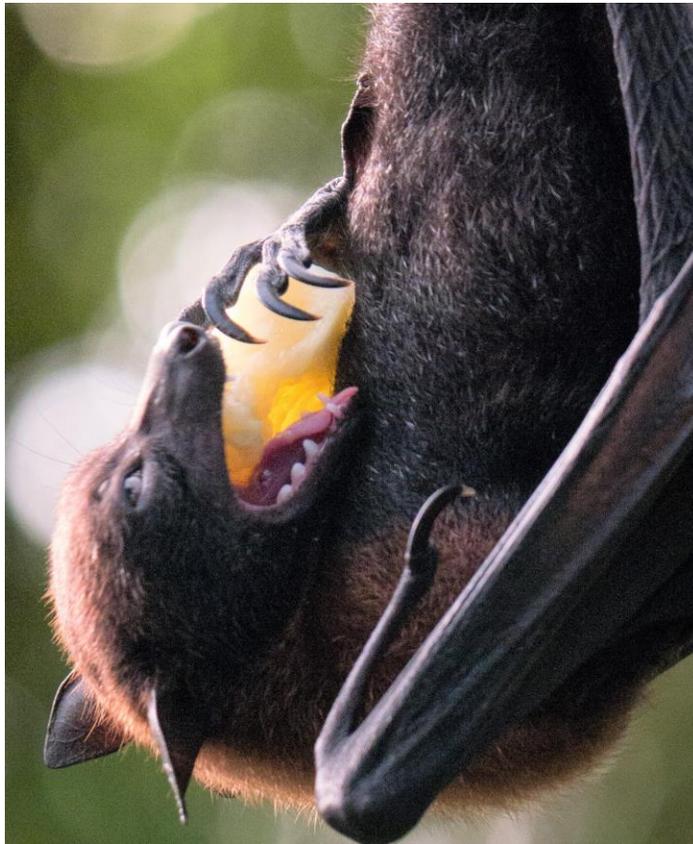




Science

Fruit Bats

Printable Worksheet Booklet



Name _____

Fact: Fruit bats eat avocados.

Directions:

1. Do you like to eat avocados? Yes or No **1.**
2. Color the avocados green.
3. Trace and write the word avocados.



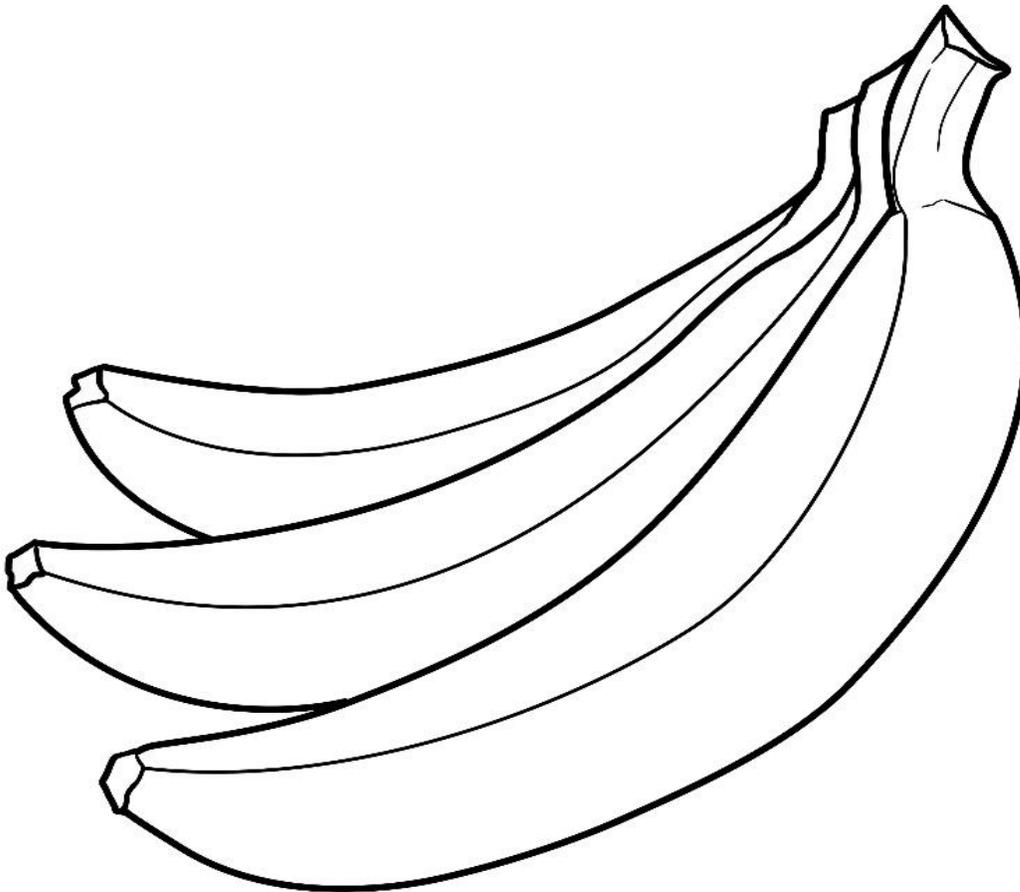
avocados _____

Name _____

Fact: Fruit bats eat bananas.

Directions:

1. Do you like to eat **bananas**? Yes or No
2. Color the bananas **yellow**.
3. Trace and write the word **bananas**.



bananas _____

Name _____

Fact: Fruit bats eat fruit.

Directions:

1. Have you ever seen a **bat**? Yes or No
2. Color the bat **black**.
3. Trace and write the word **bat**.



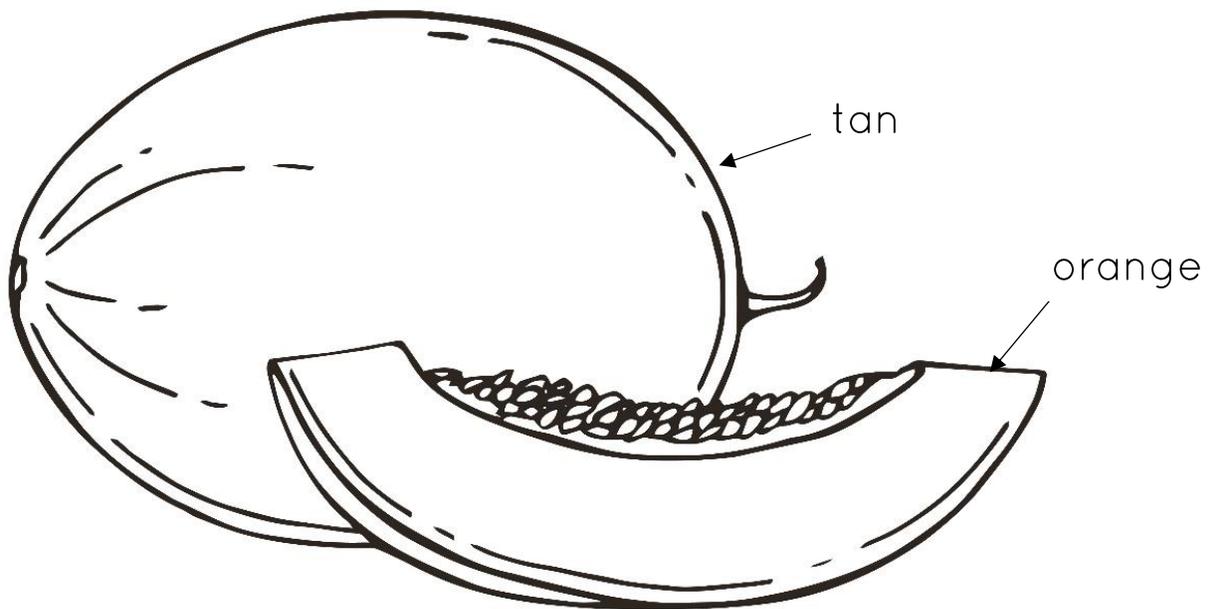
bat

Name _____

Fact: Fruit bats eat melon. The skin of this melon is tan. The inside of this melon is orange.

Directions:

1. Do you like to eat melon? Yes or No
2. Color the skin of the melon tan.
3. Color the inside of the melon orange.
4. Trace and write the word melon.



melon _____

Name _____

Fact: Fruit bats eat plums.

Directions:

1. Do you like to eat plums? Yes or No
2. Color the plums purple.
3. Trace and write the word plums.

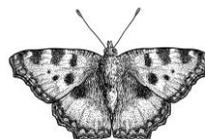
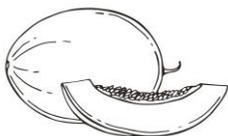
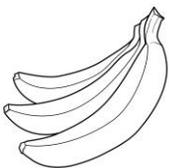


plums

Name _____

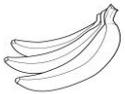
Fruit bats eat fruit.

Directions: Circle the pictures of fruit.



Name _____

Directions: Take a poll. Put the number on the line next to each question to get information for your graph.



How many people liked bananas? _____



How many people liked melons? _____



How many people liked avocados? _____



How many people liked plums? _____



How many people liked mangos? _____



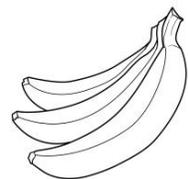
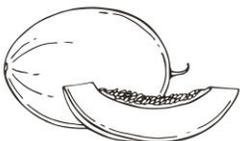
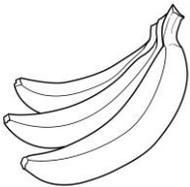
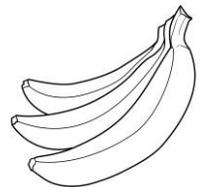
Which fruit did **most** people like? _____



Which fruit did the **fewest** people like? _____

Name _____

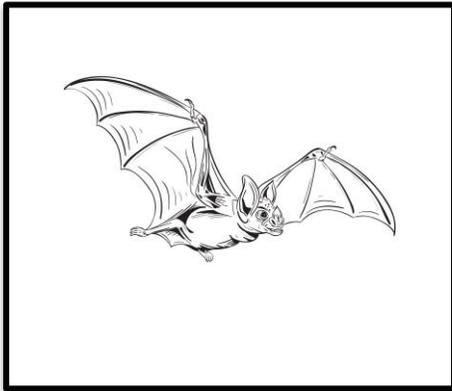
Directions: Draw a line from each picture to its matching one.



Name _____

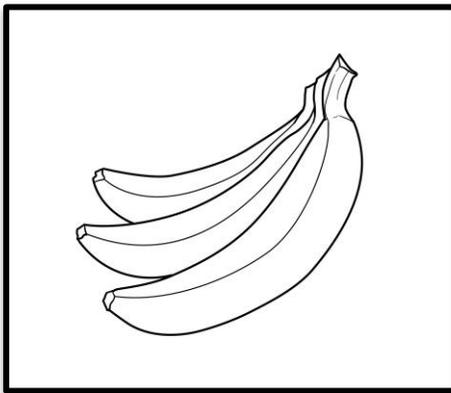
Directions:

1. Fill in the blanks with the word in bold.
2. Rewrite the sentence.



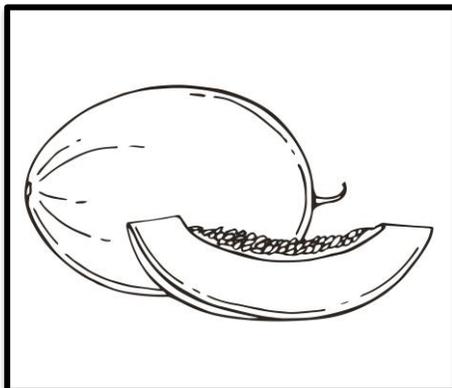
This is a **bat**.

This is a _____.



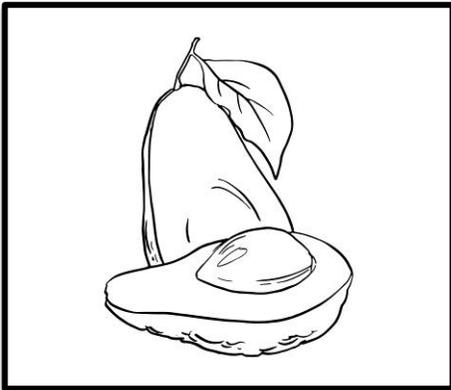
These are **bananas**.

These are _____.



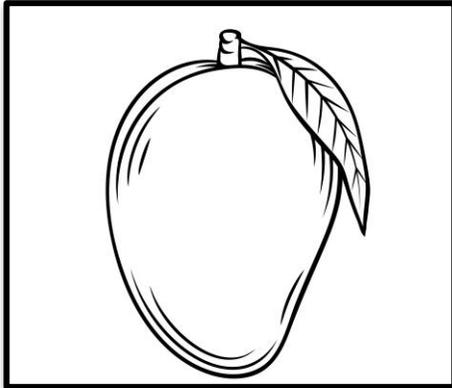
This is a **melon**.

This is a _____.



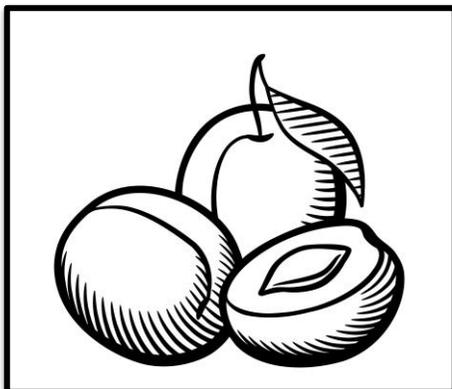
This is an **avocado**.

This is an _____.



This is a **mango**.

This is a _____.

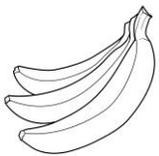


These are **plums**.

These are _____.

Name _____

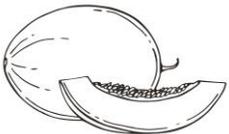
Directions: Eat a piece of each fruit. Circle Yes or No to answer each question.



Do you like bananas?

Yes

No



Do you like melons?

Yes

No



Do you like avocados?

Yes

No



Do you like plums?

Yes

No



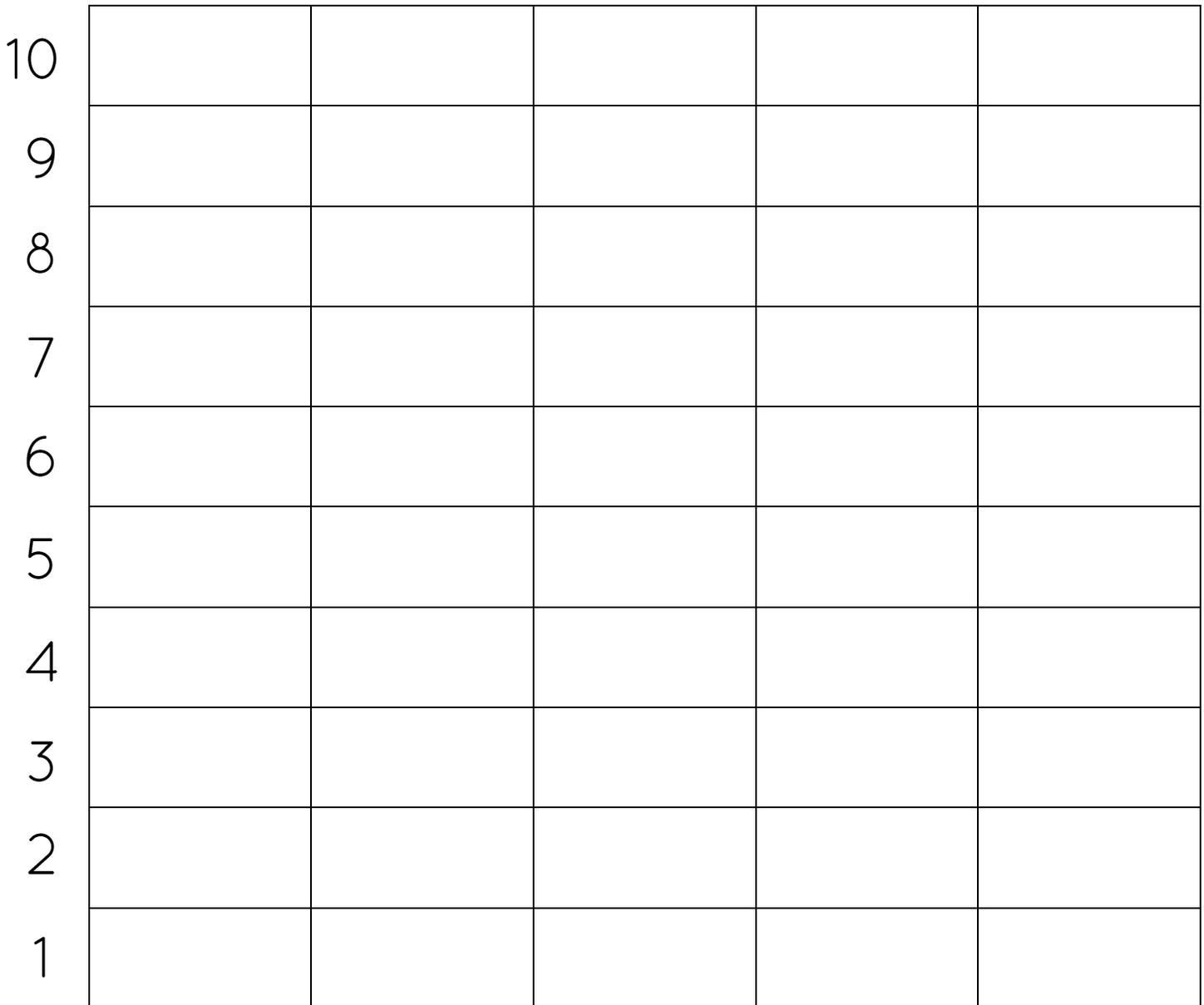
Do you like mangos?

Yes

No

Name _____

Directions: Complete the survey printable. Use the information from the survey to complete the graph. Color up to the number of people who liked each fruit.



bananas



melons



avocados



plums



mangos

Name _____

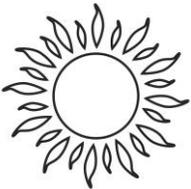
Directions: Circle Yes or No to the following questions.



Do bats sleep at night?

Yes

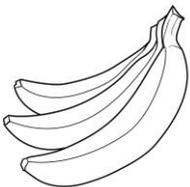
No



Do bats sleep during the day?

Yes

No



Do fruit bats eat bananas?

Yes

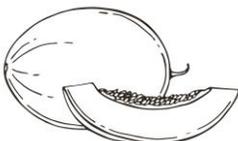
No



Do fruit bats eat pizza?

Yes

No



Do fruit bats eat melon?

Yes

No

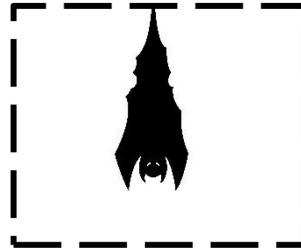
Name _____

Directions: Cut out the pictures of the bats. Glue the sleeping bat on the picture of day. Glue the bat that is awake on the picture of night.

Day

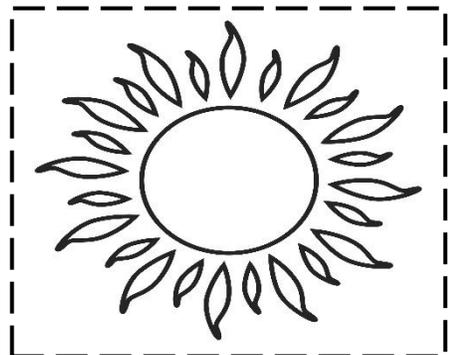
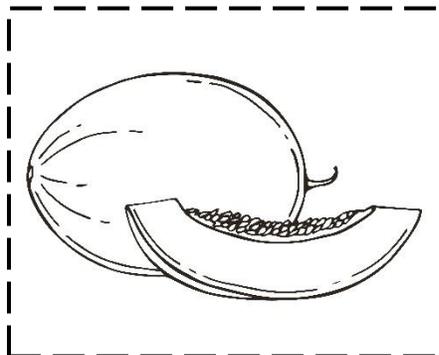
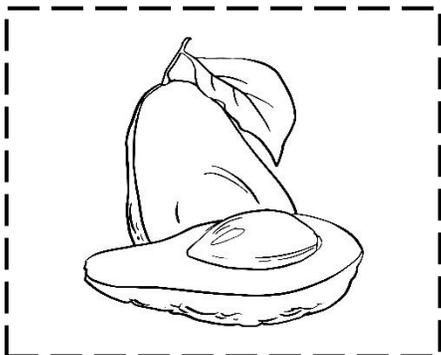
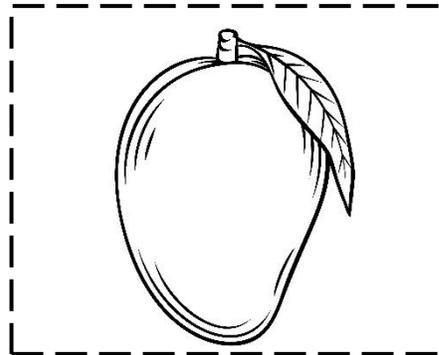
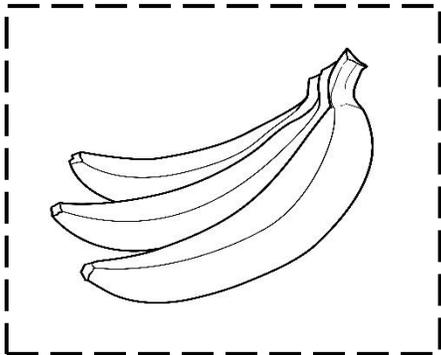
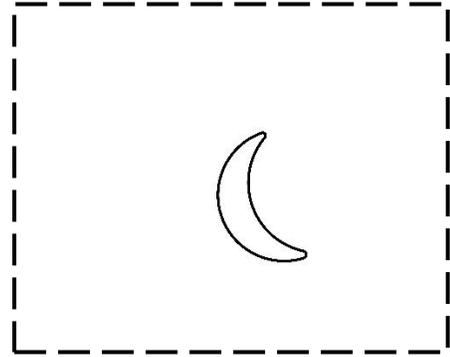
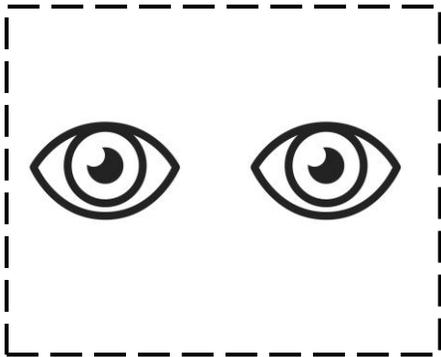


Night



Activity Ideas:

1. **Reading Engagement Activity:** Print one set of cards for each student. Do not cut out the pictures. Project the Teacher eBook on the SmartBoard (only showing one page at a time). Have students put a game piece on the picture that matches the picture on the gameboard. To study, remove game markers and call out images to have the student put the game piece on. “Put a penny on the bear.”, etc.
2. **Quiz each other with the cards.** Use the cards is to study. A student draws a card and then you ask the student a question or the student asks a question.
3. Print two sets of cards. Cut and then laminate (optional). Have students play a variety of card games.
 - Go fish
 - Spread out all cards face down. Have students flip cards over one at a time to find matching pairs. **To modify**, have one set already face up. The second deck is face down. Select a card from the face-down pile and match it to the face up card.
4. Use Activity Cards from two different books the students have covered. Create two piles; one for each book (use the cover of the book to establish the pile category). When the student draws a card, she puts it in the pile that goes with the book. For example, combine cards from mammals and reptiles to sort, or two completely unrelated books like Ancient Egypt and Arizona Symbols book. Make up a point system.



Each card represents the main idea for a page in the book. Use these as conversation starters. Match each word with a page in book. Discuss the word as it relates to the info. on each page.

eyes

nose

night

bananas

mangos

plums

avocados

melons

day