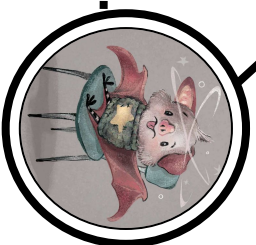
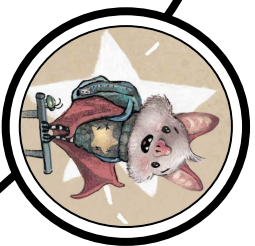
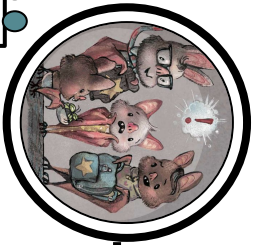
NOTE: Consider notifying families ahead of time that you will be engaging in this activity. You may want to have students bring it home or work on it in small groups with additional staff/counselor support.



# Feelings Rollercoaster

## Bitsy Bat's Feelings

Describe what you imagine Bitsy Bat felt at key moments in the story.



### FEELINGS WORD BANK

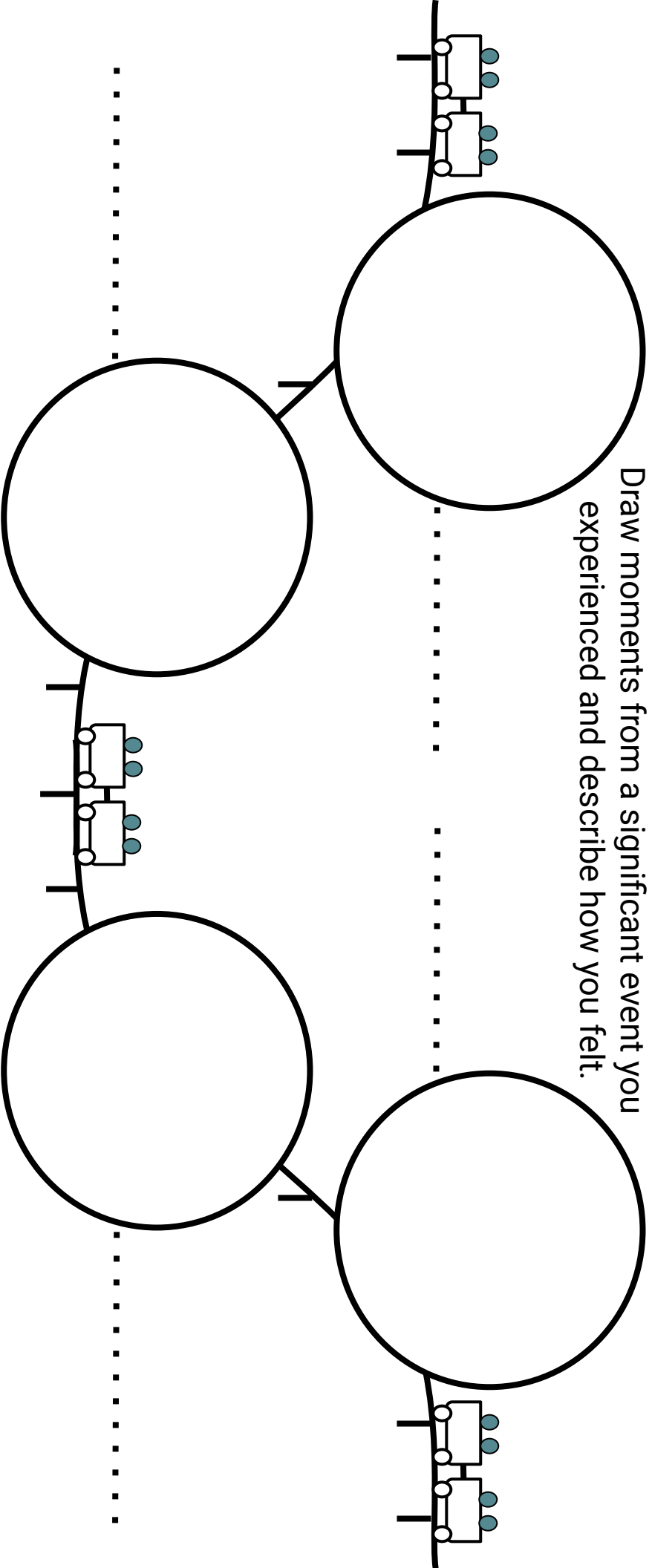
Brave   Excited   Hopeful   Ready   Safe   Special  
Different   Dizzy   Tired   Nervous   Worried

# Feelings Rollercoaster

## My Feelings

MY EVENT: \_\_\_\_\_

Draw moments from a significant event you experienced and describe how you felt.



### FEELINGS WORD BANK

Brave   Excited   Hopeful   Ready   Safe   Special  
Different   Dizzy   Tired   Nervous   Worried

# A Day in the Life

## Educator's Handout

Time: 30 minutes

Materials:

- "Bitsy Bat School Star"
- Example Key
- Student Handouts: Character Cards & Character Handout
- Pencils and crayons, colored pencils or markers (Optional: Books on each animal for reference)

Instruction:

1. Prepare:
  - a. Print and cut Student's Handout 1, enough for each student or group.
  - b. Print copies of Student's Handout 2, enough for each student or group.
  - c. Consider having books about each animal for kids to reference.
2. Explain: The purpose of this activity is to imagine a day in the life of one of the characters in "Bitsy Bat School Star."
3. Discuss: After reading the book, ask students to think about their school day, like how they get to and from school, what they like to eat for snack and lunch, what the favorite part of their school day is in/out of the classroom, what helper job they have and what they need in the classroom to feel comfortable and learn.
4. Imagine:
  - a. Using Handout 2 Key, walk kids through each step of A Day in the Life of Mr. Nibbles. Consider projecting it, so students can reference it for ideas as they work.
  - b. Using 1 character card from Student's Handout 1, have students complete Handout 2, either independently or in small groups. If in a group, assign a specific step(s) to each student.
    - **What do they look like?** Draw the character.
    - **What do you notice about this character?**
      - Make observations about them based on the story.
      - Do they have any distinguishing features or accessories?
      - What do you know about this type of animal?
    - **What do you imagine are the character's favorite things?**
      - Draw and/or write about them.
    - **How do they get to and from school?**
      - Walk, run, roll, fly, travel underground or aboveground?
    - **What do they need in the classroom to learn?**
      - A place to hang, a taller seat, extra space for a wheelchair, closer to the main board for their eyes, items within reach, etc.?
5. Share: Student's Handout 2
  - a. Ask students if they can think of something all of the characters/animals have in common?
    - They are attending school at night and are all active at night = nocturnal OR in low light = crepuscular - twilight hours/between dawn and sunrise and dusk and sunset.



# A Day in the Life of

## Example Key

# Mr. Nibbles

Character's name

What do you notice about this character?

Mr. Nibbles is a possum.

Possums are nocturnal.

He wears glasses and an earring.

He likes to help.

Favorite food

Raspberries



Snails



Favorite class activity

Morning check-ins

Music



Favorite recess activity

Duck, Duck, Goose

Nature walks



Classroom job

Learning Supervisor



Safety Manager



What do they look like?

How do they get to and from school?

He climbs in the trees and hops from branch to branch.

What do they need in the classroom to learn?

Glasses

Low lighting

Occasional music



# A Day in the Life

## Character Cards



Benjamin  
Berry



Bitsy  
Bat



Gilbert  
Mole



Mo  
Porcupine



Mr. Nibbles



Piper  
Fox



Scout  
Raccoon



Winnie  
Whiskers

# A Day in the Life of Character Handout

.....  
Character's name

**Favorite food**

What do you notice about this character?

**Favorite class activity**

**Favorite recess activity**

What do they look like?

**Classroom job**

How do they get to and from school?

What do they need in the classroom to learn?

# Shine & Share

## Educator's Handout

Time: 30 minutes

Materials:

- “Bitsy Bat School Star”
- Student’s Handout
- Scissors, pencils, and crayons, colored pencils or markers

Instruction:

1. Explain: The purpose of this activity is use “Bitsy Bat School Star” to celebrate what makes each of us special.
2. Read & Think:
  - a. Read “Bitsy Bat School Star”
  - b. Have students think about what the main idea(s) of the story are.
    - It is a story about a character that feels out of place when they think and act differently.
    - It’s also about learning new perspectives and celebrating each other’s differences.
    - Each of our unique ideas, perspectives and strengths are valuable.
  - c. What are some ways that Bitsy Bat is unique or different from her classmates?
    - She has wings and flies instead of swings or slides.
    - Paints with her feet instead of hands.
    - Hangs from her feet instead of sits in a chair.
    - Has a different perspective from those who stand upright.
  - d. What do Bitsy Bat’s classmates gain or learn from her?
    - A unique perspective.
    - Great ideas (like the shine and share star activity).
    - Helps her friends be open to new things (like bugs or painting with your feet).
3. Write: Using the Student’s Handout
  - a. Students write down what makes them special, something they are proud of or a skill they have learned.
  - b. Have them decorate their star to reflect who they are and what they like.
  - c. Cut out the star.
4. Connect, Share & Display:
  - a. Put all of the stars on a table face down (so you can’t tell which student each star belongs to).
  - b. Students take turns picking a star from the pile. Once they pick the star, they turn it over and call that student up to join them.
  - c. The student that picked the star says, “This is (student’s name) and they (what makes them special).”
  - d. The student that read the star sits down.
  - e. Repeat until every student’s star has been shared.
  - f. Display all of the stars, so kids can be reminded of their strengths and those of others.
  - g. Consider having the class decorate a paper banner for all of the stars to be displayed on. Possible themes could be the night’s sky, space or constellations.



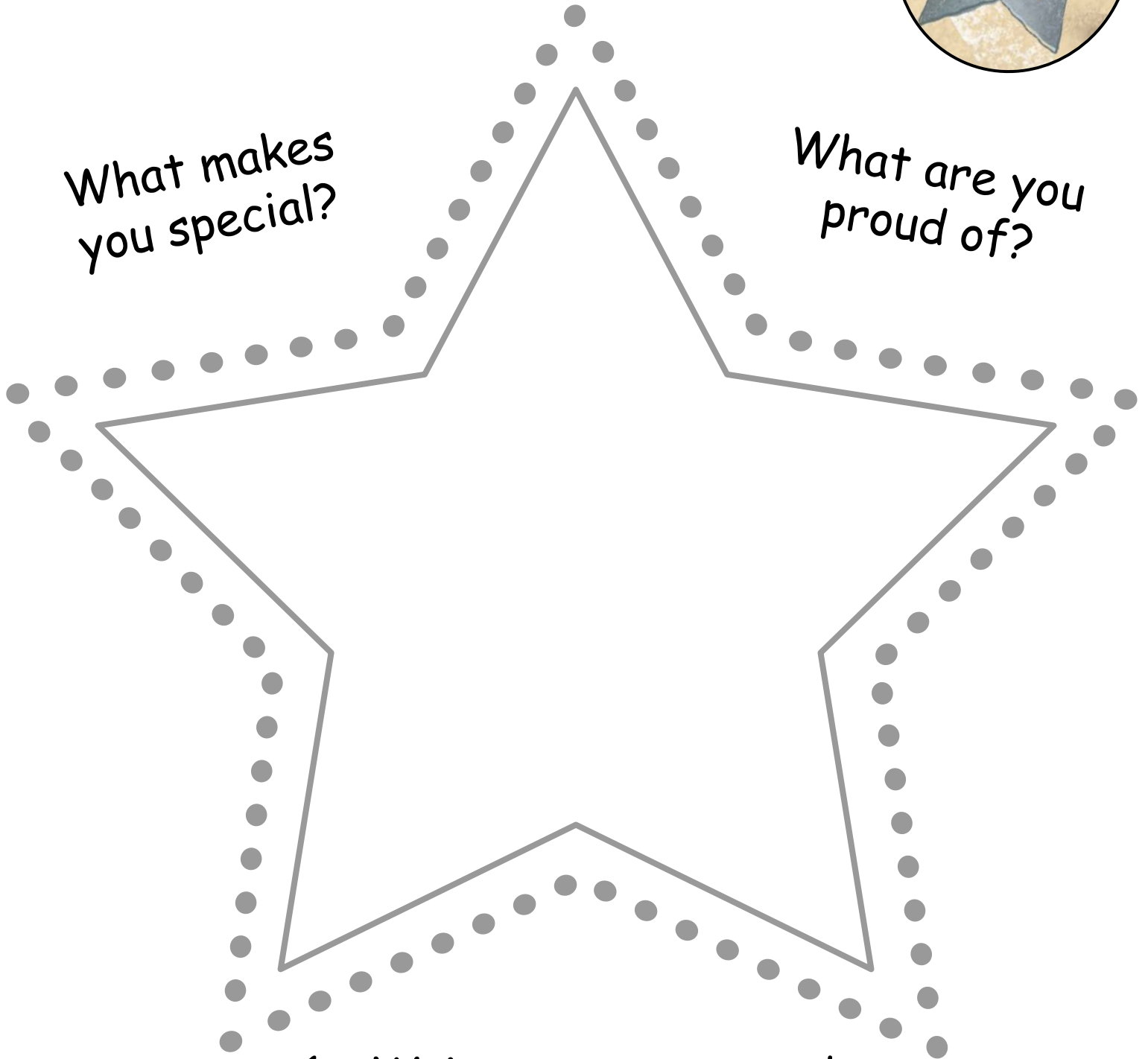
# Shine & Share

Student's Handout



What makes  
you special?

What are you  
proud of?



1. Write your name and what makes you special.
2. Decorate your star.
3. Cut it out and share it.

# Additional Resources

- California Department of Education Transformative SEL Competencies. (2023).  
<https://www.cde.ca.gov/ci/se/tselcompetencies.asp>
- English Language Arts Standards | Common Core State Standards Initiative. (2020). Common Core Initiative.  
[https://learning.ccsso.org/wp-content/uploads/2022/11/ELA\\_Standards1.pdf](https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf)

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