

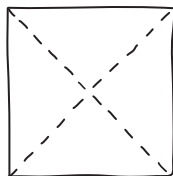
Getting Started

How to Use

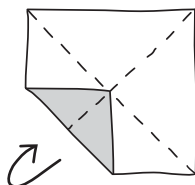
1. Select a skill you would like your students to practice, and make multiple copies of the corresponding page. Store the pages in a labeled hanging file in a science center.
2. Demonstrate how to fold the cootie catchers. Display the instructions for students' reference.
3. Remind students to read the *Before You Flip* section before using each cootie catcher.
4. Have the students complete the *After You Flip* activity as an extension or quick assessment after they have used each cootie catcher. Ask the students to return the top portion of the page to you. Use this, along with the recording sheet, to keep track of assigned cootie catchers.
5. Send the cootie catchers home for additional practice.

How to Make

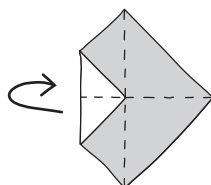
1. Carefully cut along the outline of the square. Fold and unfold the square in half diagonally in both directions to make two creases that form an X.



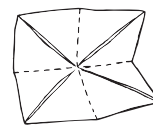
2. Place the paper facedown, and then fold each of the four corners in so that their points touch the center.



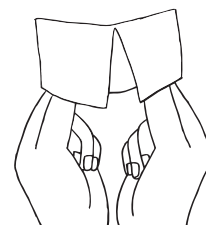
3. Turn the paper over so the flaps are facedown. Again, fold each of the four corners in so their points touch the center.



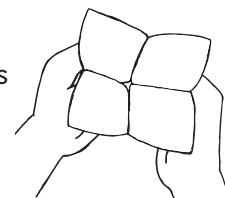
4. Fold the square in half, making a rectangle. Unfold and fold in half in the opposite direction, making a rectangle.



5. Slide both index fingers and thumbs under the four flaps.



6. Use your thumbs and index fingers to pinch the top corners together and form a point. You are ready to play.



How to Play

1. Choose a number from one to five.
2. Open and close the cootie catcher (front to back and then sideways) as many times as the number selected.
3. Choose one of the four questions shown inside and answer it.
4. Lift the flap on which the question is written and check the answer.
5. Continue playing in the same way until all eight questions have been answered.

Living or Nonliving?

Before
you
"FLIP"

Hint: A living thing grows, changes, and makes other living things just like itself.

After
you
"FLIP"

On the back of this paper, list three living things and three nonliving things in your community.

The central graphic is a large diamond shape divided into four quadrants. Each quadrant contains a label: top-left 'nonliving', top-right 'living', bottom-left 'living', and bottom-right 'nonliving'. The quadrants are decorated with various illustrations: a rock, a tree, a flower, a crab, a chair, a house, a lightning cloud, and a dog. Four speech bubbles with the text 'Living or Nonliving?' are placed around the central diamond.

Survival of Living Things

**Before
you
"FLIP"**

Hint: Plants and animals have special characteristics, or adaptations, that help them survive in their environment.

**After
you
"FLIP"**

On the back of this paper, explain how a bear's claws help it survive in its environment.

Survival of Living Things

These help an owl catch its prey.

talons or claws

This helps a chameleon blend into its surroundings.

camouflage

Survival of Living Things

Roses use these to protect themselves from hungry animals.

thorns

The skunk uses this to help it escape predators.

bad odor or smell

scent

Some flowers use color and *this* to attract and pollinating insects.

ink cloud

This helps a squid distract predators so it can escape.

rattle

The rattlesnake uses this to warn predators to stay away.

spines

This helps a cactus keep insects and animals from damaging the plant.

Survival of Living Things

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Food Chains

**Before
you
"FLIP"**

Hint: A food chain shows the path that energy takes from one organism to another in the form of food.

**After
you
"FLIP"**

On the back of this paper, list at least one producer, one consumer, and one decomposer you might find in a forest ecosystem.

The puzzle pieces contain the following text:

- producer**: An organism that makes its own food.
- sun**: This is usually the beginning of a food chain.
- predator**: An animal that hunts another animal for food.
- decomposer**: An organism that breaks down other organisms.
- consumer**: An organism that consumes plants or other animals to survive.
- prey**: An animal that is hunted as food.
- primary consumer**: The first consumer in a food chain.
- food web**: Multiple food chains connect to create this.

Body Systems

**Before
you
"FLIP"**

Hint: The human body is made up of systems that carry out life processes.

**After
you
"FLIP"**

Name two body systems that work together to allow people to move their arms and legs.

1. _____
2. _____

