

Pauly the Adventurous Pallid Bat Activity Guide

Language Arts and Science

A Farmer's Best Friends: A Play

Written by Shirley Frederick



Directions: Choose students to play the narrator, Jeb, Millie, and Clyde, and have them memorize their parts. Remaining students may be either bats or insects. Use student ideas for costumes and props. Perform for another class.

Cast of Characters

Narrator

Jeb, a farmer

Millie, his wife

Clyde, the cat

Bats

Flying insects

Narrator: Welcome to our play, "A Farmer's Best Friends." Scene 1 takes place in the farmhouse kitchen.

Jeb is in his recliner drinking coffee. Big spray can of Bug-B-Gone on shelf. Millie comes dragging in from the vegetable garden and wipes her brow.

Millie: Jeb, those bugs are just eating up my garden. Time to get out the Bug-B-Gone. *[reaches for the can and pretends to spray]* This'll kill every pest in the neighborhood!

Jeb: I don't know, Millie. Seems like I read in the paper that there's a better way. Something about bats...

Millie: Bats! Bats in my hair? Bats in the attic? Bats in my belfry?

Jeb: Don't be silly, Millie. You don't even have a belfry.

Millie: Well, if I did, I wouldn't want bats in it!

Jeb: I was reading that bats eat insects. *[Looks through paper to find article.]* Here it is, "Bats, the Farmer's Best Friend."

Clyde: *[rubbing against the chair]* Mrow?

Jeb: Yes, Clyde, you are a good friend, too.

Millie: So what about the bats?

Jeb: *[reading from the paper]* A single little brown bat can eat 1,200 mosquitoes in one hour.

Millie: Well, that's a good thing. Those mosquitoes just eat me up when I'm outside. But what about the garden?

Jeb: If bats can catch mosquitoes, they must eat other bugs, too. I know there are bats around. We used to have some roosting in the barn.

Millie: But I made you get rid of them. They suck blood, you know.

Farmer's Best Friends: A Play

Jeb: No, no, no. Those vampire bats don't live around here. What we have are insect-eating bats. They come every night during the summer.

Clyde: *[nodding his head in agreement]* Mroooow!

Jeb: See, Clyde knows what goes on at night. So I'm thinking, what if I left the barn door open at night? Then the bats could roost there during the day and come and go at night. They could patrol the garden and eat up the insects.

Clyde: *[excited at the prospect]* Mrowoow!

Jeb: You stick to mice, Clyde. Now Millie, what do you think?

Millie: If the bats will get rid of bugs, I'm willing to give it a try.

Narrator: Scene 2 The garden at night.

Barn in background, door open. Clyde prowls for mice. Insects fly around the garden. Bats zoom out of barn and gobble them up. Insects keep coming. Bats keep eating. Eventually, no insects are left. Bats return to barn. Clyde sits and looks at garden with a smile of satisfaction. Then he pounces on a mouse and proudly carries it off.

Narrator: Scene 3 One month later. The farmhouse kitchen.

Jeb in recliner reading paper. Clyde curled up at his feet. Millie rushes in carrying a basket of vegetables. Clyde looks up.

Millie: Look at this corn, Jeb. Best I ever had. And the beans and the cabbage and the carrots. They're all so fresh and clean. No poisons. No

bugs. Just good healthy vegetables!

Jeb: Those bats did the job, didn't they, Millie? Free of charge, too.

Clyde: *[gives Jeb a questioning look]* Mrrrow?

Jeb: Yes, Clyde, you work for free, too. Bats and cats, how could we get along without you?

Millie: Bats and cats, the farmers' best friends!

Narrator: The end.

Jeb, Millie, Clyde take a bow.

Bats and insects join them for a second bow.

Bats alone bow, applauded by other cast members.

For Teachers and Parents

This play can be performed with a group ranging in size from six to 30 students. It can be performed with or without scenery. Encourage students to be creative as they put together costumes. Use easily available clothing—black for the bats and gray and white for the insects. Note that Clyde, the cat, provides a non-toxic solution to rodent control in the same way that bats keep insects under control.

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Science and Art

Four Kinds of Bats

Directions: In each box write two ways the bat is different from other bats OR draw a picture of each bat showing two ways it is different from other bats.



PALLID BAT

LESSER LONG-NOSED BAT

WESTERN PIPISTRELLE BAT

BRAZILIAN FREE-TAILED BAT

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Science and Language Arts

Ron Reporter Interviews Pauly

Directions: Pick a partner. Take turns reading *Pauly The Adventurous Pallid Bat*. Be sure to read page 32. Then decide who will be Pauly and who will be Ron Reporter. Dress up to look like your part. Ron Reporter will ask the questions below. Pauly will think up the answers. All the answers are in the book. Practice the interview a few times. Then tape the interview to play for your classmates, parents, and friends.



Ron Reporter: Good evening, everyone. We have a special treat for you today, an interview with Pauly the pallid bat. Pauly just flew in from the desert and he's here to answer questions. Hello, Pauly. Welcome to the show.

Pauly: Thanks, Ron. It's good to be here.

Ron Reporter: Pauly, what makes you different from other bats?

Pauly: *[mentions eating scorpions]*

Ron Reporter: Scorpions? You eat scorpions? Don't you get stung?

Pauly: *[answers question]*

Ron Reporter: And how do you find these scorpions?

Pauly: *[answers question]*

Ron Reporter: There's an old expression, "Blind as a bat." Are you blind?

Pauly: *[answers question]*

Ron Reporter: What other kinds of bats are there besides pallid bats?

Pauly: *[answers question]*

Ron Reporter: Thanks, Pauly, for talking with us. By the way, what are your plans for tonight?

Pauly: *[answers question]*

Teachers and Parents

This activity can be done as a creative drama activity with students working in pairs, or it can be a seatwork activity with each student writing answers in the spaces provided in **PRETEND TO BE PAULY**.

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Science

Pretend to Be Pauly

Directions: Read *Pauly The Adventurous Pallid Bat*. Be sure to read page 32. Then pretend you are Pauly. You are in a TV studio. Ron Reporter is getting ready to ask you questions. You will have to think up the answers. All the answers are in the book. Below are the questions that Ron Reporter asks Pauly.

Ron Reporter: Good evening, everyone. We have a special treat for you today, an interview with Pauly the Pallid Bat. Pauly just flew in from the desert and he's here to answer questions. Hello, Pauly. Welcome to the show.

Pauly: Thanks, Ron. It's good to be here.

Ron Reporter: Pauly, what makes you different from other bats?

Ron Reporter: And how do you find these scorpions?

Pauly: *[mentions eating scorpions]* _____

Pauly: _____

Ron Reporter: Scorpions? You eat scorpions? Don't you get stung?

Ron Reporter: There's an old expression, "Blind as a bat." Are you blind?

Pauly: _____

Pauly: _____

Pretend to Be Pauly

Ron Reporter: Don't some bats eat other things, like insects and nectar?

Pauly: _____

Ron Reporter: Thanks, Pauly, for talking with us. By the way, what are your plans for tonight?

Pauly: _____

Getting the Most out of Reading with Children

Reading to your child helps him or her become a better reader. Shared reading takes the process one step farther by giving the child a more active role.

For the reluctant reader:

Read to your child all but the last page. Ask your child to read the last page to you. Give help with hard words. Have fun.

For the able reader:

Parent reads the first page, child reads the second page, and so on. Give help with hard words. Make it fun.

For the exceptional reader:

Child reads only words in quotation marks. Parent reads everything else. If there are two children, one reads Pauly, while the other reads for the other characters.

Retelling to Remember

Children improve their vocabulary and comprehension when they retell a story they've heard or read. To make this easy and fun, use three or four of the pictures in *Pauly* that clearly show action. Pages 8, 12, 17, and 26 work well for this purpose. For example, turn to page 8 and ask your child, "What is happening in this picture?"

Retelling the story also helps you know if the content is too difficult for your child. If so, it's best to wait a year before reading the book again.