

What Cat Am I? Book

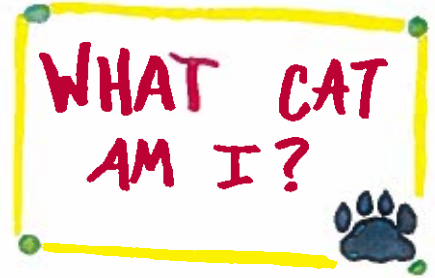
Subjects: Science and Language Arts

Materials:

- Directions for making a Who Am I? book (following page)
- Hole punch
- Ball of string

For each child:

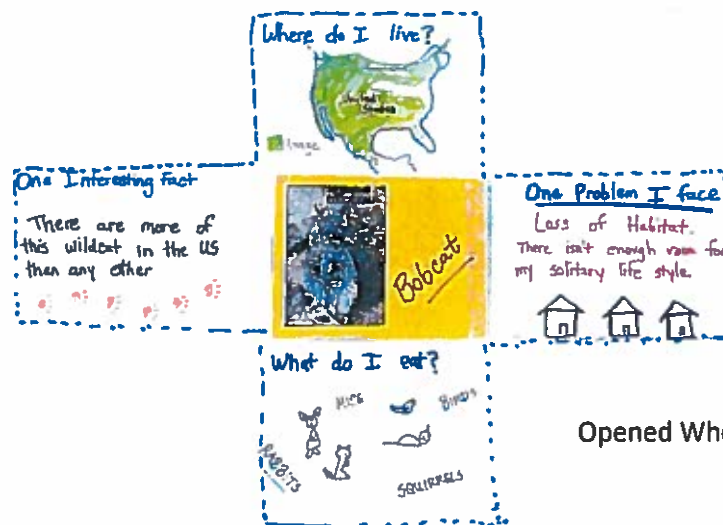
- Writing and coloring materials
- Paper bag or 12" x 18" construction paper
- Scissors
- Front or back panel of a cereal or cracker box
- Glue



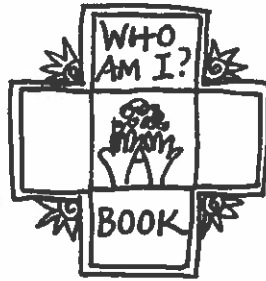
Who Am I? Book Cover

Procedure:

1. (Optional) Create a Who Am I? book about yourself or other animal to share with your students.
2. Tell students they will be researching wild cats and creating a Who Am I? book to share with other students.
3. Students should research a wild cat to find the answers to the following:
 - Where do I live?
 - What do I eat?
 - One interesting fact
 - One problem I face
4. Each student should then make a Who Am I? book with a picture of the cat they researched in the center of the book.
5. Share books with classmates and younger book buddies!



Opened Who Am I? Book

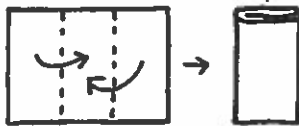


I use this fun form a lot, especially with second and third grades. Each of the four folded pages has one or two facts. When they are all opened, the center page reveals the identity. I've used them for biographies in history, countries in geography, animals in science, and numbers in math- I am half of 8, I am $2 + 2$, etc. You can use velcro instead of the tie.

You Need:

- ① 1 piece of paper (I use the back panel of a brown grocery bag)
- ② front or back panel of cereal or cracker box
- ③ 1 piece 24" yarn
- ④ Scissors
- ⑤ Glue stick and scrap paper
- ⑥ Hole punch

1. Place the paper in front of you so that it is a sideways rectangle and fold it into thirds. I find the best way is to roll it into a three part tube and then flatten it. This fold can be a little tricky but don't worry: if it's not exact, that's okay.

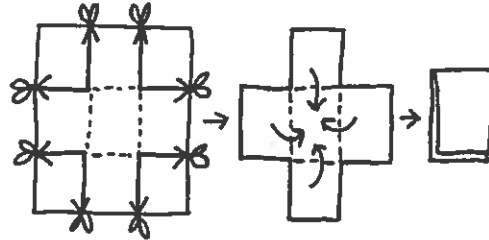


2. Keep the paper folded and fold it into thirds the other way. Because the paper is smaller, it will be easier this time.

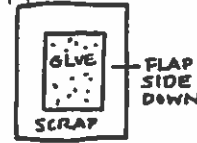


3. Open the paper and cut out the four corner pieces to make a large plus sign.

4. Fold the pages in. The order doesn't matter.



5. Place the folded pages flap side down on a piece of scrap paper. Cover the top surface with glue.



6. Place the glued and folded pages in the center of the cardboard with a very narrow border at the top.

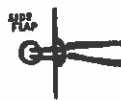
7. Trim off the bottom of the cereal box leaving a very narrow border.



8. Fold each side of the over the pages being careful not to fold the pages.



9. Punch a hole in the center of one of the side flaps. Fold the yarn in half. Put the loop through the hole. Pull the loop from the back of the hole and open it up. Put the ends of the yarn through the loop and pull to tighten. Wrap the yarn around the book and tuck it under to keep the book closed.



More bookmaking ideas are available at Susan's website, makingbooks.com. Ebooks are available for purchase at the Bookstore at makingbooks.com.



Predator Prey Diamonte

A diamonte is a Japanese poem that is very precise and formal. Each line follows a certain pattern in content and form. The poem is fun and easy to write. The purpose is to go from the subject at the top of the diamond to another totally different (and sometimes opposite) subject at the bottom.



line 1 - one noun (subject #1)

line 2 - two adjectives (describing subject #1)

line 3 - three participles (ending in -ing, telling about the subject #1)

line 4 - four nouns (first two related to subject #1, second two related to subject #2)

line 5 - three participles (ending in -ing, telling about subject #2)

line 6 - two adjectives (describing subject #2)

line 7 - one noun (subject #2)

Cat
clever, cuddly
crouching, pouncing, purring
meow, feline, canine, bark
running, sniffing, yelping
lovable, smart
Dog

Now you try! Choose a predator and a prey and write a diamonte about their lives.

(subject)

(two adjectives describing the subject)

(three words ending in "ing" telling about the subject)

(four words: the first two describe the subject, the last two describe its opposite)

(three words ending in "ing" telling about the opposite)

(two adjectives describing the opposite)

(opposite)

Food Chain Stackers

Subjects: Science and Art

Objective: Students will be able to construct a food chain.

Materials:

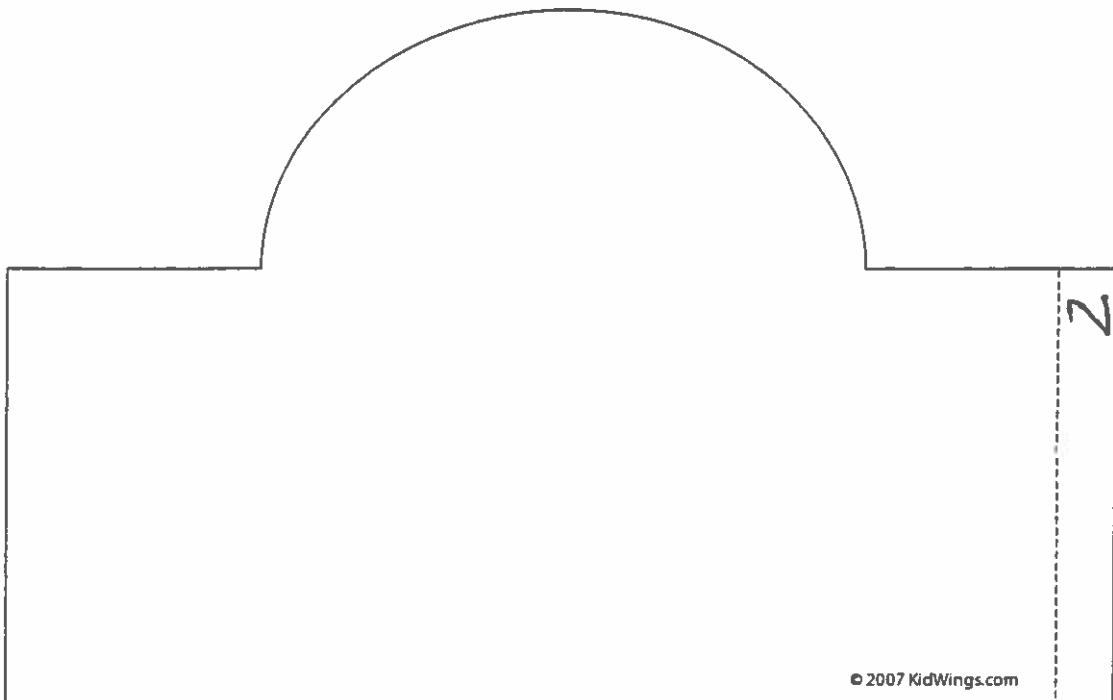
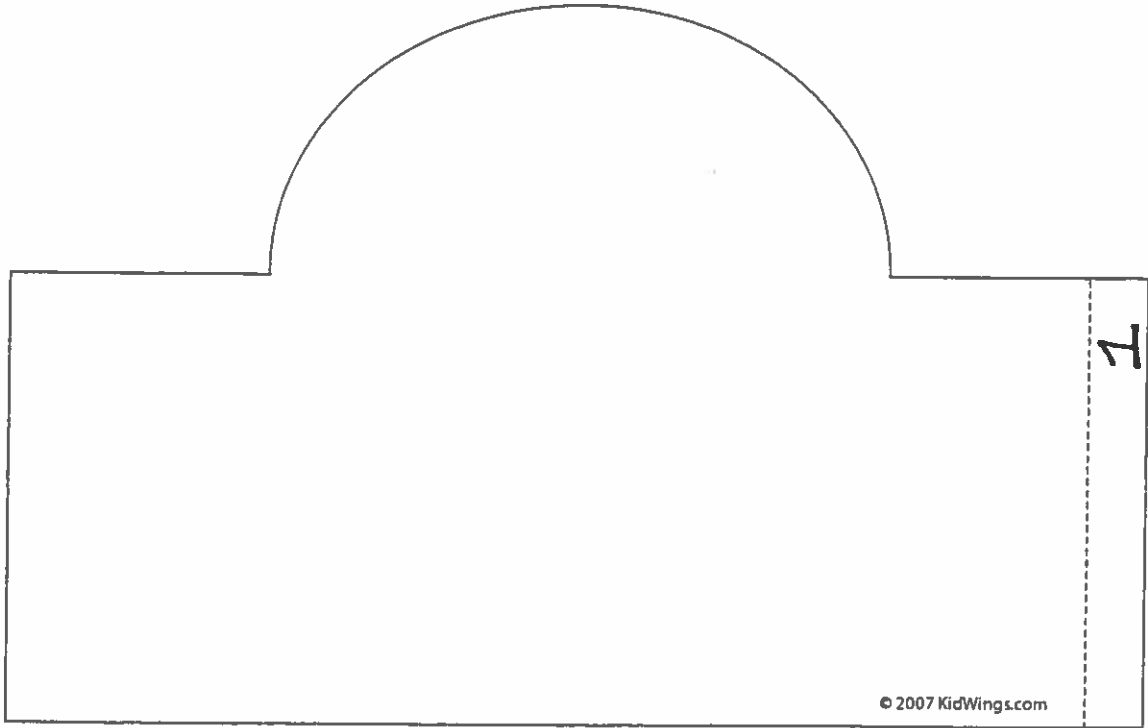
- Coloring tools
- Cardstock or construction paper copies of the food chain stackers on the following pages (one complete chain for each student)
- Scissors
- Stapler

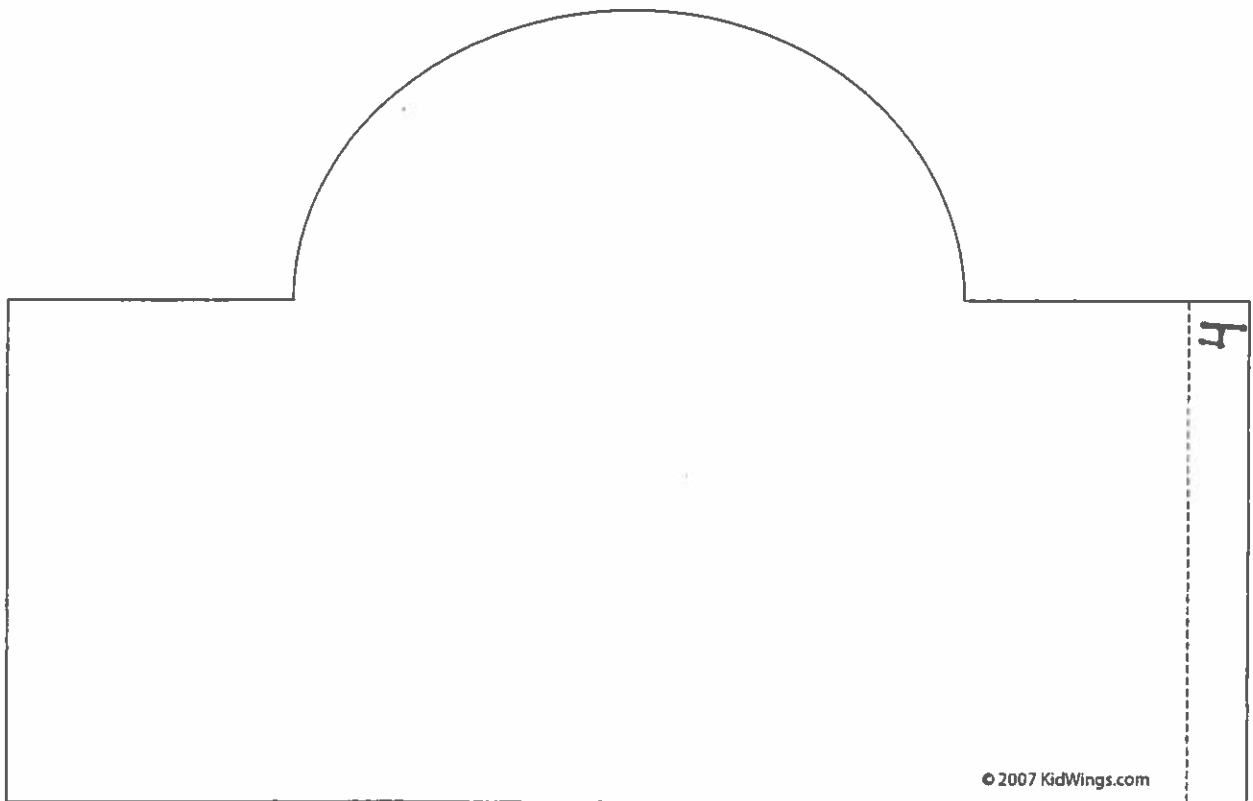
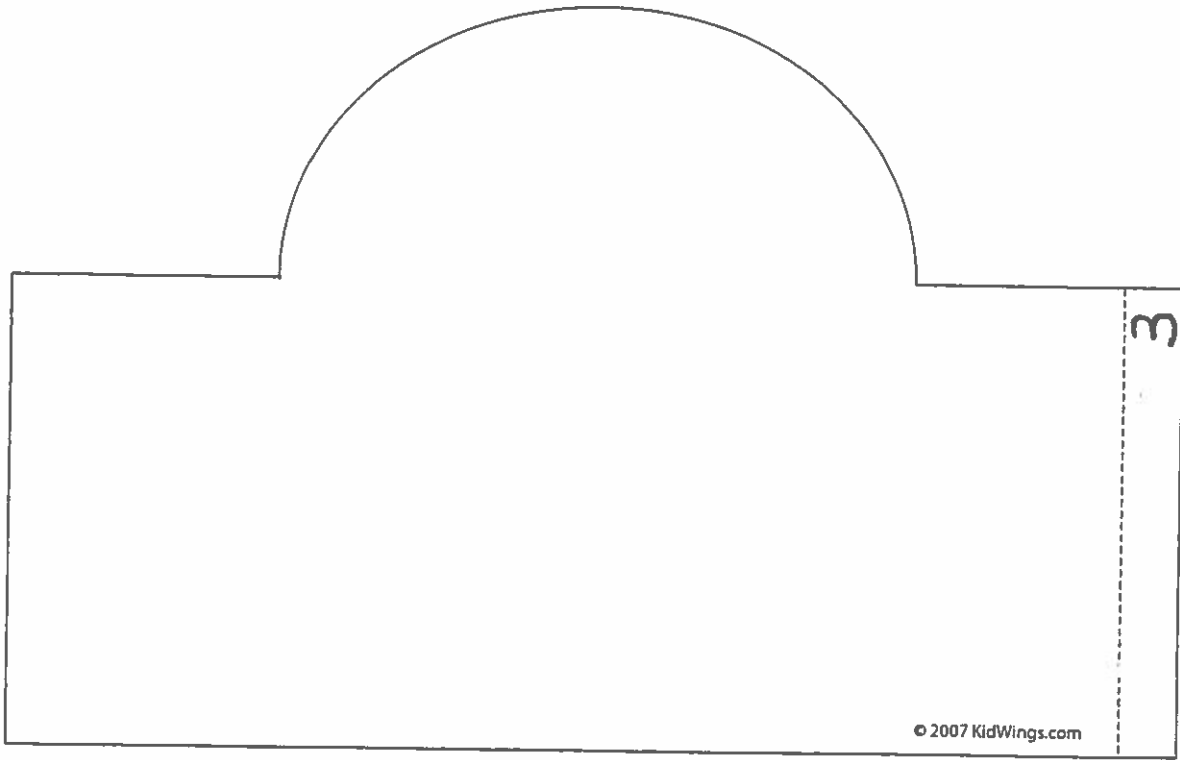
Procedure:

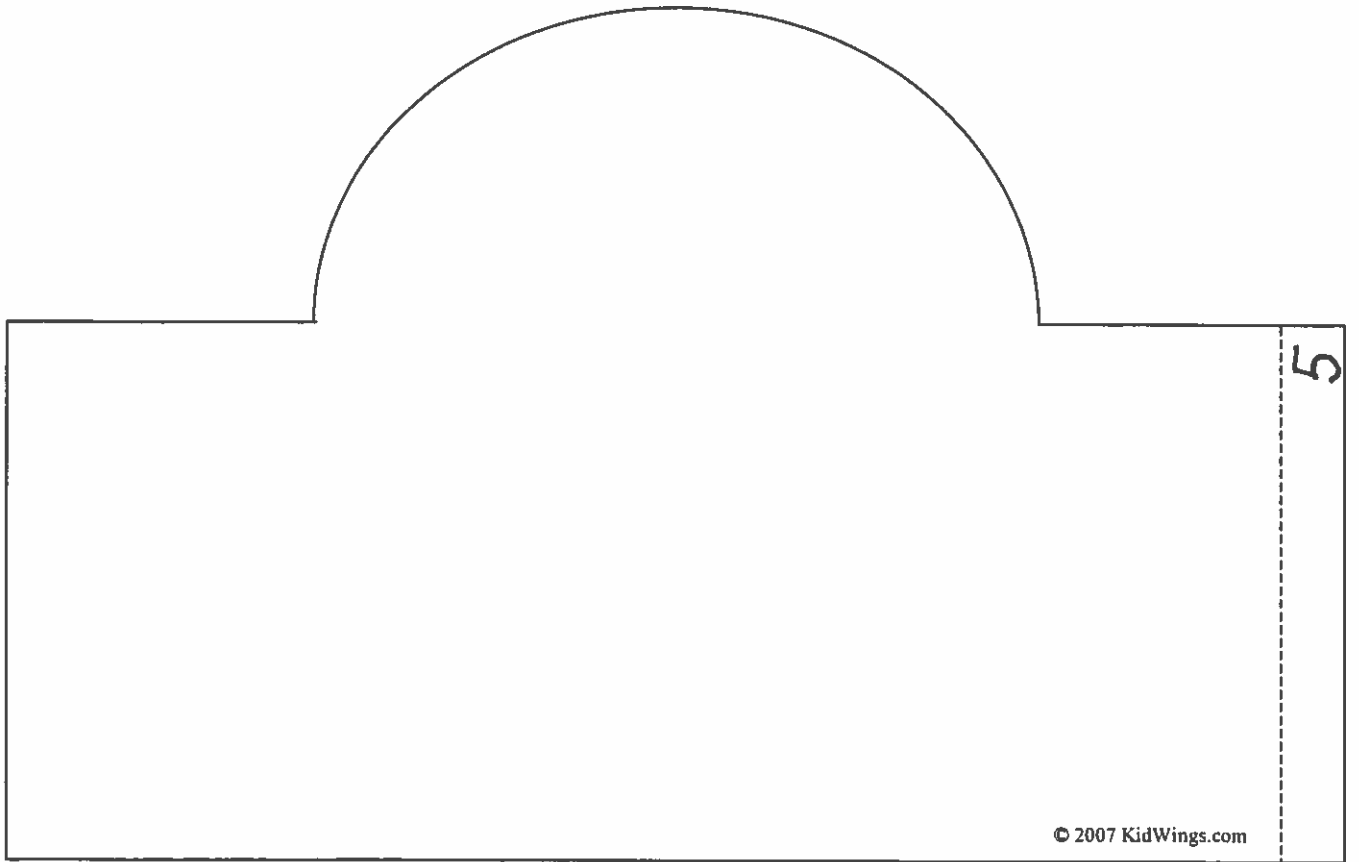
1. Discuss food chains and webs with your students. Review the terms carnivore, herbivore, omnivore, producer and consumer. Tell students they will be making a 3-D model of a food chain. Students should choose four or five links that make up the food chain. (ex: bobcat, squirrel, nut, sun)
2. Hand out the food chain stacker sets. Point out that the links are numbered 1-5. Number one would be the sun. Number two would be the plant that uses the sun. Number three is the animal that eats the plant, etc.
3. Ask students to draw the links on the paper, color their drawings and then cut out the link. You may want the students to label the chain links and identify them as a producer, consumer, herbivore, carnivore, etc.
4. Have students staple each link to form a tube like the pictures below. The links should hit into each other. (Plant covers sun, mouse covers plant, snake covers mouse, owl covers snake.)
5. Have the students write an informative text explaining their food chains.



Food Chain Stackers







Who's Eating What?

Subject: Science & Art

Objective: Students will be able to create collages and complete a worksheet to identify animals as herbivores, carnivores or omnivores.

Materials:

- Wildlife magazines to cut up
- Scissors
- Construction paper
- *Who's Eating What* worksheet



Procedure:

1. Review food chains with students, and discuss classification of animals as herbivores, carnivores and omnivores.
2. Give students a 12" X 18" piece of construction paper. Have them divide it into three columns. Instruct them to label a column for each of the following: herbivore, carnivore and omnivore.
3. Provide students with magazines for cutting out pictures of wild animals. Have them put pictures in the appropriate columns.
4. Handout *Who's Eating What?* worksheet for classifying animals as herbivore, carnivore, or omnivore.

Answer key: 1. B, 2. A, 3. C

Species	Herbivore	Carnivore	Omnivore
Moose	X		
Black Bear			X*
Gray Wolf		X	
Porcupine	X		
Mule Deer	X		
Coyote			X*
Bobcat		X	
Striped Skunk			X
Raccoon			X*
Painted Turtle			X
Magpie			X
Cougar		X	
Longnose Leopard Lizard		X	
Gopher Snake		X	
Wolverine			X*
American Crow			X
Grasshopper	X		
Beaver	X		
Kingfisher		X	
River Otter		X	

*Note to teacher: Animals with an asterisk may be classified in science books as carnivores, but technically they will eat both plants and animals.

Who's Eating What?

Match the following term with the proper definition. Write the correct letter in the blank.

A. Herbivore

B. Omnivore

C. Carnivore

- _____ 1. An animal that eats both plants and animals.
 _____ 2. An animal that eats only plants.
 _____ 3. An animal that only eats other animals.



Place an X in the appropriate column.

Species	Herbivore	Carnivore	Omnivore
Moose			
Black Bear			
Gray Wolf			
Porcupine			
Mule Deer			
Coyote			
Bobcat			
Striped Skunk			
Raccoon			
Painted Turtle			
Magpie			
Cougar			
Longnose Leopard Lizard			
Gopher Snake			
Wolverine			
American Crow			
Grasshopper			
Beaver			
Kingfisher			
River Otter			