



Teacher's Notes: Cats are mammals

Science Standard:

Learning Objectives:

The students will be able to identify cats

The students will be able to explain/identify/point to physical characteristics of cats that make it a mammal (teeth, fur)

The students will be able to explain/identify/point to kitten/mother relationships that make it a mammal. (born live from mother's womb, drinks mother's milk, needs help from mother).

Activities

1. Take student temperatures. Talk about how the inside of their bodies stays the same temperature unless they are sick.
2. Get a collection of magazines. Have students look for pictures of cats to cut out. Depending on group you could use the pictures for different things:
 - Students glue pictures of cats on a collage
 - Students divide poster into sections labeling all or some of the characteristics of cats (warm blooded, hair, take care of young, drinks milk, teeth, grows inside mother, born live). Have students find pictures that represent the characteristics listed.
3. Using the art activity printable, have students glue on fabric that feels like fur onto the cat or cotton balls to represent fur.

General Tips: The goal is to build background knowledge while leading an engaging discussion on any and all information that can be talked about on a given page. The items that you choose to bring up or focus on can be modified for the students you are working with. For example, if you have a student who can point to something in the picture, answer yes/no questions be sure to incorporate a lot more of that as you go through the book. On the same token, be sure to ask a lot of comprehension questions and critical thinking questions at the level appropriate for students. There is something for everyone.

Page 1: This book is about cats. We are going to read it and see if cats are mammals.

Point: cat, fur, ears, paws

WH Questions: Look at page 1, what animal is this?

Yes/No: Is this a picture of a dog? Is this a picture of a cat?

Opinions/Experiences: Do you think cats are mammals?

Page 2: Unborn kittens grow in their mother's womb. They grow in their mother's belly. When the unborn kittens are grown and ready, they come out of their mother's womb. Everyone touch your belly. Have students watch the following video of a pregnant cat.

<https://www.youtube.com/watch?v=sLdUZIU3Pt4>

Point: cat, cat's stomach, kittens.

WH Questions: Where do baby cat's grow? Where is the womb? Point to your stomach.

Yes/No: Do unborn kittens grow in eggs? Do unborn kittens grow in their mother's womb? Is the womb in the stomach? Do mammal babies grow in their mother's womb?

Opinion/Experiences: Have you ever seen a pregnant cat? Have you ever seen a pregnant woman? Unborn babies and unborn cats both grow in their mother's stomach.

Peer to Peer Interaction: After you read Page 2, ask students, "Where do unborn kittens grow?" The answer is the main idea card "womb." Students will find the main idea picture or word card and show it to their partner. The students will point to where the unborn kittens grow.

Page 3: Baby cats come out of their mother's body alive. Baby kittens are very very small. Have the students view the following video of a mother cat giving birth to kittens. Pause periodically to have students point and to discuss. <https://www.youtube.com/watch?v=CaSpFPrWyxU>

Point: mother cat, baby kitten

Questions: Are baby mammals alive or in an egg when they come out of their mother's body?

Yes/No: Are baby kittens born inside an egg? Do baby kittens come out of their mother's body alive?

Opinion/Experiences: Do you know any babies? They came out of their mother's body live? Baby kittens come out of their mother's body alive too.

Peer to Peer Interaction: After you read Page 3, ask students, "Are baby cats alive or in an egg when they come out of the mother's body?" The answer is the main idea card "born live." Students will find the main idea picture or word card and show it to their partner. Teacher will prompt them to talk or point to the baby kitten and mother cat.

Page 4: After a baby cat is born, its mother's body starts to make milk. The baby cat drinks its mother's milk. A baby cat cannot eat cat food yet. It is too young. When a human baby drinks milk from his/her mother, we call it nursing. The mother is nursing her baby. That means the baby is drinking milk that her body has made. Have the students view the following video of kittens drinking milk from their mother's body. https://www.youtube.com/watch?v=gfm35G_0p6o

Point: gray mother cat, her kittens, white mother cat, her kittens

Questions: What do baby kittens drink?

Yes/No: Can baby kittens eat cat food? Do baby kittens drink milk? Does the milk come from their mother's body?

Sharing Opinion/Experiences: Have you ever seen a baby drinking milk from its mother's body?

Peer to Peer Interaction: After you read Page 4, ask students, "What do baby kittens drink?" The answer is the main idea card "milk." Students will find the picture or word main idea card and show it to their partner. Teacher will prompt them to talk to how a baby kitten drinks.

Page 5: Baby kittens cannot live on their own. They need their mother's help. All mammals are this way. People, cats, dog, elephants, etc. They all need their mothers to take care of them. The mothers get them food. The mothers keep them warm. The mother's keep them clean. Have the students view the following video of a mother cat taking care of her babies.

<https://www.youtube.com/watch?v=J17E2bPyOZk>

Point: mother cat, baby cat

WH Questions: What do baby kittens need? Who helps baby kittens?

Yes/No: Can baby kittens live on their own? Do baby kittens need help? Do baby kittens need their mother?

Sharing Opinion/Experiences: Do you know any babies? Do you think those babies could live without their mother? Could you live without the help of your parents? How do your parents help you? Baby kittens are the same way. They need help from their mother.

Peer to Peer Interaction: After you read Page 5, ask students, “What do baby kittens need?” The answer is the main idea card “need help.” Students will find the main idea picture or word card and show it to their partner. Teacher will prompt them to talk to each other about how a mother cat helps her babies.

Page 6: All cats have teeth. Cats use their teeth to bite and chew food.

Point: cat, tongue, teeth

WH Questions: What do all cats have? What are teeth used for?

Yes/No: Do cats have teeth? Do cats use their teeth to chew food? Do all mammals have teeth?

Opinion/Experiences: Do you have teeth? How do take care of your teeth? Have you ever seen a cat’s teeth? Have you ever been bitten by a cat? Cat’s teeth are sharp!

Peer to Peer Interaction: After you read Page 6, ask students, “What do all cats have?” The answer is the main idea card “teeth.” Students will find the main idea work/picture card and read or show it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 7: All mammals have hair on their bodies. For animals we use the word **fur**. For people we use the word **hair**. Cats have fur on their bodies. Have students view the following video of cats with unique fur markings. Pause periodically to point and discuss.

<https://www.youtube.com/watch?v=1r1AWoAl208>

WH Questions: What do all mammals have? What do cats have fur on their bodies?

Yes/No: Do mammals have hair? Do cats have fur on their bodies?

Opinion/Experiences: Have you ever petted a cat’s fur. How does a cat’s fur feel? Is it soft or rough? Do you have a cat? If so, what color is your cat’s fur?

Peer to Peer Interaction: After you read Page 7, ask students, “What do cats have on their bodies?” The answer is the main idea card “hair.” Students will find the word or picture main idea card and show/read it to their partner. Teacher will prompt them to talk to each other about cat fur.

Page 8: Cats are warm blooded. That means that the blood inside their body stays the same temperature. It doesn’t matter if the weather is hot or cold, a cat’s blood temperature will stay the same. The only time a cat’s temperatures will change is if they are sick. Have you ever had a fever? A fever means that you are sick. A fever means that your blood temperature is warmer than it usually is. Have students view the following video which explain the difference between warm and cold blooded.

<https://www.youtube.com/watch?v=p3mAAjr8Ej8>

Point: cat, thermometer

Questions: Is a cat warm or cold blooded? Does a cat’s blood temperature change when it is healthy? Does a cat’s blood temperature go up when it is sick?

Yes/No: Is a cat warm blooded? Does a healthy cat's temperature change with the weather? Does a healthy cat's blood temperature stay the same?

Opinion/Experiences: Have you ever had a fever? Have you ever had your temperature taken? A thermometer sees if your blood temperature is ok or too warm.?

Peer to Peer Interaction: After you read Page 8, ask students, "Is a cat warm or cold blooded?" The answer is the main idea card "warm blooded." Students will find the main idea word or picture card and show/read it to their partner. Teacher will prompt them to ask their partner some of the questions talked about above.

Page 9: A cat is a mammal.

Point: lion, tongue, baby lion, reptile

WH Questions: What are some of the things that make a cat a mammal?

Yes/No: Does a cat have teeth? Does a cat have hair called fur? Does a kitten drink milk from its mother? Do unborn kittens grow in their mother's body? Are kittens born live? Are cats warm blooded? If you answered yes to all of these questions, then a cat is a mammal.

Opinion/Experiences: Cats are mammals. Are you also a mammal?

Peer to Peer Interaction: Have students talk to each other about what why cats are mammals. Students can also show some of the picture flashcards to show why a cat is a mammal.