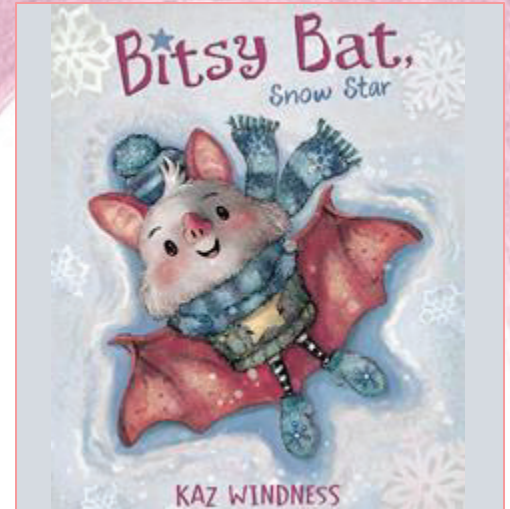
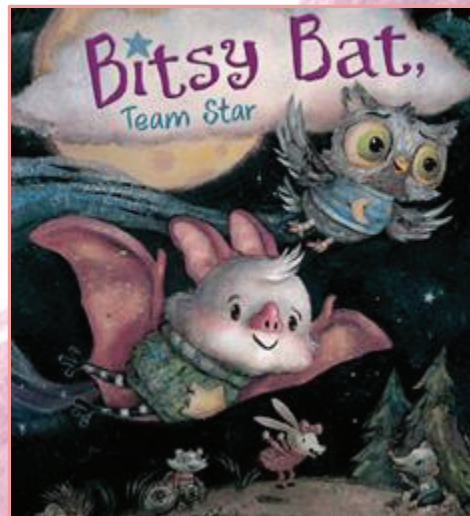
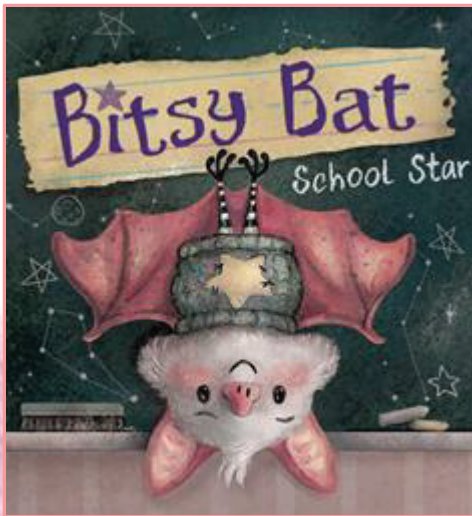




Bitsy Bat Series EDUCATOR'S GUIDE



Written & Illustrated by Kaz Windness
"Bitsy Bat, Snow Star" © 2026
"Bitsy Bat, Team Star" © 2025
"Bitsy Bat, School Star" © 2023
www.WindnessBooks.com

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Goal: Students will utilize the “Bitsy Bat” series and lessons below as tools for exploring different emotions, multiple perspectives, celebrating differences and working together.

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

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www.BitsyBat.com
“Bitsy Bat” Series
by Kaz Windness



Learning Goals

Feelings
Roller-
coaster

A Day in
the Life

Shine &
Share

Teamwork
Rescue

Winter
Zine

Social Emotional Learning

These lessons will help early elementary students...

Recognize, label, and understand 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 differences 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 level topics and texts with peers and adults in groups.



Know and apply phonics and word analysis skills in decoding words.



Write narratives, 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.



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Feelings Rollercoaster

Educator's Handout

Time: 45 minutes

Materials:

- "Bitsy Bat, School Star"
- Student Handouts: 1. Bitsy Bat's Feelings & 2. 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.
1. 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.
1. Imagine: Using Student's Handout 1: Bitsy Bat's Feelings
 - 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)."
1. Reflect: Using Student's Handout 2: My Feelings
 - 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?)
 - a. Have students draw and label 4 key moments of that event.
 - b. 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.



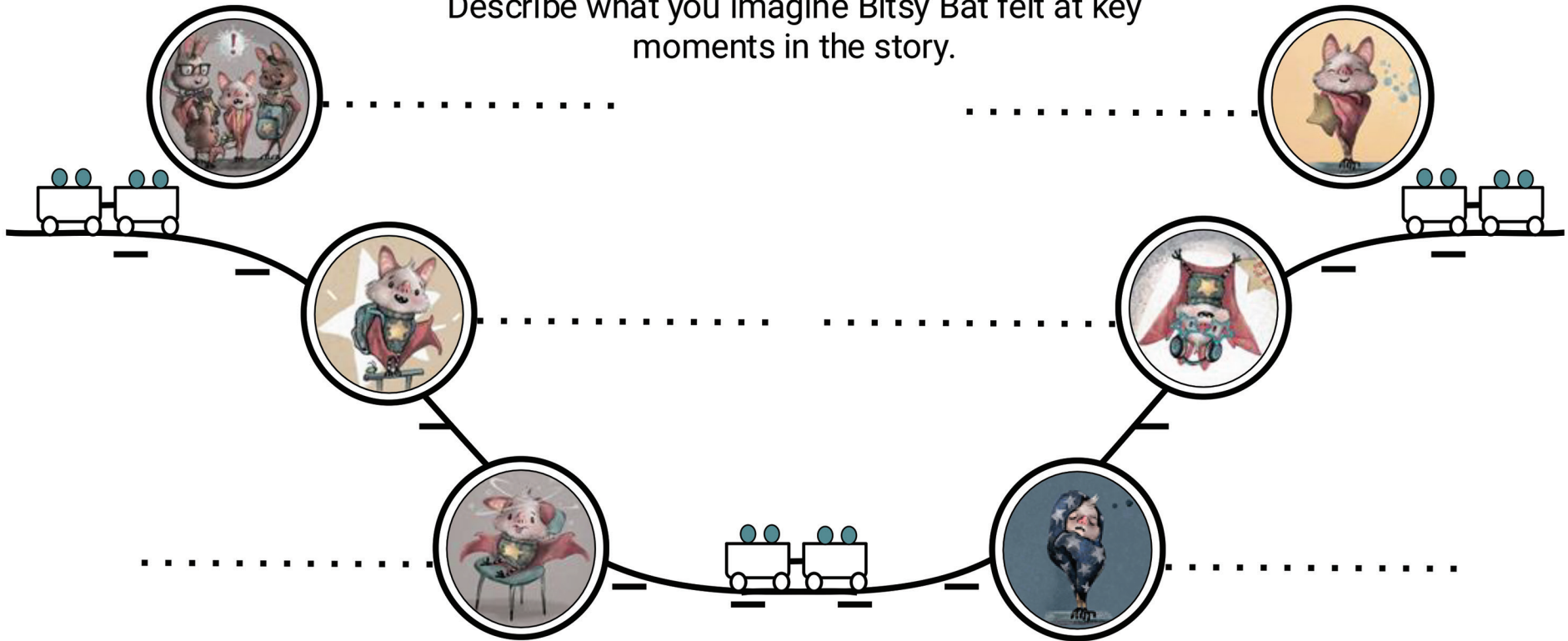
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Feelings Rollercoaster

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



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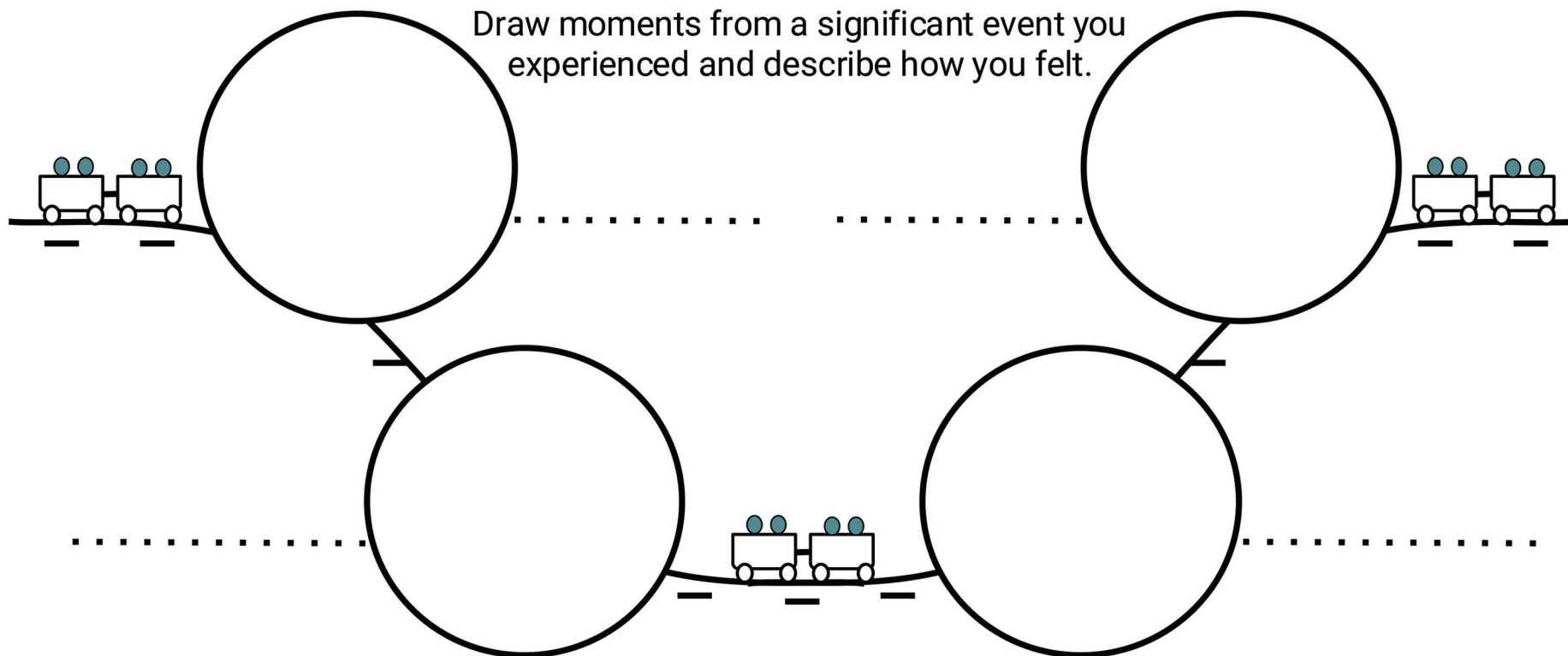
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Feelings Rollercoaster

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



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A Day in the Life

Educator's Handout

Time: 30 minutes

Materials:

- "Bitsy Bat, School Star"
- Educator's Example: Mr. Nibbles
- Student Handouts: 1. Character Cards & 2. Character Profile
- Pencils and crayons, colored pencils or markers (Optional: Books on each animal for reference)

Instruction:

1. Prepare:
 - a. Print and cut 1. Character Cards, enough for each student or group.
 - b. Print copies of 2. Character Profile, enough for each student or group.
 - c. Consider having books about each animal for kids to reference.
1. Explain: The purpose of this activity is to imagine a day in the life of one of the characters in "Bitsy Bat, School Star."
1. 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.
1. Imagine:
 - a. Using the Educator's Example, 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 1. Character Cards, have students complete 2. Character Profile, either independently or in small groups. For groups, 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.?
1. Share: Using the 2. Character Profile...
 - 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 Educator's Example

Mr. Nibbles

Character's name

Favorite
food

Raspberries



Snails



Favorite
recess activity

Duck, Duck,
Goose

Nature
walks



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 class
activity

Morning check-
ins

Music



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



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A Day in the Life

Character Cards



Benjamin
Berry



Bitsy
Bat



Enzo
Owl



Gilbert
Mole



Mo
Porcupine



Piper
Fox



Scout
Raccoon



Winnie
Whiskers



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A Day in the Life of Character Profile

.....
Character's name

Favorite
food

What do you notice about
this character?

Favorite class
activity

Favorite
recess activity

Classroom
job

What do they look like?

How do they get
to and from school?

What do they need in the
classroom to learn?



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Shine & Share

Educator's Handout

Time: 30 minutes

Materials:

- "Bitsy Bat, School Star"
- Student Star 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.
1. 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).
1. Write: Using the Student Star 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)."
 - a. The student that read the star sits down.
 - b. Repeat until every student's star has been shared.
 - c. Display all of the stars, so kids can be reminded of their strengths and those of others.
 - a. 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.



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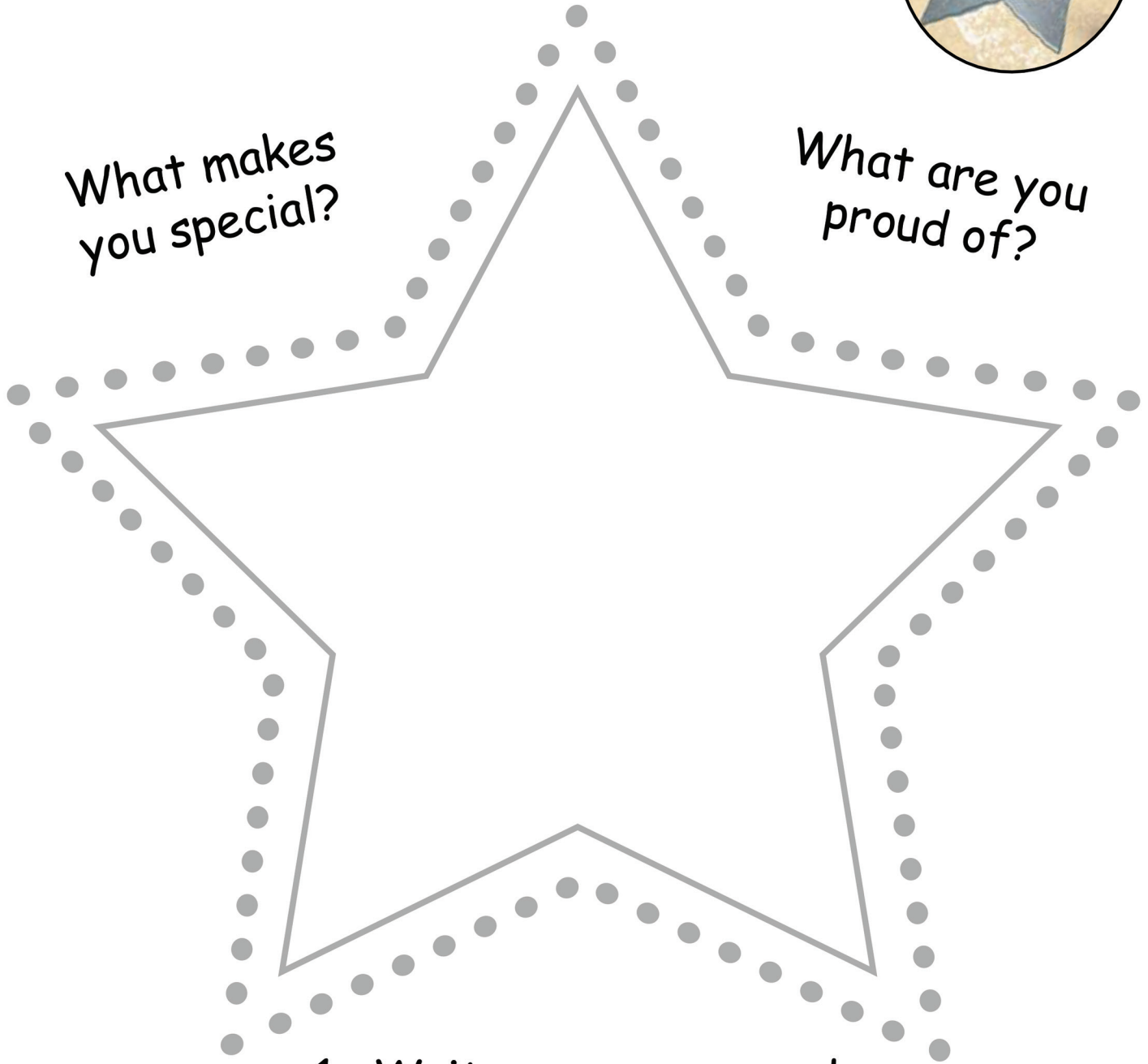
Shine & Share

Student Star



What makes
you special?

What are you
proud of?



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



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Teamwork to the Rescue

Educator's Handout

Time: 30 minutes

Materials:

- "Bitsy Bat, Team Star"
- Student Handouts: 1. Teamwork Chart (1 per group) & 2. Rescue Mo Porcupine! (1 per group)
- Jumbo post-it or paper (for class teamwork chart) & thick marker
- Rescue Materials: 2 cups (labeled A and B), 1 pom pom (per group) and 1 paper clip (per student)

Instruction:

1. Explain: The purpose of this activity is use "Bitsy Bat, Team Star" to use our senses to define teamwork and various forms of communication to utilize teamwork in order to bring Mo Porcupine to safety.
1. Read & Think: Read "Bitsy Bat, Team Star"
 - a. Have students think about what the main idea(s) of the story are.
 - **Communication:** Enzo Owl joins Bitsy's class and is nonspeaking and uses a device to communicate with his classmates and teacher.
 - **Teamwork:** Bitsy learns that she is good at many things, that celebrating others does not diminish her own strengths, and being a good teammate and friend is more important than being a fantastic flier.
1. Brainstorm Teamwork: Using Student Handout 1 - Teamwork Chart
 - a. Read the instructions and provide an example for each.
 - i. Teamwork might LOOK like...kids sitting together, working on a project.
 - ii. Teamwork might SOUND like...sharing ideas in a group.
 - iii. Teamwork might FEEL like...a celebration or accomplishment, after meeting a goal together.
 - b. Have small groups discuss and write down what they think teamwork looks, sounds and feels like, as well as define what they think Teamwork means (at the bottom of their handout).
 - c. Have each group share their teamwork chart, while the teacher creates a class teamwork chart, by writing main ideas on a large sheet of paper that can be referenced throughout the school year. This sheet can be set up just like the student Teamwork Chart.
4. Demonstrate Teamwork: Using Student Handout 2 - Rescue Mo Porcupine!
 - a. In the same small groups, tell students what materials they have to use.
 - i. 2 cups: Turned upside down (1 is labeled A, 1 is labeled B)
 - ii. 1 pom pom (represents Mo Porcupine)
 - iii. 1 paperclip (for each group member)
 - b. Read the background and Rescue Mission.
 - i. Do not touch the pom pom (Mo's quills) with your hands.
 - c. Each group makes at least 2 rescue attempts and documents them:
 - i. 1st Try: Work together to rescue Mo with NO words
 - ii. 2nd Try: Work together to rescue Mo using words
5. Reflect:
 - a. Ask each group to share their process and results.
 - b. What was it like to work together without words?
 - c. What worked and what did not work?
 - d. What changed from their 1st to 2nd try?
 - e. How did teamwork help your group save Mo? Explain.



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Teamwork Chart

Student's Handout

Team members:

As a team, use your senses to describe what you think teamwork looks like, sounds like, and feels like. Then, see if you can create a single statement to define it.

Teamwork
LOOKS like...

Teamwork
SOUNDS like...

Teamwork
FEELS like...

Teamwork is...



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Rescue Mo Porcupine!

Student's Handout

Team members:

During the Critter Games, Mo Porcupine rolled away and got off course. Work as a team, using the materials provided, to bring Mo Porcupine to safety.



RESCUE MISSION

- Get Mo from A to B without dropping him.
- If Mo falls, the rescue starts over.
- Do not touch Mo with your hands.
- 1st try, team members cannot talk.
- 2nd try, team members can talk.

Write it: What happened?

Draw it: What happened?

1st
Try

Write it: What happened?

Draw it: What happened?

2nd
Try



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Winter Zine

Educator's Handout

Time: 50 minutes

Materials:

- "Bitsy Bat, Snow Star"
- Educator Handouts: Folding a Zine and Zine Example: In Winter
- Student Handout: Winter Senses (1 per group)
- 8.5 x 11 white copy paper (1 per student)
- Pencil, scissors, coloring materials

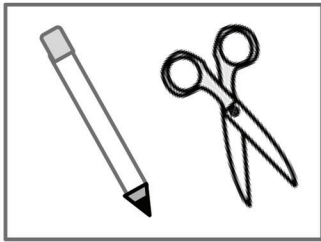
Instruction:

1. Explain: The purpose of this activity is use "Bitsy Bat, Snow Star" to explore winter through our senses and to create a zine, or self published mini-book, that reflects our favorite things about winter.
1. Read & Think: Read "Bitsy Bat, Snow Star"
 - a. Have students look for ways the characters enjoy winter. Like the characters in the book, we have common interests, as well as unique perspectives, and can enjoy winter in a variety of ways.
 - **Outdoor Activities:** Sledding, making snow people/animals, and snowball fights.
 - **Indoor Activities:** Reading, crafting, and enjoying warm treats like hot cocoa.
1. Brainstorm Winter Senses Using Student Handout: Winter Senses
 - a. Read the instructions as a class and come up with one example for each sense.
 - b. Then, have small groups discuss and write down additional examples for each sense.
 - c. Finally, have each group share their examples.
4. Winter Zine: Using the Educator Handout: Folding a Zine and the Zine Example: In Winter
 - a. Make a Zine:
 - i. Print and assemble the Zine Example ahead of time.
 - ii. Tell students they are going to turn their piece of paper into an 8 page mini-book, like the example.
 - iii. Using a document camera, or holding the paper up for the class to see, walk through each step, waiting for students to complete theirs before moving on.
 - b. Create a Story:
 - i. Now it's time for students to create a winter story in their zine. They can use words, pictures, or a combination of both.
 - ii. In addition to making a story about their winter senses, like the zine example, students could choose to make their story about what they love about winter, winter through their pet's eyes, a tale of a winter monster, their favorite place to visit in winter, or a winter holiday they celebrate. The possibilities are endless!
5. Zine Share: Here are some ways students can share their zines.
 - a. Display them in the hall or another space as an art exhibit. Invite families to attend.
 - a. Make copies of them and ask the teacher-librarian to display them for other students to read in the library.
 - a. Encourage students to make more zines at home and share them with family and friends. Most public libraries allow up to 10 free color copies.



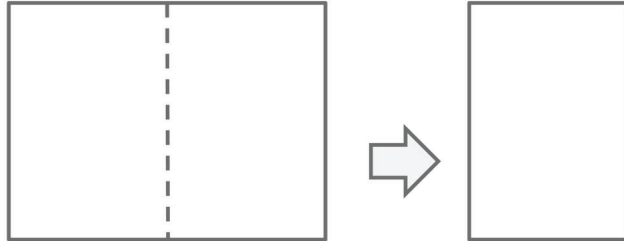
Folding a Zine

Educator Handout

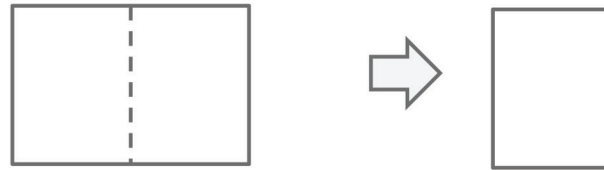


Materials: 8.5 x 11 white paper, scissors & a pencil

Step 1: Fold your paper in half.



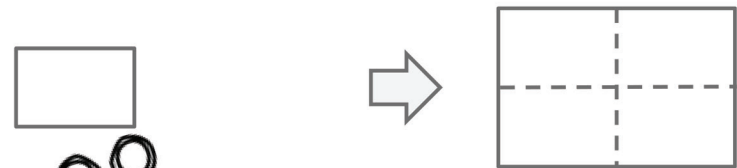
Step 2: Rotate your paper horizontally or 90 degrees and fold it in half again.



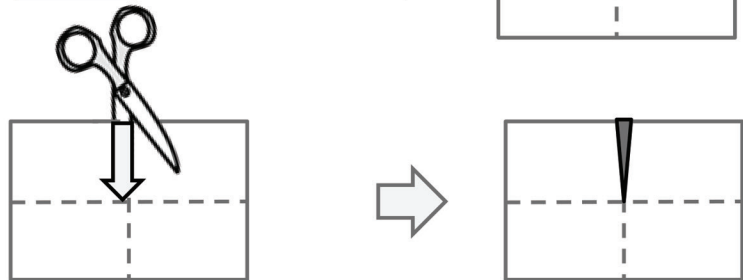
Step 3: Fold your paper in half for a 3rd time. Use a pencil to smooth the edges.



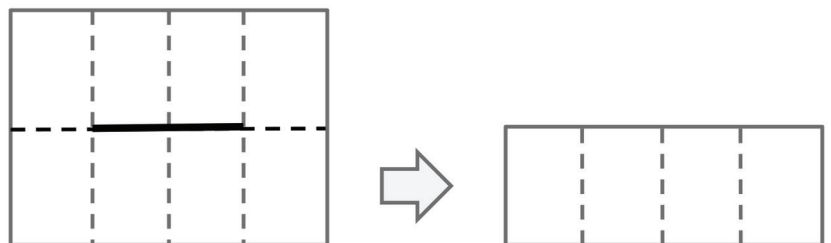
Step 4: Unfold your paper twice, so you are left with a half sheet, like at the end of step 1.



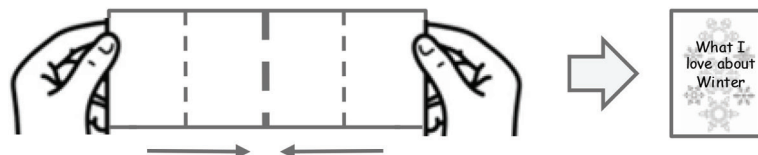
Step 5: Find the edge of the half sheet that is folded. Cut a line from the folded edge to the center of the half sheet.



Step 6: Unfold your paper, so it is a full sheet. Holding it horizontally, fold it in half.



Step 7: Holding the sides, push the open part in the center closed until it makes an X shape. Fold it over into a mini-book. Use a pencil to smooth the edges.



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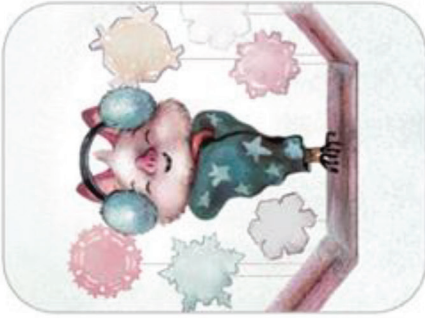


**What do you
sense or notice
in winter?**



Page 6

**I TOUCH and FEEL the
warmth of my favorite
blanket.**



Page 5

**I TASTE hot chocolate
with marshmallows.**



Page 4

**I SMELL the fresh
scent of pine trees.**



Page 3

**Images from
"Bitsy Bat, Snow
Star"
By
Kaz Windness**

Back Cover

**IN
WINTER**



Front Cover

**I SEE snowflakes
falling outside my
window.**



Page 1

**I HEAR the crunch of
snow under my feet.**



Page 2

Winter Senses

Student's Handout

Group members: _____

We're going to explore winter through our 5 senses. In your group, brainstorm ideas using the questions below.



What might you
SEE in winter?



What might you
HEAR in winter?



What might you
SMELL in winter?



What might you
TASTE in winter?



What might you
TOUCH in winter?



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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

Guide written by Leah Robinson, curriculum designer, former history teacher and Director of Edtech with a MA in Education from the University of Michigan.

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