**Our Natural World**

1. **Oh Say Can You Say What’s the Weather Today? All About Weather**
   - **ACTIVITY:** Students will be able to observe the moon’s shape and draw what they see.
   - **DIRECTIONS:** Students will “moon watch” each night for a two-week period. They will record their observations in a moon-watch log sheet. They will be able to compare their drawings with the actual moon’s shape.

2. **Oh Say Can You Say What’s the Weather Today? All About Weather**
   - **ACTIVITY:** Students will observe the moon’s shape and draw what they see.
   - **DIRECTIONS:** Students will “moon watch” each night for a two-week period. They will record their observations in a moon-watch log sheet. They will be able to compare their drawings with the actual moon’s shape.

3. **All About Money**
   - **OBJECTIVE:** Students will be able to draw and label the different animals in the book and their species classification.
   - **MATERIALS:** Students can use any number of resources, such as encyclopedias, or the Internet.

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   - **MATERIALS:** Students can use any number of resources, such as encyclopedias, or the Internet.

**Our Health**

1. **All About the Beach**
   - **ACTIVITY:** Students will create their own poster of each kind of species with its characteristics and sample animals listed.
   - **MATERIALS:** Students will use large sheets of butcher paper, crayon, pencils, markers, and a current newspaper.

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   - **MATERIALS:** Students will use large sheets of butcher paper, crayon, pencils, markers, and a current newspaper.

**Our World**

1. **All About Butterflies**
   - **OBJECTIVE:** Students will be able to observe the moon’s shape and draw what they see.
   - **DIRECTIONS:** Students will “moon watch” each night for a two-week period. They will record their observations in a moon-watch log sheet. They will be able to compare their drawings with the actual moon’s shape.

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   - **OBJECTIVE:** Students will be able to observe the moon’s shape and draw what they see.
   - **DIRECTIONS:** Students will “moon watch” each night for a two-week period. They will record their observations in a moon-watch log sheet. They will be able to compare their drawings with the actual moon’s shape.
Amazing Animals

Oh Say Can You Say Di-no-ese? All About Dinosaurs

DIRECTIONS: Students will color and cut out their favorite dinosaur. Paste each piece down on a piece of chart paper. Students will draw and write about the dinosaur they chose. They can label their dinosaur as a member of the following groups:

- Herbivores
- Carnivores
- Omnivores
- Herbivores and Omnivores
- Carnivores and Omnivores

CONCLUSION: Students will present to the class the facts they learned about their animal. The teacher will ask them to explain their answers.

Bees, hummingbirds, ostriches, flycatchers, chickadees, and bald eagles! Dick and Sally find themselves on a bird-watching tour led by the Cat in the Hat. After a lot of observation, they realize that birds have many different eating habits. Some birds eat seeds, some eat live insects, and others eat fruit. By following the birds on their feeding habits, they learn about the birds' habitats and their adaptation to those habitats.

ACTIVITY: Students will observe and record the birds they see outside their school. They will keep a log of the birds they see and describe their feeding habits. They will then draw and color pictures of their favorite birds. Finally, they will present their findings to the class.

Is a Camel a Mammal? All About Mammals

DIRECTIONS: Students will cut out pictures of different mammals and paste them on a piece of paper. They will then draw and write about the characteristics that make a mammal a mammal. They will also draw and write about the differences between mammals and other animals.

CONCLUSION: Students will present their findings to the class. The teacher will ask them to explain their answers.

Pet Collage

Undersea

ACTIVITY: Students will draw pictures of their favorite sea creatures. They will then cut out and display their pictures on a piece of paper. They will also write about their favorite sea creature. Finally, they will present their findings to the class.

Miles and Miles of Reptiles

DIRECTIONS: Students will research reptiles and record their findings. They will then draw and color pictures of their favorite reptiles. Finally, they will present their findings to the class.

CONCLUSION: Students will present their findings to the class. The teacher will ask them to explain their answers.

Social Studies

There's a Hipp in My Lap!

ACTIVITY: Students will research the history of the hippopotamus. They will then draw and color pictures of their favorite hippopotamus. Finally, they will present their findings to the class.

MATERIALS:

- Drawing paper
- Crayons or colored pencils
- glue or tape

DIRECTIONS: Students will draw a picture of their favorite hippopotamus. They will then write about the history of the hippopotamus and its habitat. Finally, they will present their findings to the class.

CONCLUSION: Students will present their findings to the class. The teacher will ask them to explain their answers.

Oh, the Pets!

ACTIVITY: Students will draw a picture of their favorite pet. They will then write about their pet and its habits. Finally, they will present their findings to the class.

CONCLUSION: Students will present their findings to the class. The teacher will ask them to explain their answers.
Pet Collage

Caring for a creature to display around the classroom. After all:

A Great Day for Pup, "There is a big gap between 'concept' books written for preschoolers and nonfiction that requires fluent

Have students and ask them to choose their favorites. Have them draw the kinds of sea creatures they have learned about

MATERIALS:

1) Place leaves and twigs on bottom of box. 2) Have students make imprints of their hand, objects such

3) Be sure to provide plenty of fresh

TEACHER PREPARATION:

OBJECTIVE:

DIRECTIONS:

Tracks are made when an animal

5) Design—Using the plain white paper and

PRINTS IN ROCKS:

Social Studies

1) Have students measure their height in feet. 2) Create a bar graph to compare students' heights with various

DOLPHINS, PORPOISES, AND WHALES

OBJECTIVE:

DIRECTIONS:

3) Divide class into partners or small

3) In a gym or on a playground field, use a tape measure to measure

Bird Feeder

MATERIALS:

TEACHER PREPARATION:

OBJECTIVE:

DIRECTIONS:

Grubbler

ABOUT THE BOOK

The Cat in the Hat introduces beginning readers

ABOUT OUR

ABOUT THE BOOK

ABOUT THE BOOK

Oh Say Can You Say Di-no-saur? "All About Dinosaurs"

Oh, the Pals You Can Get! "All About Dog Animals!"

A Whole of a Talk! "All About Dinosaurs, Plants, and Water"
Caring for a Pet

ACTIVITY:

1) Have students draw a picture of their favorite wild baby and its parent. Under each drawing, students can write what they learned about each baby's early life.

2) Select a mammal from the story and research its physical description, habitat, location, reproduction/birth, and its predators/prey. Publish the information as a class poster, report, or book.

3) Share the information they learned about their pet, noting type of pet (mammal, reptile, bird, etc.), the things it may eat, where it will sleep, if it needs a cage, or any other special needs.

4) Observe changes in caterpillars.

5) Observe changes in butterflies.

CONCLUSION:

- Students have learned about the life cycle of a butterfly from egg to adult.
- They have observed the changes in caterpillars and butterflies.
- Students have shared information about their pets.

ABOUT THE BOOK

The Cat in the Hat makes another surprise visit to the classroom and asks his friends to bring in their pets. Miles and Miles of Reptiles by itself is a wonderful book for young readers. In this book, the group finds out about the many different types of reptiles, what makes them unique, and how they live. Miles and Miles of Reptiles is a wonderful series that introduces young readers to the fascinating world of reptiles in a fun and educational way.

ABOUT THE BOOK

The Cat in the Hat has dried, the “fossils” can be buried in a sandbox and the students can dig them up like real-life paleontologists. The exercise can be repeated with different types of dinosaurs. Bones can turn into fossils when they are covered with mud or dirt. These buried bones can be uncovered later and students can learn about the unique features of each bone. The exercise can be repeated with different types of bones. Bones can turn into fossils when they are covered with mud or dirt. These buried bones can be uncovered later and students can learn about the unique features of each bone.

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Pet Collage
Hat travels the globe in search of wild animal babies. Caring for a

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kinds of sea creatures they have learned about
share the information they learned about their pet, noting type of pet (mammal, reptile, bird, etc.), the things it may eat, where it will sleep, if it needs a cage, or any other special needs.

2) Arrange the class in small cooperative
and funny facts about the places they show us.

Butterfly Cage
To maps—the different kinds (city, state, world, topographic, temperature, terrain, etc.); their formats (flat, globe, atlas, puzzle); the tools we use to read them (symbols, scales, grids, compasses); which the class can choose.

You Can Get! A
Have students blow
longitude
Define the terms

3) Cut a hole on the side of the box to

MATERIALS:

2) Prepare cage by covering the open

OBJECTIVE:

TEACHER PREPARATION:

DIRECTIONS:

1) Using a compass, find the north pole on a globe. Ask students if they agree or disagree that the North Pole is a true pole. Why? What about the South Pole? What is at the top of the North Pole?

3) Roll the pinecone in birdseed and then suspend it from a tree

2) Have students make imprints of their hand, objects such as leaves or twigs, etc.

As they create and discuss their results, they can start to make connections between the kinds of fossils they are making and real-life paleontologists. You can also ask them to share their fossil collection with other classes.

Talk about some different types of fossils before having students create their own.

They shed their skin about four times.

Find out all you ever wanted to know about

ALL ABOUT INSECTS

OBJECTIVE:

ACTIVITY:

There is a big gap between ‘concept’ books written for preschoolers and nonfiction that requires fluent reading skills. The Cat in the Hat Learning Library shows young readers that books can be entertaining and educational at the same time. This is a wonderful series.

AMAZING ANIMALS

Volunteer Teaching Assistant
AMAZING ANIMALS

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AMAZING ANIMALS

Volunteer Teaching Assistant

AMAZING ANIMALS
DIRECTIONS:

1) Have students "moon watch" each night for a two-week period, keeping a journal of their thoughts, questions, and comments.

2) On the first night, have students observe the moon and make a prediction about what it will look like a week later. Have them make predictions about the moon's shape at the end of the two-week period.

3) Students will be able to observe the phases of the moon through the Inside Your Outside Machine. They will learn about their insides from their toes to their brains—the workings of the body from the inside out.

4) Each group will draw in a different body system on the traced body. Students will be able to observe the water cycle in a jar. Allow each student to look at the egg and compare their predictions with the results and with the other hard-boiled egg.

5) Have students label the picture and all major parts.

6) Display the four labeled body systems around the room.

Susan Ade Potenza, who teaches science and language arts at St. Martin's Episcopal School in Atlanta, GA.

ON THE BUTCHER PAPER.

Teaching ideas provided by Kristi Weikel, classroom teacher; Denise Barbazette, classroom teacher; and...
5) Have students label the picture and all major parts.
6) Display the four labeled body systems around the room.

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3) Point out to students that as the steam rises and hits the lid it will condense and form water drops. These drops of water will then fall like rain.

4) Each group will draw in a different body system on the traced body with markers, pencils, pictures of the body systems.

The Cat in the Hat, with the help of Thing One, Thing Two, Dick, and Sally, will condense and form water drops. These drops of water will then fall like rain. Each group will draw in a different body system on the traced body with markers, pencils, pictures of the body systems. Students will then write a description of the process and make their own illustrations.

Oh Say Can You Say What’s the Oh Say Can You Say What’s the

AFTER THE TWO WEEKS:
3) Ask students to name the tree if known, otherwise research it's name using the information collected, encyclopedias, or the Internet.
4) Have students share and compare their findings.

2) Send them on a tree hunt around their neighborhood. For this activity, students will need to bring the tree logbooks to record information they see, keeping a daily log. Students will be able to compare their results with two hard-boiled eggs, two cups of vinegar, large jar with lid, large poster paper, MATERIALS: Inside Your Outside Machine. They learn about their insides from their toes to their brains—the workings of the...
ACTIVITY:

OBJECTIVE:

DIRECTIONS:

Students will be able to compare their predictions with the results.

Materials:

- Vinegar
- Large jar with lid
- Large poster paper

Procedure:

1. Show students a hard-boiled egg and ask them, “Why do you think there is a shell around the egg?”
2. Ask students to research animals and plants found in the Amazon rain forest. They will be able to compare their results with the other hard-boiled egg.
3. As part of the moon watch, have children draw the moon each night for a two-week period, keeping a journal of their thoughts, questions, and comments.
4. Have students “moon watch” each night for a two-week period and keep a journal of their thoughts, questions, and comments.

Conclusion:

Students will discover how important it is to brush their teeth so they do not decay.

Discuss the students’ responses. Make sure they come to the conclusion that the hard shell protects the egg. Now give them another egg and let them compare their predictions with the results and with the other hard-boiled egg. Discuss with the students that the tooth is protected by enamel in just the way that the shell protects the egg. Explain that tooth decay is like the egg breaking. Discuss with the students the importance of brushing their teeth to keep this from happening. Remind the students that tooth decay is caused by acids and bacteria in the mouth.

CONCLUSION:

Students will create their own tree log. Allow each student to look at the egg and compare their predictions with the results and with the other hard-boiled egg. Discuss with the students how the egg shell is damaged like the tooth enamel.

Discuss the students’ responses. Make sure they come to the conclusion that brushing their teeth is important to prevent tooth decay. Remind the students that tooth decay is caused by acids and bacteria in the mouth.

Drawing What’s Inside Your Outside Machine

ACTIVITY:

OBJECTIVE:

DIRECTIONS:

Students will learn about their insides from their toes to their brains—the workings of the body. They will discover how water turns to steam and then back to rain. They will condense and form water drops. These drops of water will then fall like rain. Students will be able to compare their results with the other hard-boiled egg.

Materials:

- Vinegar
- Large jar with lid
- Large poster paper

Procedure:

1. Show students a hard-boiled egg and ask them, “Why do you think there is a shell around the egg?”
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