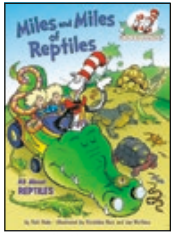




Amazing Animals

Miles and Miles of Reptiles ALL ABOUT REPTILES



ABOUT THE BOOK

The Cat in the Hat explores the world of reptiles: lizards, snakes, turtles, and crocodilians. Along the way, young readers learn the characteristics shared by most reptiles (they breathe air, lay eggs on land, and have skin covered in scales), basic information about each group, quirky, fun facts about individual species (Galapagos iguanas drink saltwater, then sneeze the salt out their noses!), and much, much more.

ACTIVITY:
Compare and Contrast

OBJECTIVE: Using information from *Miles and Miles of Reptiles*, create a compare and contrast poster highlighting two of the reptiles from the book.

MATERIALS: white poster board, pencils, crayons, markers, colored pencils, yardsticks, extra copies of *Miles and Miles of Reptiles*

DIRECTIONS:

- 1) Working with the entire class, create a list of appropriate descriptions that might apply to the reptiles in the book.
Note: Do not try to match up reptiles to descriptions

during the class brainstorming session because the students will be asked to do that when they work on their posters.

- 2) Group descriptions into the following categories:
 - physical characteristics, including camouflage and any other adaptations. Legs? Teeth? Scales? Shell?
 - habitat(s)
 - eating habits (what and how they eat)
 - poisonous and nonpoisonous
 - movement (running, sliding, swimming)
 - behaviors unique to animal
- 3) Divide class into partners or small groups. Have each group choose two reptiles from the book to compare.
- 4) Give each group a poster board divided into three even sections side-by-side using a yardstick and pencil. (If preferred, any version of a Venn diagram can be drawn on the board.)

- 5) Have groups label each section as follows:

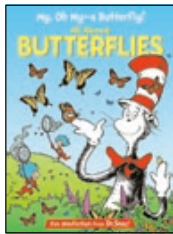
- First section: reptile choice #1 with drawing (e.g., chameleon)
- Second section: similarities
- Third section: reptile choice #2 with drawing (e.g., rattlesnake)

- 6) Instruct each group to list characteristics unique to each chosen reptile under each picture (first and third sections), using information from *Miles and Miles of Reptiles* and general categories from class discussion. Then they should list similarities shared by both reptiles in second section.
- 7) Bring class back together. Each group will take turns explaining the information on their posters with the rest of the class.

EXTENSION ACTIVITIES:

- Cover up pictures and names of reptiles on posters—have class “guess” which two reptiles are being compared.
- Visit a nearby zoo or pet store to view a wide variety of reptiles.

My, Oh My—a Butterfly! ALL ABOUT BUTTERFLIES



ABOUT THE BOOK

Sally and Dick observe a small miracle in their own backyard—the metamorphosis of an egg into a caterpillar into a chrysalis into a bright new butterfly! Along the way, beginning readers will find out how butterflies see thousands of images at once, drink nectar from flowers, avoid predators, and can be identified by size, shape, and color.

ACTIVITY:
Make a Butterfly Cage

OBJECTIVE: Students will nurture butterfly caterpillars (larvae) into adult butterflies and observe the stages from caterpillar to butterfly.

MATERIALS: box (about 12 x 9 x 18), netting, masking tape, scissors, sponge or damp cloth, butterfly larvae/caterpillars (can be found outside in some areas or ordered online),

leaves, twigs, small dish, honey, notebook

DIRECTIONS:

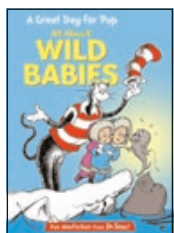
TEACHER PREPARATION:

- 1) Order ahead or acquire butterfly larvae/caterpillars.
- 2) Prepare cage by covering the open part of the box with netting and tape it to the edges of the box. This is the viewing window. Have boxes stand tall.
- 3) Cut a hole on the side of the box to act as a doorway for students to put fresh growth and water in the box.
Note: A cage should hold approximately eight butterflies. If necessary, prepare more boxes.

STUDENT ACTIVITY:

- 1) Place leaves and twigs on bottom of box for caterpillars to climb on and feed from.

- 2) Place caterpillars on living leaves on bottom of box. Keep no more than eight caterpillars in a box.
- 3) Be sure to provide plenty of fresh food (new leaves) to eat and a damp cloth for caterpillars to get moisture from.
- 4) Frequently clean droppings from the bottom of box.
- 5) Observe changes in caterpillars. They shed their skin about four times.
- 6) Keep a journal to record your observations. Draw pictures of different changes and stages.
- 7) Your caterpillars will find a place to “hang” and pupate as they turn into chrysalis form. Observe chrysalis and note any changes over approximately 10 days.
- 8) Your beautiful butterflies should soon emerge. Feed your adult butterflies a mixture of half water, half honey placed in a small dish.



A Great Day for Pup ALL ABOUT WILD BABIES

ABOUT THE BOOK

From Australia to Asia to Africa to Antarctica, the Cat in the Hat travels the globe in search of wild animal babies.

ACTIVITY: After reading *A Great Day for Pup*, 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.

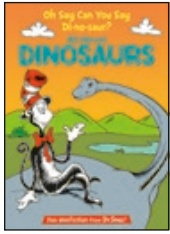




Amazing Animals

Oh Say Can You Say Di-no-saur?

ALL ABOUT DINOSAURS



ABOUT THE BOOK

The Cat in the Hat makes another surprise appearance at Dick and Sally's house—only this time he makes his entrance riding atop a brachiosaurus! Soon he's off, along with Dick and Sally, millions of years back in time to see how fossils were created.

Then it's on to a tour through the Cat's own Super Dino Museum—a fabulous place where the correct pronunciation of a dinosaur's name wins you a peek at the real living thing! Beginning readers will love exploring the prehistoric world of dinosaurs with the Cat in the Hat as their guide!



ACTIVITY:
Making Your Own Fossil

OBJECTIVE: Students will learn about the different kinds of fossil formations and be able to create a fossil made of clay.

MATERIALS: pictures of fossils, clay that hardens, optional: twigs, leaves, bones

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

BONES/TEETH: Bones can turn into fossils when they are covered in dirt and sand. Tiny minerals in the dirt or sand sneak into

the small spaces in the bones, making them harder and heavier until they turn into fossils.

PRINTS IN ROCKS: Prints can be made when an animal, insect, or plant falls onto soft dirt. The living thing dies and rots away, but the print is still left in dirt. Then the dirt turns hard, making a permanent print of the living thing.

TRACKS/TRACE FOSSILS: Tracks are made when an animal walks through mud. The mud turns into a rock called sandstone, fossilizing the prints of the animal.

ICE: Discuss how Earth cooled quickly in areas that weren't normally cold. Animals were probably trapped and frozen when they fell into cracks between glaciers. You may want to talk about why mammoths were still fresh enough to eat when discovered and relate it to food in the freezer.

AMBER FOSSILS: An insect sitting on a tree may have gotten stuck in the tree's sticky sap. More of this sap would keep dripping out of the tree and eventually cover the entire insect! The sap dried and hardened, and sometimes paleontologists find these beautiful pieces of sap, called *amber*, with insects inside them.

DIRECTIONS:

- 1) Give each student a ball of clay and have them flatten it into a square shape.
- 2) Have students make imprints of their hand, objects such as leaves or twigs, etc.
- 3) Set the clay aside to harden (like a real fossil). After the clay has dried, the "fossils" can be buried in a sandbox and the students can dig them up like real-life paleontologists.

Wish for a Fish

ALL ABOUT SEA CREATURES



ABOUT THE BOOK

The Cat in the Hat, Sally, and Dick take an undersea voyage aboard the S.S. *Undersea Glubber!* Traveling down from the Sunny Zone to the Dark Zone to the Trench at the bottom, Captain Cat and his crew get up close and personal with the different life forms found at each level of the ocean. Along the way, they meet sharks, jellyfish, dolphins, manatees, whales, and sea cucumbers, to name just a few!

ACTIVITY: Discuss with students the different kinds of sea creatures they have learned about and ask them to choose their favorites. Have students find out as much as they can about their favorite sea creature, then draw and cut out a picture of their favorite fish or other sea creature to display around the classroom. After

all the research is collected, have the students share with each other what they have learned about their favorite sea creature. You may want to celebrate with a special snack, such as saltwater taffy or crackers shaped like fish.



On Beyond Bugs!

ALL ABOUT INSECTS



ABOUT THE BOOK

Find out all you ever wanted to know about insects when the Cat and company get an up-close view of life as a bug. Kids will learn how insects—from the spittlebug to the honeybee to the moth—see, smell, communicate, and pollinate, as well as sometimes pester and amaze and generally make life better for us humans. Catch the bug buzz with the Cat in the Hat and all his friends!

ACTIVITY: Have students construct a simple ant farm by filling a glass jar with loose soil and adding ants. Use a rubber band to secure a stocking on the top of the jar and tape black paper around the jar to block off the light. Remove the black paper in a few days to see the tunnels the ants have built.





Amazing Animals

Fine Feathered Friends All About Birds



ABOUT THE BOOK

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 quick lesson on just exactly what a bird is, they go motoring around the world to observe our fine feathered friends in their natural habitats.

Time flies, and soon it's late, but the Cat saves the day by shifting his vehicle into Fine Feathered All-Weather Flying Machine mode and winging Dick and Sally back home.



ACTIVITY: Pinecone Bird Feeder

OBJECTIVE: Students will be able to construct a bird feeder, observe bird behaviors, and identify local birds in the community.

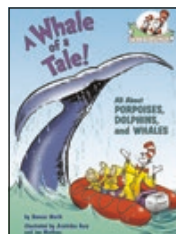
MATERIALS: a large, open pinecone; vegetable shortening, lard, or suet; oats or cornmeal; birdseed; a few feet of string

DIRECTIONS:

- 1) Tie a few feet of string to a pinecone.
- 2) Mix 1/2 cup vegetable shortening, lard, or suet with 2-1/2 cups cornmeal or uncooked oats until well blended. Optional: add dried fruit (chopped up), chopped nuts, and/or seeds (especially sunflower and millet), which are high-energy bird foods. Cover the pinecone with the mixture.
- 3) Roll the pinecone in birdseed and then suspend it from a tree branch outside.

CONCLUSION: Students can keep a log of what behaviors they see and try to identify the names of the birds that visit their feeder.

A Whale of a Tale!: ALL ABOUT DOLPHINS, PORPOISES, AND WHALES



ABOUT THE BOOK

The Cat and Co. take to the high seas in search of whales, dolphins, and porpoises—those aquatic mammals known as cetaceans. While learning how cetaceans stay warm without hair, have teeth or baleen, swim in troops, spyhop, spin, breach, and see via echolocation, kids are introduced to almost 20 different species



ACTIVITY: How Big Is a Whale?

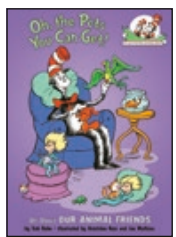
OBJECTIVE: Students will compare their own height to different cetaceans.

MATERIALS: graph paper, tape measure, tape and/or string, pencils, coloring supplies, large ground area, such as gym floor or playground field.

DIRECTIONS:

- 1) Have students measure their height in feet.
- 2) Create a bar graph to compare students' heights with various cetaceans's lengths.
 - a. On the y-axis (vertical side), use the scale 1 box = 1 foot and label the y-axis "Height in Feet."
 - b. On the x-axis (horizontal side), list students' names and the cetaceans you have lengths for. Label the x-axis "Mammals."
 - c. Fill in the heights of your students and the lengths of the other cetaceans on the bar graph. Start with these average lengths: Adult Pygmy Right Whale = 20 ft; Orca = 25 ft; Spotted Dolphin = 7.5 ft; Sperm Whale = 58 ft; Porpoise = 6.6 ft
 - d. Discuss similarities and differences of lengths/heights.
- 3) In a gym or on a playground field, use a tape measure to measure out the length of each cetacean across the ground. Use string or tape to mark off each cetacean's length, labeling each string.
- 4) Have students lay head to feet next to the string to see how many students it takes to match each cetacean's length.

Oh, the Pets You Can Get! All About Our Animal Friends



ABOUT THE BOOK

The Cat in the Hat takes readers on a visit to a very special place called Gerpletz. Find out all about owning a pet including the exercise the pet will need, the types of food that it will eat, and the

places where it will sleep. And of course there is a reminder to visit the vet.



ACTIVITY: Caring for a Pet Collage

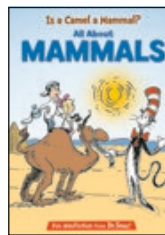
OBJECTIVE: Students will learn and communicate the needs of pets.

MATERIALS: encyclopedia, books, Internet, library, art supplies (paper, markers, crayons, scissors, glue, fake fur, sticks, cloth, cotton balls, pipe cleaners, sand paper, etc.)

DIRECTIONS:

- 1) Make a list of a variety of pets from which the class can choose.
- 2) Arrange the class in small cooperative learning groups and have each group pick a type of pet to study, making sure that there are plenty of resources for students to look up information.
- 3) Have students create a display to 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.

Is a Camel a Mammal? All About Mammals



ABOUT THE BOOK

The Cat in the Hat takes Dick and Sally on a Seussian safari to observe the many different kinds of mammals. An invaluable tour for all animal lovers!

ACTIVITY: Have students 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.





Social Studies

One Cent, Two Cents, Old Cent, New Cent

ALL ABOUT MONEY



ABOUT THE BOOK

The Cat in the Hat puts to rest any notion that money grows on trees in this super simple look at numismatics, the study of money and its history. Beginning with the ancient practice of bartering, the Cat explains various forms of money used in different cultures, from shells, feathers, leather, and jade to metal ingots to coins (including the smallest—the BB-like Indian fanam—and the largest—the 8-foot-wide, ship-sinking limestone ones from the Islands of Yap!), to the current king of currency, paper. Also included is a look at banking, from the use of temples as the first banks to the concept of gaining or paying interest, and a step-by-step guide to minting coins. A fascinating introduction is bound to change young reader's appreciation for change!

item(s) made with nickel (or nickel coated—e.g., candlestick); item(s) made of brass; roll of craft paper; plain white paper; pencils and/or crayons; rulers; magnifying glasses; magnets

DIRECTIONS:

Part I—Predicting

- 1) Create a K-W-L Chart with the class (e.g., What do we already Know about coins? What do we Want to know about coins? What did we Learn today?) Ask students to describe coins that they are familiar with that are currently in use in the United States. Write down their thoughts under K. Then, continue with the W, part of the chart. Record their thoughts.
- 2) Divide students into small groups seated in a circle around tables or desks. On the middle of each table put a large piece of craft paper, pennies, nickels, dimes, quarters, half dollars, dollars, and your sample metals. Ask students to compare the sample items with the coins. Ask students to predict which metals are used to make each type of coin by placing the coins next to the sample item. For example, they might choose to put the pennies next to the copper item.
- 3) Ask students to predict which coins are magnetic based on their observations. Demonstrate that a paper clip is magnetic. Write down predictions on craft paper.

Part II—Observations

Observations can be written down on the craft paper. For younger students the teacher/assistant/helper can be the scribe; older students can take turns writing down the observations for the group.

- 1) General—Students will view each coin, front and back, through a magnifying

glass. Write down observations: What do you notice? How are the coins similar? How are they different?

- 2) Weight—Students will drop coins one at a time from the same height and compare the sound they make when they hit the desk or floor. If a gram scale is available, the actual weight can be recorded after students use the “drop and ding” test.
- 3) Size—Students organize coins from smallest to largest and then measure each coin across the center using a ruler, followed by tracing around each coin with a pencil (older students). Then, they can stack each type of coin five coins' high to see how the thickness of each coin compares. Extension Activity: Do the coins' sizes tell you their value?
- 4) Feel—After closing their eyes, students will each hold the same value coin (e.g., a penny) and take turns around the circle describing how the coin feels in their hand.
- 5) Design—Using the plain white paper and a crayon or pencil students will make a rubbing of the front and back of each coin.
- 6) Magnetism—Using magnet, students will see which coins can be picked up.

Part III—Going back to predictions and revisiting to the K-W-L chart

- 1) Bring class back into one large group.
- 2) Discuss observations from each group.
- 3) Complete the L of the K-W-L chart.
- 4) Revisit predictions from Part I. Divulge the metal makeup of each coin; compare it with the predictions. Discuss why the coins are not magnetic, while items that look similar (like a paperclip) are magnetic.

Refer students to the United States Mint Web page at www.usmint.gov for helpful information on coins.

ACTIVITY: Curious about Coins

OBJECTIVE: Students will discover the physical properties of coins by predicting, observing, comparing and contrasting pennies, nickels, dimes, quarters, half dollars, and dollars.

MATERIALS: pennies, nickels, dimes, quarters, half dollars, dollars; item(s) made of copper (or a small sheet of copper); item(s) made of zinc (anything that is galvanized such as nails);



There's a Map in My Lap!

ALL ABOUT MAPS

ABOUT THE BOOK

The Cat in the Hat introduces beginning readers 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); and funny facts about the places they show us.

ACTIVITY: Define the terms *longitude* and *latitude*. Have students blow up balloons, then tape them to their desks. Ask students which lines on a globe go up and down (longitude). On one half of the balloon, have them draw the prime meridian (0°), 30°E, 60°E, 30°W, and 60°W; just as it is shown on page 11 in the book. Ask students which lines go side to side (latitude—they look like a ladder), then on the other half of the balloon, have them draw the lines of latitude: equator (0°), 30°N, 60°N, 30°S, and 60°S. Have students compare their models to a globe.

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

—BARBARA KIEFER, PH.D., CHARLOTTE S. HUCK PROFESSOR OF CHILDREN’S LITERATURE, OHIO STATE UNIVERSITY



Our Natural World

I Can Name 50 Trees Today! ALL ABOUT TREES



ABOUT THE BOOK

While stopping to admire some of the world's most amazing trees, the Cat and Co. teach beginning readers how to identify different species from the shape of their crowns, leaves, lobes, seeds, bark, and fruit. Kids will learn about many trees common to North America.

ACTIVITY:

My Own Tree Log

OBJECTIVE: Students will create their own tree logbooks to record information they discover about local trees in their area.

MATERIALS: notebook, measuring tape, tape, color pencils or crayons, encyclopedia, the Internet

DIRECTIONS:

- 1) Have students set up notebooks as tree logbooks. They can decorate the front of the logbooks.
- 2) Send them on a tree hunt around their neighborhood. For each new tree they find, have them create an entry with these components (see sample log in story on p. 37):
 - a. Draw a picture of the tree.
 - b. Describe the shape of the crown.
 - c. Measure the width of the trunk.
 - d. Collect a sample of its leaves and tape in logbook.
 - e. Describe the bark.
 - f. List any other interesting facts about that tree.
- 3) Ask students to name the tree if known, otherwise research its name using the information collected, encyclopedias, or the Internet.
- 4) Have students share and compare their findings.

Oh Say Can You Seed? All About Flowering Plants



ABOUT THE BOOK

With the able assistance of Thing One and Thing Two—and a fleet of Rube Goldbergian vehicles—the Cat in the Hat examines the various parts of plants, seeds, and flowers; basic photosynthesis and pollination; and seed dispersal.

ACTIVITY: Have students make predictions about what will happen when you put a celery stalk or white carnation in red water. Add red food coloring to water. Cut off the bottom of a celery stalk or carnation. Place it in the colored water. In a few moments, the dye will start to rise up the celery stalk or carnation showing how the water shoots up the stem to “feed” the plant.



If I Ran the Rain Forest ALL ABOUT TROPICAL RAIN FORESTS



ABOUT THE BOOK

The Cat in the Hat takes Sally and Dick for an “umbrella-vator” ride through the understory, canopy, and emergent layers of a tropical rain forest, encountering a host of plants, animals, and native peoples along the way.

ACTIVITY:

Fill the Amazon

OBJECTIVE: The students will categorize the different plants and animals into the four levels of the rain forest—forest floor, understory, canopy, and emergent.

MATERIALS: encyclopedias, Internet, books about the Amazon, paper, crayons, pencils, markers

DIRECTIONS:

- 1) As a class, create an empty mural of the Amazon habitat in the classroom or hallway.
- 2) Ask students to research animals and plants found in the Amazon by using the Internet, books, and encyclopedias.
- 3) Have students choose two animals and two plants to draw and cut out and glue to the mural, making sure they are placed in the correct level.
- 4) Students can then write a short description of their contributions to glue next to their pictures.

Oh Say Can You Say What's the Weather Today? ALL ABOUT WEATHER



ABOUT THE BOOK

The Cat in the Hat, with the help of Thing One and Thing Two, takes Dick and Sally around the world to check out all kinds of weather. They learn about meteorologists, weather balloons, and thermometers. They study the water cycle. They learn about rain, sleet, snow, and clouds. They go from the North Pole to a tropical jungle and back home again.

ACTIVITY:

Making Rain

OBJECTIVE: Students will be able to observe how water turns to steam and then back to water in the form of rain. They will be able to illustrate the water cycle.

MATERIALS: books about the weather cycle, electric teapot, large metal pan lid, paper, crayons

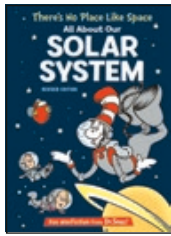
DIRECTIONS:

- 1) Fill an electric teapot with water and heat.
- 2) The teacher will hold the lid over the steam that comes from the teapot.
- 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) Using other books and resources about the water cycle, have students write a description of the process and make their own illustrations.



Our Natural World

There's No Place Like Space! ALL ABOUT OUR SOLAR SYSTEM



ABOUT THE BOOK

Blast off for educational fun! Beginning readers and budding astronomers are launched—via Seussian sorcery—on a wild trip to visit the eight planets in our solar system, along with the Cat in the Hat, Thing One, Thing Two, Dick, and Sally.



ACTIVITY: Moon Watcher

OBJECTIVE: Students will be able to observe the moon's shape and draw what they see, keeping a daily log. Students will be able to compare their results with the newspaper's diagrams of the moon.

MATERIALS: moon-watch log sheet, current newspaper

DIRECTIONS:

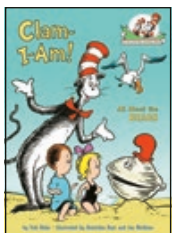
- 1) Have students "moon watch" each night for a two-week period, keeping a journal of their thoughts, questions, and comments.
- 2) As part of the moon watch, have children draw the moon as it appears to them every night during this two-week period to gain an understanding of the moon's regular phases. It works best if they observe the moon from the same location.
- 3) Using a current newspaper, compare the students' drawings with the pictures in the paper. This is a good cross-reference and a way to introduce parts of the newspaper.

AFTER THE TWO WEEKS:

Have students discuss or write a comparative essay about the phases of the moon answering the following example questions: What was the moon's shape on the first night? What was its shape a week later? What was its shape at the end of the two weeks?

Clam-I-Am!

ALL ABOUT THE BEACH



ABOUT THE BOOK

Norval the fish is hosting a seaside talk show for the Fish Channel—and the Cat in the Hat and Thing One and Thing Two are Cameracat and Crew! Among Norval's special guest are Clam-I-Am, horseshoe, and hermit crabs, jellyfish, miscellaneous mollusks, and more!

ACTIVITY: Using the Internet and various books, discuss with the class how ocean animals can be classified into different phylum—sea mammals (whales), crustaceans (shrimp), echinoderm (starfish), cnidarian (jellyfish), mollusks (clams), and fish. Reread *Clam-I-Am* and identify the different animals in the book and their species classification. Make a poster of each kind of species with its characteristics and sample animals listed.



Our Health

Oh, the Things You Can Do that Are Good for You! ALL ABOUT BEING HEALTHY



ABOUT THE BOOK

With the help of the staff and equipment at a Seussian spa, the Cat in the Hat explains the basics of healthy living, from eating right and getting enough exercise and sleep to having a positive body image to the distance and speed of a typical sneeze!

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

MATERIALS: two hard-boiled eggs, two cups of vinegar, large jar with lid, large poster paper

DIRECTIONS:

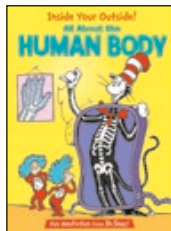
- 1) Show students a hard-boiled egg and ask them, "Why do you think there is a shell around the egg?"

- Discuss the students' responses. Make sure they come to the conclusion that the hard shell protects the egg. Now give them your best smile and say, "See my teeth? Just like the egg, my teeth are protected. Enamel protects my teeth the same way the shell protects what is inside the egg."
- 2) Pour two cups of vinegar into a large jar. Have a student place the egg in the jar, then replace the lid and place the jar in a safe place for student observation.
 - 3) Ask the students to predict what they think will happen to the egg. Write their predictions on a large piece of poster paper that will be hung in your room.
 - 4) When two days have passed, slowly and gently remove the egg from the jar. Allow each student to look at the egg and compare their predictions with the results and with the other hard-boiled egg.

CONCLUSION: Tell the class that the vinegar caused the shell of the egg to break down and become soft, the same way that tooth enamel is damaged by acids and bacteria in the mouth. Brushing every day is the only way to keep this from happening.

Inside Your Outside

ALL ABOUT THE HUMAN BODY



ABOUT THE BOOK

The Cat in the Hat takes Dick and Sally for a trip through the Inside Your Outside Machine. They learn about their insides from their toes to their brains—the workings of the brain and their skeletons. They study their senses and muscles, eyes, and intestines. When the ride is done, the most important thing they learn is that something is going on inside them all the time.



ACTIVITY: Drawing What's Inside Your Outside

OBJECTIVE: Students will be able to draw and label the systems of the body.

MATERIALS: large sheets of butcher paper, crayon, markers, pencils, pictures of the body systems

DIRECTIONS:

- 1) After reading the book, review the different body systems.
- 2) As a group, label the major parts of the body.
- 3) Break the class into four groups and assign one child in each group to lay down on their piece of butcher paper while the other group members trace that child.
- 4) Each group will draw in a different body system on the traced body on the butcher paper.
- 5) Have students label the picture and all major parts.
- 6) Display the four labeled body systems around the room.