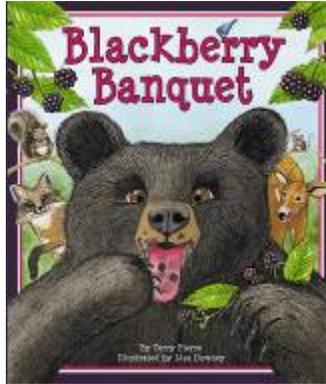


Teaching Activities

for



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<u>Language Arts</u>	7
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<u>Science</u>	14
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Teaching Activities are intended for use at home, in the classroom, and during story-times.

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Questions to ask children before reading the book

- What do you think the book is about by looking at the cover?
- What animals do you see on the cover?
- What food do you think all these animals eat?

Reading this book aloud

This book has repetitive and cumulative phrases that young children will anticipate. Try to encourage them to “read” along with you as you get to those sections.

What do children already know?

- Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.
- The children should write down their “concepts” (or adults for them if the children are not yet writing) on the provided chart found on the next page.
- Use the questions to get children thinking about what they already know. Feel free to add more questions or thoughts according to the child(ren) involved.

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What do children already know—activity chart

Ask children to write down what they think they know before reading the book. If the information is verified while reading the book, they check “yes.” If the information is wrong, they mark “no” and cross it off, then write the correct information. Have the children note how the information was verified.

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
What are some things that black bears eat?			Text Illustration Info in FCM Other
What are some things that deer eat?			Text Illustration Info in FCM Other
What are some ways that plants help animals?			Text Illustration Info in FCM Other
What are some ways that animals help plants?			Text Illustration Info in FCM Other
Are plants always good? Why or why not?			Text Illustration Info in FCM Other
What is at the bottom of the food chain—plants or animals? Why?			Text Illustration Info in FCM Other

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Use this chart for any other thoughts the children might have.

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
			Text Illustration Info in FCM Other

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After reading the book – writing prompts & thinking it through

- Did the cover “tell” you what the book was about?
- If not, how does the illustration on the front relate to the story?
- Draw your own cover.
- Write a song to the tune of *Old MacDonald Had a Farm* about animals eating from a blackberry bush.
- Can you think of another title for the book?
- Write a different ending to the story

Comprehension Questions

- What were all the animals eating?
- Why were all the animals eating from the same bush?
- What animal scared all the others?
- Which animal ate the last blackberry?

Food for thought

In real life, the fox and bear might eat some of the other animals. What animals might they eat? Could the author have shown some of those animals being afraid of the fox too?

If one person or animal gets scared, do you think other people or animals might get scared too?

What are some foods that we eat that come from plants?

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What do children already know—activity conclusion

- Do the children have any more questions about blackberries or the animals mentioned in the book? If so, write them down on the chart.
- Identify whether the information was verified and how.
- If the concept is correct, make a note of how the information was confirmed (illustration, in text, or the “For Creative Minds” section)
- If the concept was not correct, what IS the correct information – with confirmation notes as above.
- If the concept was neither confirmed nor denied, look the information up in a reliable source and note where it was confirmed.
- Wrap it all up by adding notes with new information that the children learned either through the reading or the research while looking up something else.

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Language Arts

Developing a vocabulary “word wall”

If using the book as a way to introduce a topic or subject, this is also a great way to introduce subject-related vocabulary words. If you don't have the time (or the inclination) to develop the “word wall” by playing the Vocabulary Game (below), we have provided a vocabulary list for you.

Vocabulary words for the “word wall” may be written on index cards, on a poster board, or on a chalk board. If writing on poster board or chalk board, you might want to sort into nouns, verbs, etc. right away to save a step later. Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently.

Vocabulary game

This activity is designed to get children thinking of vocabulary words which will then be used as the beginning vocabulary list for a science lesson.

Select an illustration and give children a specific length of time (five minutes?) to write down all the words they children can think of about the particular subject. *If you do not have classroom sets of the book, it is helpful to project an illustration on a white board. Check our website (www.ArbordalePublishing.com) for book “previews” that may be used for this purpose.*

The children's word list should include anything and everything that comes to mind, including nouns, verbs, and adjectives. At the end of the time period, have each child take turns reading a word from his/her list. If anyone else has the word, the reader does nothing. If however, the reader is the only one with the word, he/she should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled “wins.” And you have a start to your science vocabulary list. *Note if a child uses an incorrect word, this is a good time to explain the proper word or the proper usage.*

Putting it all together

The following activities may be done all together or over a period of several days.

- Continue to add words to the vocabulary list as children think of them.
- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what they are on the backs of the cards. When the cards are turned over, all you will see is “noun,” etc. *(These can then be used to create silly sentences, below.)*
- Now sort the vocabulary words into more specific categories. For example, nouns can be divided into plants, animals, rocks, minerals, etc. They can be divided into living/non-living, or into habitat-related words.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper.
- Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story.
- Edit and re-write paragraphs into one informative paper or a story.

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Title Block

Suggested vocabulary list

<u>Nouns</u>	<u>verbs</u>	<u>adjectives</u>
animals	build	big
bear	bump	blue
berry	bury	green
bird	eat	juicy
blackberry	fling	plump
bush	fly	scary
carnivore	frighten	sweet
consumer	grow	tasty
decomposer	hide	wee
deer	muddle	
fox	run	
herbivore	scare	
mouse	shock	
omnivore	sigh	
oxygen	snack	
plants	stick	
producer	tramp	
seeds	trot	
squirrel		
stream		
thorns		

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Title Block

Silly sentence structure activity

This is a fun activity that develops both an understanding of sentence structure and the science subject. Use words from the “word wall” to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the information in the book.

_____s are the bottom of the food chain.
noun

_____s that eat plants are called _____s.
noun noun

Animals that only eat plants are called _____s.
noun

Animals that only eat other animals are called
_____s.
noun

Animals that eat both _____s and _____s
are called _____s.
noun noun noun

Blackberries _____ on bushes.
verb

Bears and foxes _____ both _____s and
_____s.
verb noun noun

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Blackberry Banquet
Sequence sentence strips

Preparation: Cut into sentence strips, laminate if desired, and place in a "center." Have children put the events in order. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart.

-----✂-----

Blackberries fill the bush that grows in the woods.

-----✂-----

Mouse reaches high to munch on blackberries.

-----✂-----

Bluebird eats his fill.

-----✂-----

Squirrel snacks.

-----✂-----



Fox trots in for a tasty nip.



Deer strolls in for a great big bite.



Bear tramps up.



Bear scares Deer.



Deer frightens Fox.



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Fox shocks Squirrel.



Squirrel bumps Bird.



Bird muddles mouse.



Mouse flings berries.



Bear eats the rest of the berries.



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Blackberry Banquet

Word search

Find the hidden words. Even non-reading children can try to match letters to letters to find the words! Easy – words go up to down or left to right.

For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	A	I	M	O	U	S	E	A	S	Y
2	S	L	U	R	P	L	A	N	T	S
3	C	U	D	S	M	A	R	T	W	Q
4	H	I	D	E	B	U	S	H	E	U
5	O	W	L	S	I	A	N	T	E	E
6	M	B	E	A	R	D	A	R	T	A
7	P	O	N	D	D	A	D	A	R	K
8	B	L	A	C	K	B	E	R	R	Y
9	T	R	A	M	P	O	E	A	T	I
10	I	F	O	X	S	Y	R	E	A	P

Use capital letters

___, ___ BEAR	___, ___ DEER	___, ___ BLACKBERRY
___, ___ MOUSE	___, ___ BIRD	___, ___ FOX
___, ___ PLANTS	___, ___ SQUEAK	___, ___ TWEET
___, ___ SLURP	___, ___ YIP	___, ___ CHOMP
___, ___ TRAMP	___, ___ MUDDLE	___, ___ BUSH

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Science

Classifying animals

Animals can be sorted into groups. What are some attributes you might use to sort animals?

- By habitat
- Does it have a backbone?
- Do they have arms or legs?
- How many legs do they have?
- Do they have stripes or patterns on their bodies?
- Do they walk, swim, jump, or fly?

Some things are very easy for scientists to sort or classify, other things are not so easy. The first question they will ask is whether the item is (or was) alive or not. Both plants and animals are living things.

If the item in question is an animal, like the animals in the story, scientists will then ask other questions:

- Does it have hair or fur, feathers, or dry skin or scales?
- Does it breathe oxygen from air (lungs) or water (gills)?
- Are the babies born alive or from eggs?
- Does the baby eat milk from its mother?
- Is it warm or cold-blooded?
- How many body parts does the animal have?

By answering these (and other) questions, scientists can sort or classify the animals into “classes” such as mammal, bird, reptile, fish, amphibian, or insect.

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Animal classification chart at class level (vertebrates)

Information on the five classes of **vertebrates** (animals with backbones) is given in the table below. Using information found in the book or below, fill in the blanks for each of the animals mentioned in the book (text and the *For Creative Minds* section). Some of the information may be determined by looking at the illustrations. For example, if the animal gets its oxygen from water, it will be shown living in the water. If the information is not in the book, it has already been filled in.

Have the children use the chart to determine to which class of animals each animal belongs (mammal, bird, fish, or reptile). The chart may also be used to complete a Venn diagram.

	Breathes oxygen from air or water	Warm or cold-blooded	Lays eggs or live birth	Hair, scales, or feathers
Mammals	Air	Warm	Mostly live	Hair
Birds	Air	Warm	Eggs	Feathers
Fish	Water	Cold	Varies	Scales
Reptiles	Air	Cold	Mostly eggs	Scales
Amphibians	Water, then air	Cold	Eggs in water to larva	Moist skin that is naked & smooth
deer		warm		
bird		warm		
mouse		warm		
bear		warm		

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Activity or sorting cards



Mouse



Bluebird



Squirrel



Fox



Deer



Bear

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Animal card games

Memory Card Game Make two copies of each of the sorting card pages and cut out the cards. Mix them up and place them face down on a table. Taking turns, each player should turn over two cards so that everyone can see. If the cards match, he or she keeps the pair and takes another turn. If they do not match, the player should turn the cards back over and it is another player's turn. The player with the most pairs at the end of the game wins.

Who Am I? Copy or download the cards. Poke a hole through each card and tie onto a piece of yarn. Each child should put on a "card necklace" so that the card is on his/her back. Children should ask "yes/no" questions to guess the animals.

Sorting: Sort animals by desired attribute such as number of legs, color or type of fur, feathers, how the animal moves, what it eats, etc.

A day in the life of . . .

- Pick an animal from the book and pretend that you are that animal.
- Explain where you live (habitat).
- What do you eat?
- What animals might eat you?
- How do you protect yourself from those animals?
- Where do you sleep or rest?
- Write a paragraph about what you do during the day (or night if nocturnal).

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Life Cycles

Pick an animal from the book and research the life cycle of that animal.

- What are the babies called?
- How are the animals born? (hatched from eggs, born alive, etc.)
- How many brothers and sisters might be born at the same time?
- How big is the baby (length, height, weight, etc.) when born?
- What is the “house” like if applicable (nest, den, burrow)?
- Where is it found (underground, in trees, etc)?
- Which parent(s), if any, are involved in raising the young?
- What does the baby eat and for how long?
- How long will the babies stay with the parent (if parents are involved)?
- When is the “baby” considered an adult?
- How will it find a mate and have babies?
- Who prepares the nest/den and how (if applicable)?
- Some animals are only born at specific times of the year (to coincide with food availability). Is the animal born any time or just during special times of the year?

Adaptations

Adaptations help animals to live in their habitat: to get food and water, to protect themselves from predators, to survive weather, and even to help them make their homes.

- Physical Adaptations include body shape. (teeth, feet, body covering, hair, blubber, ability to move, climb, etc.)
- Camouflage: color of skin or pattern to blend into background.
- Mimicry: Pretending to be something else to fool predators (Katydid)
- Behavior: opossum plays dead, social groups
- Migration: the seasonal movement of animals from one location to another
- Hibernation: a long, deep sleep in which the animals breathing and heartbeat are lower than usual.

Pick an animal from the book and try to figure out some of the animal's adaptations.

- How does it move and what parts of its body does it use to move?
- How does it see?
- How does it hear?
- How does it get its food?
- What parts of its body does it use to gather the food?
- How does it eat its food?
- What parts of the body does it use to eat the food? (teeth are different for carnivores than herbivores...)
- How does it hide from predators or prey (so it can catch the prey)?
- How does it protect itself from predators?
- In what habitat does it live?
- What adaptations does the animal need to help it survive in that habitat? (heat, cold, land, water, underground, high altitude, et.)
- Where does the animal live and does it make a "house?"
- Does it live alone or with a group?
- How does it "communicate" with others of its kind?
- How does it sleep?
- When does it sleep?
- Is food readily available all year?
- How does the animal deal with seasonal changes (if applicable)?

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Science journal

Have children draw a picture to define the vocabulary word or concept.

plants are bottom of food chain

producer

consumer

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native

non-native

invasive

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Nature observation notebook

Animals are busy around you at different times of the day or year.

Do different animals show up in your backyard at different times of day? Go in your backyard (or school playground) at different times of the day (morning, noon, evening and night) and write down the animals you see. Are they the same or different? What changes there during the day that might cause different animals to come out at different times (such as light or temperature)?

Keep a journal with the following information

- Where are you?
- What time of day is it?
- What is the weather? (clear/rainy/cloudy or hot/cold)
- What animals do you see?
- What are they doing?

Those are the animals that you can see. Are there animals that you can hear but can't see?

- What type of sounds do you hear?
- What type of animal do you think makes the sound?
- Is it one animal or many animals?

Do you think you would see the same animal at the same place and time tomorrow?

Do you see any "signs" that animals have been there?

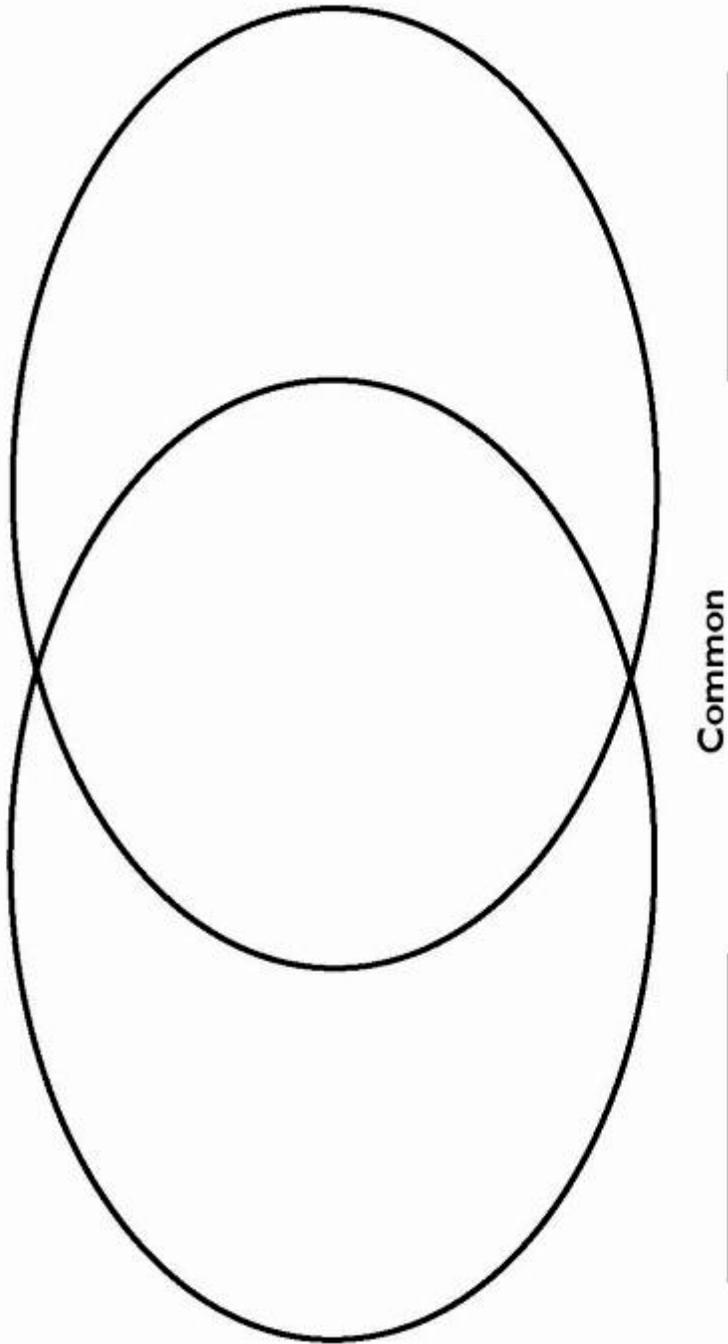
- Feathers or bones?
- Tracks or footprints?
- Scat (poop?)
- Scratches or claw marks on trees?
- Partially eaten plants (leaves, nuts, pinecones) or other animals?
- Signs of nests or homes?

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Venn diagram

Two Animal Comparison

Pick any two animals and compare and contrast them.



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Blackberry Banquet

Count the berries
For a really fun time, count real blackberries and then
subtract them as you eat!



___ berries all together

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1 berry

+



2 berries

=

_____berries



2 berries

+



4 berries

=

_____berries



3 berries

+



5 berries

=

_____berries



5 berries

-



1 berry

=

_____berries



10 berries

-



2 berries

=

_____berries



10 berries

-



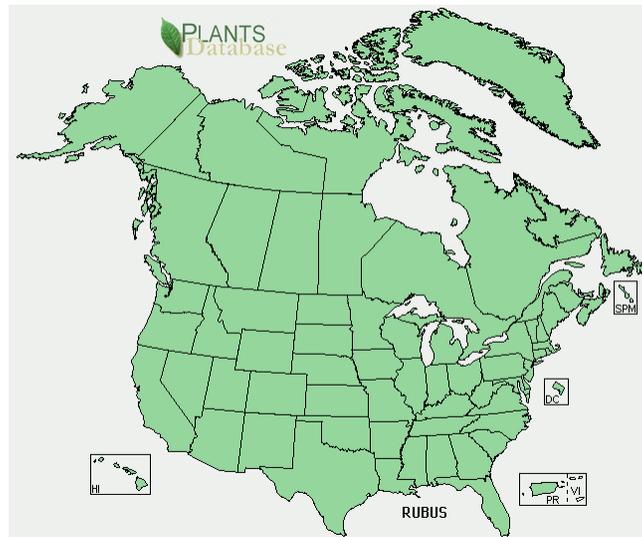
5 berries

=

_____berries

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Research and geography



US Department of Agriculture – Common Blackberry (*Rubus* L.)

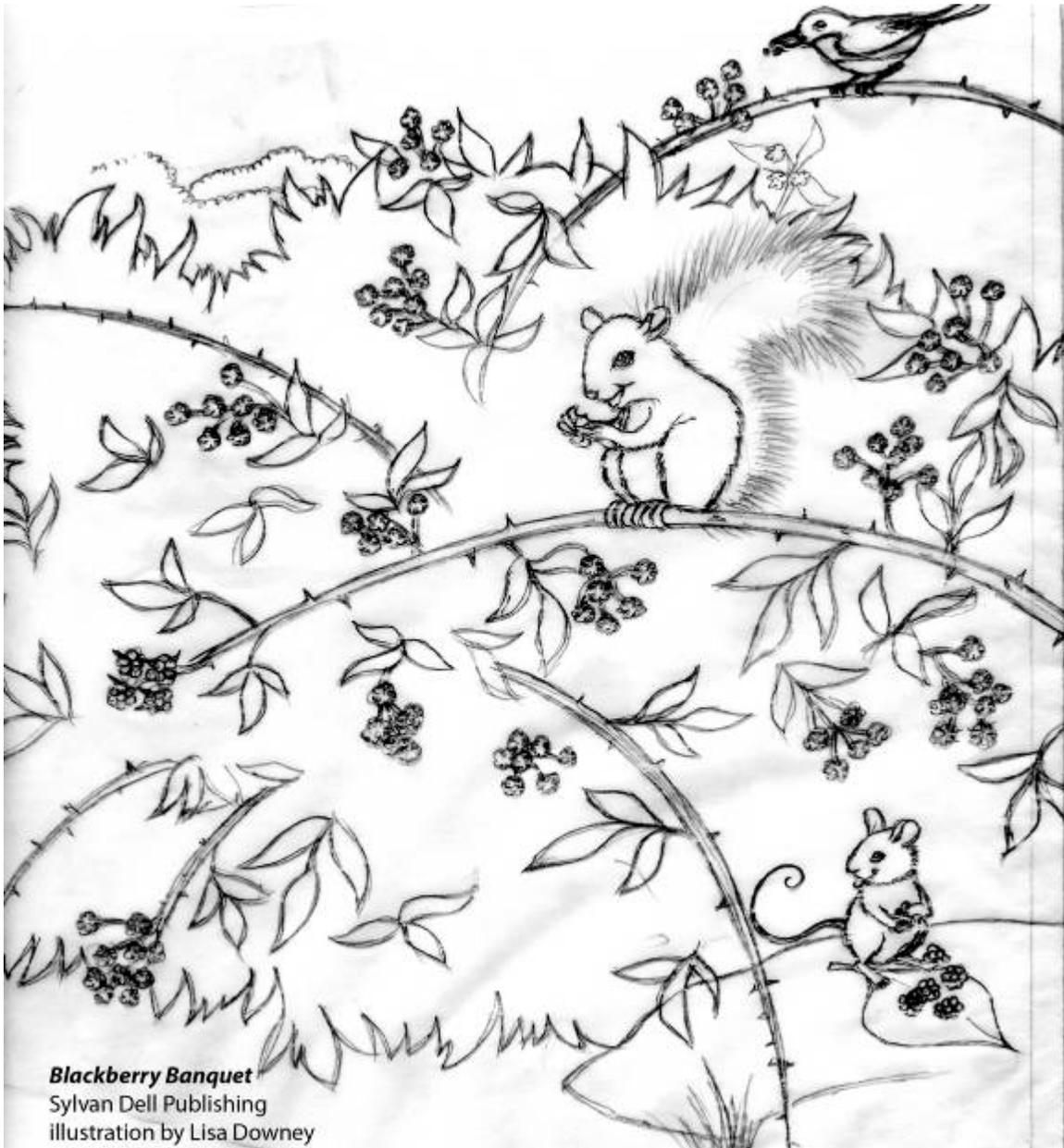
<http://plants.usda.gov/java/profile?symbol=RUBUS>

There are several varieties of blackberries found in the US. Go to the above link and scroll down to see a map of where to find each variety and to answer the following questions. Click on the small map to enlarge, then click on “Native Status” to see if the type of blackberry is native or invasive.

- If you live in Colorado, could you find native Arctic Blackberries?
- In what states are Himalayan blackberries considered to be invasive?
- Name three types of berries found in the state where you live.
- Could you find California blackberries growing in Idaho?
- In what states might you find Vermont blackberries?
- In what state might you find Threeleaf blackberries? Are these plants native or non-native?
- Should you be able to find Birmingham blackberries growing in the Pacific Northwest?

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Other—Coloring pages



Blackberry Banquet
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illustration by Lisa Downey

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Blackberry Banquet
Sylvan Dell Publishing
illustrations by Lisa Downey

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Story Masks

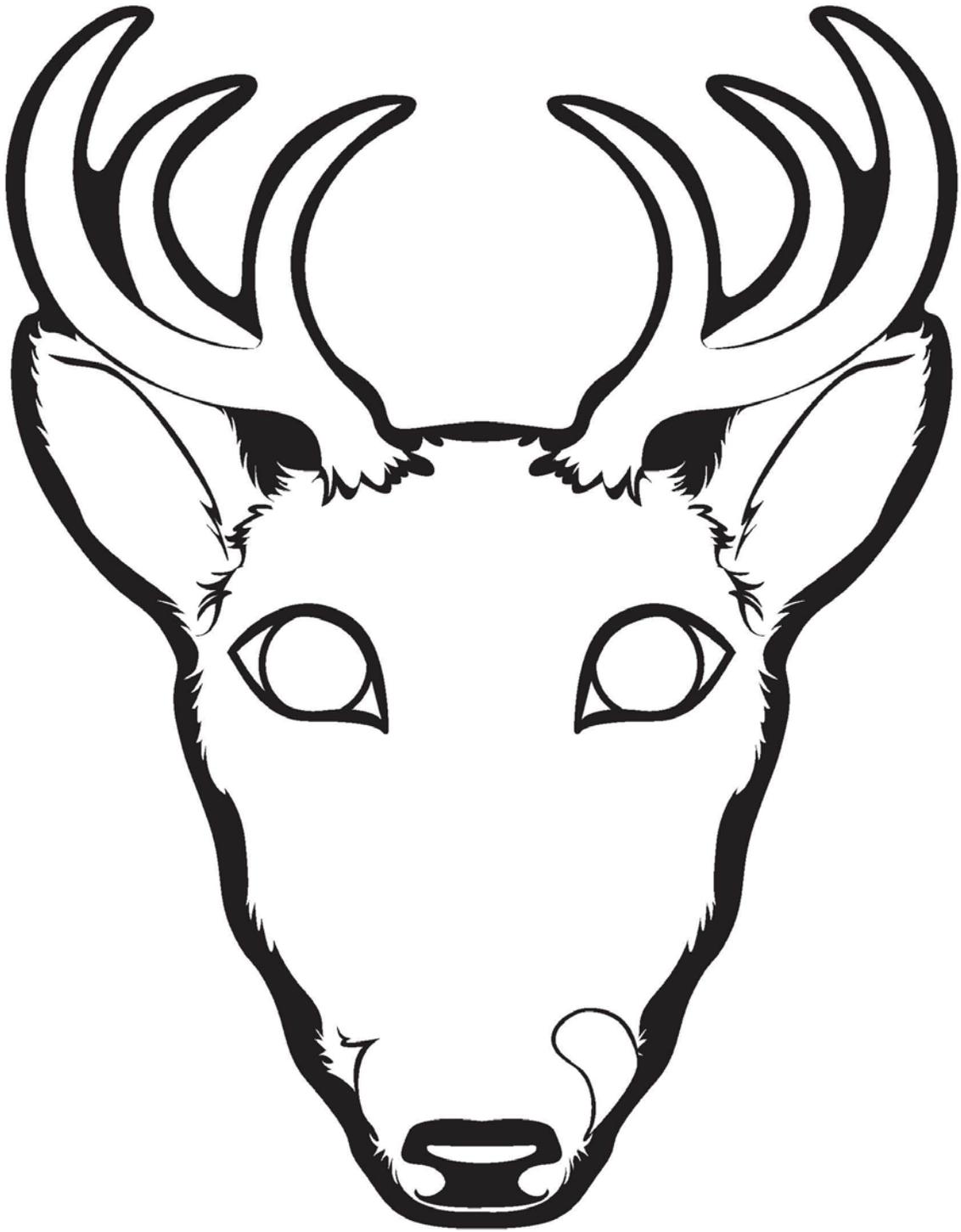
Have children pick an animal from the story and color it.
Cut out the eyes and the mask, tape or glue to a popsicle stick.
As you read the story, each time the child hears the animals and the sound it makes, the child should raise their popsicle stick and add their voice to the sound the animal makes.



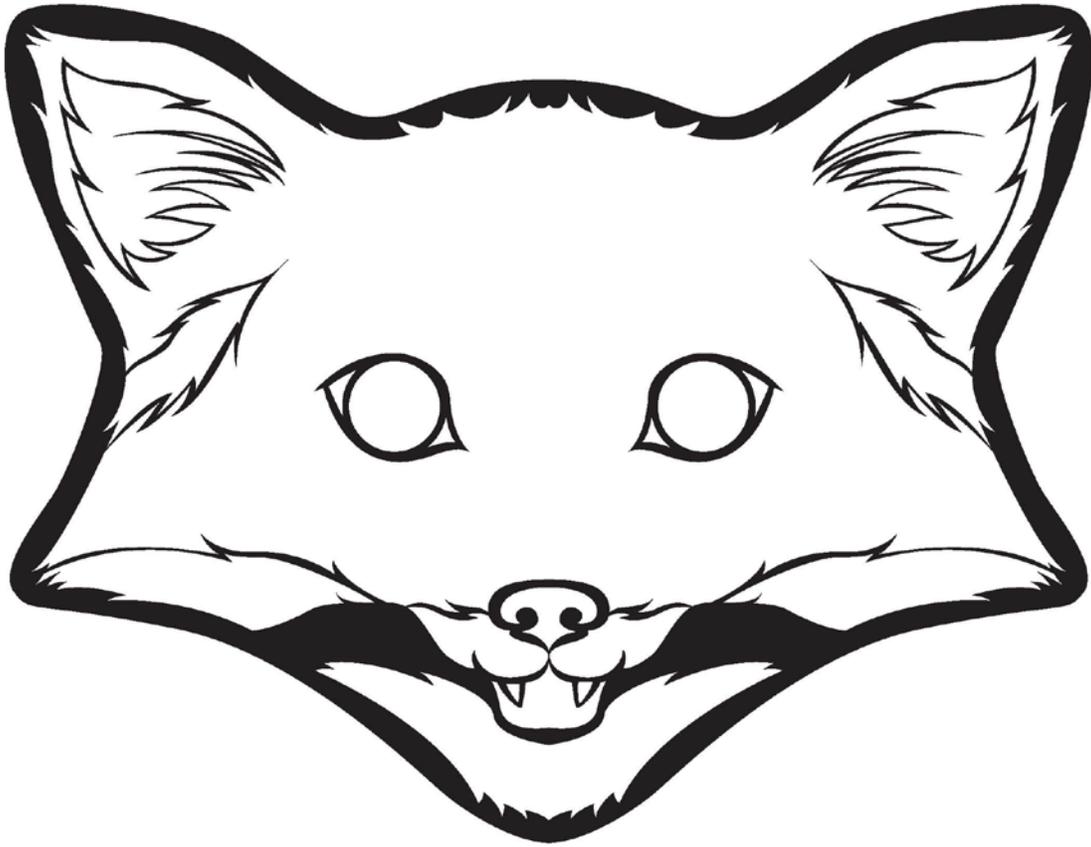
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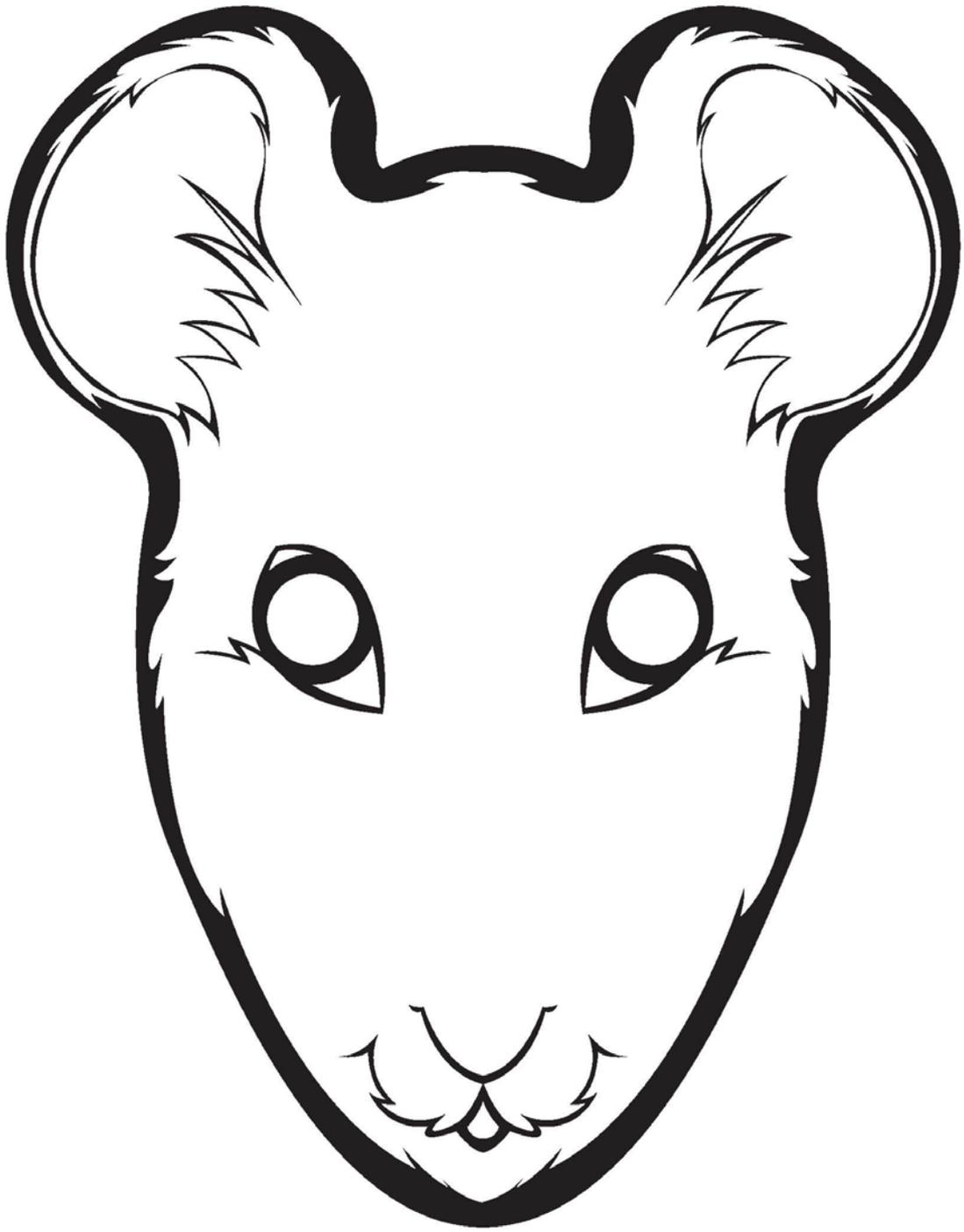
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