

DEAR TEACHER,

This colorful nonfiction concept book introduces young readers to the eating habits of eleven distinct animals, from the lowly earthworm to the giant sperm whale—and what these animals can ingest in a single bite. Lola Schaefer's simple, predictable text allows students to quickly grasp the concepts presented, while Geoff Waring's brush, crayon, and computer-generated illustrations are highly graphic and bold enough to excite

interest in even the youngest readers. In addition, a two-page appendix provides more information on each animal and will serve as a springboard for additional learning.

You can use this book as an inspiration for science, language arts, visual art, and social studies activities, and to encourage inquiry learning and research as you and your students explore concepts of animal eating behavior.



By Lola Schaefer
Illustrated by Geoff Waring



JUST ONE BITE

TEACHER'S GUIDE

GRADES K-2

READER'S THEATER

INSTRUCTIONS:

Read the book aloud to children first, so that they can enjoy the illustrations and become familiar with the text. Then, hand out a set of photocopied scripts to eleven students who will read the animal parts. Divide the remaining children into two groups—the “Chorus” and the “Microorganisms” and give them photocopied scripts as well. Allow students time to design identification tags with a picture of their animal

or role to hang around their necks. If you have plenty of time set aside, allow students to practice their parts individually or as a group until they are reading fluently. If time is limited, have performers face the audience and simply read their parts on the first run-through. Once all readers are comfortable with their parts, have a second reading with the opportunity to use additional props while reading.

ROLES:

Worm	Rabbit	Sperm whale
Butterfly	Komodo dragon	Microorganisms (multiple readers)
Frog	Bear	Chorus (multiple readers)
Octopus	Giraffe	
Parrot	Elephant	

SCRIPT:

WORM: I am a worm. With just one scoop, I can eat . . . a tiny bit of dirt and everything in it.

BUTTERFLY: I am a butterfly. With just one sip, I can eat . . . three drips of nectar.

FROG: I am a frog. With just one flick, I can eat . . . one beetle. Then another! Then another!

OCTOPUS: I am an octopus. With just one slurp, I can eat . . . a whole crab. Only the tender parts, please.

PARROT: I am a parrot. With just one C-R-U-N-C-H, I can open and eat . . . one nut.

CHORUS: That's some nutcracker!

RABBIT: I am a rabbit. With just one nibble, I can eat . . . a mouthful of clover.

KOMODO DRAGON: I am a Komodo dragon. With just one bite, I can eat . . . a snake.

BEAR: I am a bear. With just one lick, I can eat . . . a paw full of honey.

CHORUS: BUZZZZZ BUZZZZZ!

GIRAFFE: I am a giraffe. With just one s-t-r-e-t-c-h, I can eat . . . leaves high in the tree.

CHORUS: Watch out for the thorns!





ELEPHANT: I am an elephant. With just one tug, I can eat . . . a bundle of bamboo.

SPERM WHALE: I am a sperm whale. With just one gulp, I can eat . . . a giant squid.

MICROORGANISMS: We are microorganisms too small to be seen. With billions and trillions of tiny bites, we can eat . . . even the largest animal until it becomes part of the earth that feeds us all, large and small.

LANGUAGE ARTS

Who Eats What, and How?

After reading *Just One Bite* aloud and discussing it with your students, point out the sentence structure of each parallel sentence. “With just one _____, a _____ can eat _____.” Ask students to notice that the first blank is always a noun based on an action, the second blank is always an animal, and the third blank

is what that animal eats. Depending on the age of your students, create a large “Who Eats What, and How?” matrix for group completion (for the youngest students) or a reproducible page for individual student use. Ask them to fill in the blanks for each of the eleven animals in the book.

WHO EATS WHAT, AND HOW? MATRIX

With just one flick, a frog can eat this beetle.
With just one _____, a _____ can eat _____.
With just one _____, a _____ can eat _____.

Verbs Masquerading as Nouns

Create a list of the eleven single words that complete the beginning phrase of each sentence, “With just one _____.” Each of these words (e.g. scoop, sip, flick) is acting as a noun in *Just One Bite*. We know this because it is the object of the prepositional phrase and because it is modified by the numerical adjective “one.” However, each of these words can work as a verb too! Remind students that verbs are action words and ask them to act out, as a group (for younger students) or individually, the verb’s action.

Once they have demonstrated gulping, tugging, stretching, etc., ask them to create two new sentences

using each of the eleven words as a verb. First, ask them to compose third-person sentences beginning with each of the eleven animals featured in the book followed by an action word that is used as a noun in the original sentence and a direct object of their choice (e.g. “A bear licks honey.”) Next, ask students to create first person sentences beginning with “I” and followed by the verb and a direct object of their choosing. (e.g. “I sip lemonade in the summer.”) [Note: you may do this as an oral activity with younger students or as a written activity with older students.]

LANGUAGE ARTS AND ART

A Few More Bites

Before beginning this activity, introduce or review the definitions of the three terms herbivore, carnivore, and omnivore. Invite each student to choose a favorite wild animal to research in the library for this activity. [Note: If possible, pair each student with a student from a higher grade. If that isn't possible, send students to the library in small groups of two or three to work with the librarian, or organize plenty of adult volunteers on the day of your research.] In the library, direct each student to locate his or her animal in a nonfiction book, reference book, or on a student-friendly website such as Yahoo® Kids! Animals at <http://kids.yahoo.com/animals> or National Geographic Kids Creature Features

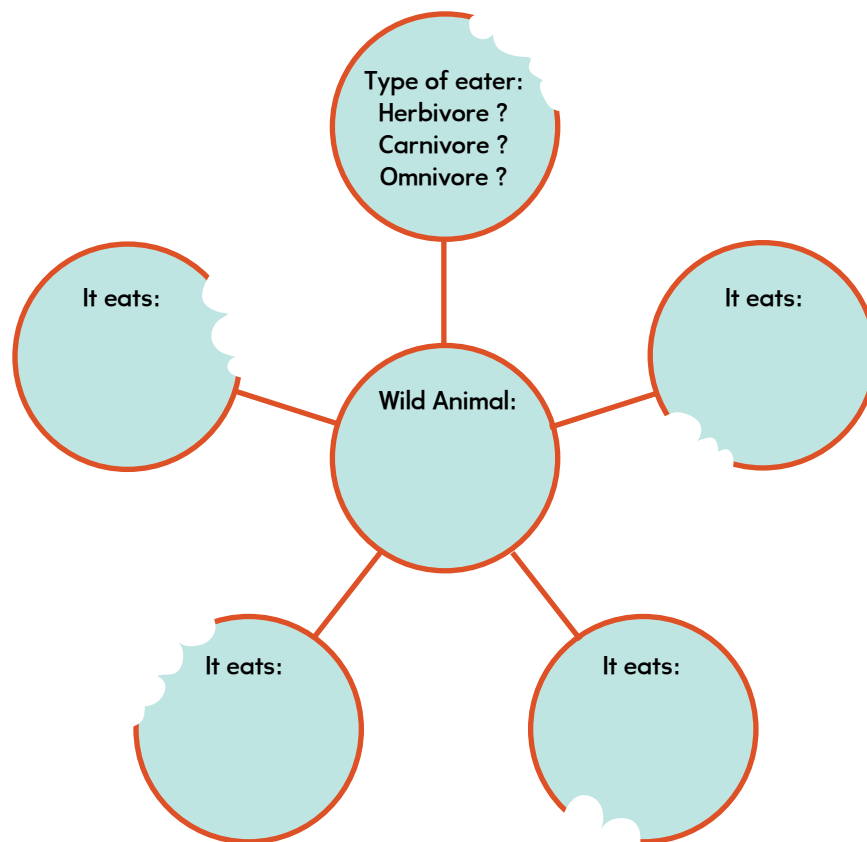
at <http://kids.nationalgeographic.com/kids/animals/creaturefeature/>.

Direct students to complete the A Few More Bites graphic organizer, identifying the type of eater their animal is and identifying up to four things the animal eats. When their graphic organizers are complete, invite each student to choose a favorite food that their animal eats and identify how the food is eaten. Then, ask them to create a sentence in a pattern similar to the ones used in *Just One Bite* using the following structure:

With just (one, a few, many) _____, a _____ can eat _____.

Once students have completed their sentences, invite them to create an illustration of the animal eating for a classroom book entitled *A Few More Bites*, modeled on *Just One Bite*.

A FEW MORE BITES GRAPHIC ORGANIZER



SOCIAL STUDIES

Where Do They Live?

Invite students to create small, hand-drawn cutouts of each of the eleven animals in *Just One Bite*. Help older students to find the home territory of each of the specific species found in the appendix by searching a good reference book or the National Geographic Kids Atlases: Animals website at <http://www.nationalgeographic.com/kids-world-atlas/animals.html#>. Provide younger students with the information you have found about the home territory of these eleven animals.

Now, help students to locate each territory on a large world map and to attach their animal cutout in the proper area. Discuss why that territory might be a good match for each animal.

- Common earthworm
- American bullfrog
- Common octopus
- Hyacinth macaw
- Eastern cottontail
- Komodo dragon
- American back bear
- Reticulated giraffe
- Asian elephant
- Sperm whale
- Queen Alexandra butterfly



SCIENCE

Who Eats What?

Before beginning this activity, introduce or review the definitions of the three terms herbivore, carnivore, and omnivore. After reading *Just One Bite* aloud to the children, return to each page in order to complete the “Who Eats What?” prediction chart. Based on what each animal eats in the book, ask students to predict whether the animal is an herbivore, a carnivore, or an omnivore, and place a check in the appropriate column. Once the chart is complete, challenge students to determine whether their predictions are correct. A first stop for more information about each animal is the appendix in the back of the book. However, if the paragraph about any animal does not clearly state this

information, accompany students to the library to use a good animal encyclopedia or search student-friendly websites such as Yahoo® Kids! Animals at <http://kids.yahoo.com/animals> or National Geographic Kids Creature Features at <http://kids.nationalgeographic.com/kids/animals/creaturefeature/>. After students complete their research, review the prediction chart. Begin by discussing research results for each animal. After discussing each animal, trace correct prediction check marks with a green marker. Trace incorrect prediction check marks with a red marker and place a green check mark in the appropriate column.

WHO EATS WHAT? PREDICTION CHART

Animal Eats	Herbivore	Carnivore	Omnivore
<i>leaves</i>	<i>x</i>		

How Many Bites Does It Take You?

After reading *Just One Bite* to students, remind them that each animal in nature eats the foods that are best for its body. Then ask students to list foods that are the very best foods for their human bodies. [Note: The Nutrition Explorations: Kids website at <http://www.nutritionexplorations.org/kids/main.asp> will be helpful if you want to review good nutrition before you begin.] Once you have a long list of good foods, ask students two questions: How would you consume this food? How many times would you have to repeat to consume the whole thing? (e.g. “With just twenty crunches, I can eat an apple.” “With just fifteen sips, I can drink a carton of milk.”). Record their responses on the white board or chart paper.

Have Just One Bite

Prepare a feast of healthy foods for your students. Ask your students to brainstorm a list of items that are likely to be bite-size for them, such as grapes, berries, cherry tomatoes, baby carrots, small whole grain crackers, individual cheese bites, and nuts (if no children are allergic). Invite students to approach the table, one at a time, choose a food, and recite this sentence, filling in the blanks. “With just one _____, I can eat a _____.” Encourage them to be as creative as possible in choosing the word for the first blank.

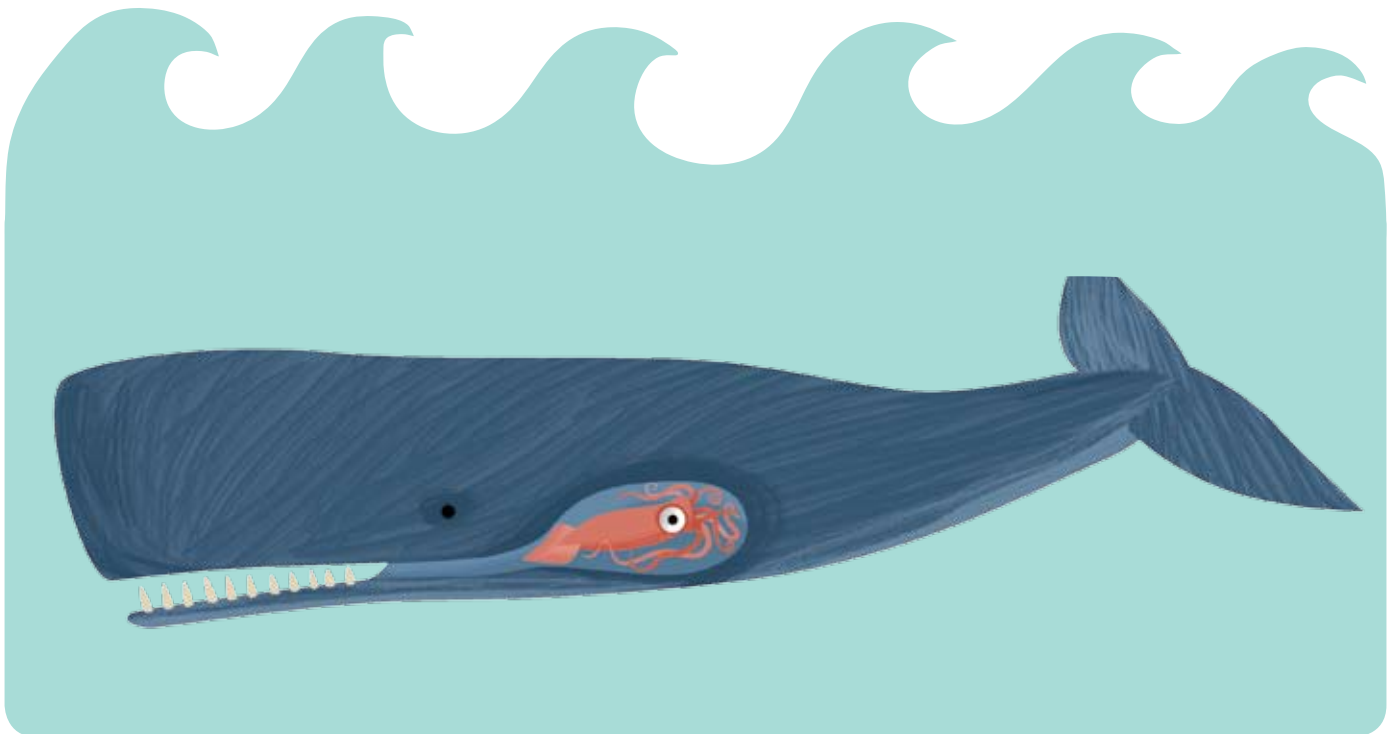
MATHEMATICS

How Big Is It?

Head to the library or to a student-friendly website to find the size (in either inches or in feet) of each of the animals in *Just One Bite*. Record them on the "How Big Is It?" matrix.

HOW BIG IS IT? MATRIX

ANIMAL	SIZE IN INCHES	SIZE IN FEET
Worm	3"	.25'
Butterfly		
Frog		
Octopus		
Parrot		
Rabbit		
Komodo dragon		
Bear		
Giraffe		
Elephant		
Sperm whale		



ART

Who's at the Table?

From craft paper, cut a large table and eleven chairs big enough to cover the classroom, hallway, or library wall, then secure the cut-outs to the wall using tape. Invite students, working in pairs, to create two cut-outs. First, using a document camera or projector, enlarge each animal in *Just One Bite* and ask students to trace it onto craft paper, cut it out, and add interior details

with markers. Then, provide each pair of students with a large plate cut from paper and ask them to draw the "bite" of food each animal eats. Tape each animal to a chair and all plates to the table with the appropriate bite of food (e.g. a bear and a plate of honey or a worm with a tiny speck of dirt).



About the Author of this Guide

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About the Author

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About the Illustrator

Geoff Waring is currently Creative Director of *Glamour UK* magazine and has illustrated several children's books. He lives in the United Kingdom.



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