

Nature's Baby Animals

Introduction

This teacher's guide helps children learn about animals in different ecosystems. Supporting the National Science Education Standards for K–4 Life Science, each book focuses on baby animals in a specific ecosystem. Engaging text and colorful photographs take readers through the animals' habitats. The adorable baby animals and their families delight young readers who discover where the animals live and how they survive in their special environments.

National Standards

This series supports [Science](#) and [Language Arts](#). Go to www.enslowclassroom.com and/or www.enslow.com and click on the Curriculum Correlations tab. Click on your state, grade level, and curriculum standard to display how any book in this series backs up your state's specific curriculum standard.

Classroom Activities

Activities linking to the five curriculum areas: Reading/Language Arts, Math, Science, Social Studies, and the Arts, can be found in this teacher's guide. Hands-on activities and a reproducible handout encourage readers to use comprehension and vocabulary skills relating to the book's subject. Some activities can be reworked to use with any book in the series. The last page of this guide provides a reproducible assessment tool covering comprehension, vocabulary, and inference.

Guided Reading Level: J

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Where to Find More Information About Titles in this Series:

Visit www.enslowclassroom.com and/or www.enslow.com to search for other titles and series, as well as download the teacher's guides for other titles in this series:

<u>Titles in this series</u>	<u>Library Edition ISBN</u>	<u>Paperback Edition ISBN</u>
Baby Animals of Lakes and Ponds	978-0-7660-3563-8	978-1-59845-224-2
Baby Animals of the Seashore	978-0-7660-3565-2	978-1-59845-226-6
Baby Animals of the Wetlands	978-0-7660-3564-5	978-1-59845-227-3
Baby Animals of the Mountains	978-0-7660-3562-1	978-1-59845-225-9

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Teacher's Guide for

[Baby Animals of Lakes and Ponds](#)

Different animals raise their young in different habitats. The engaging text and colorful photographs in this book teach readers about baby animals, like hippos, ducklings, herons, and turtles that grow up in and around lakes and ponds. Readers also learn the special names of animal offspring, such as swan/cygnets and heron/chick.

Introduce Show the cover of *Baby Animals of Lakes and Ponds*. Read the title and discuss the photo. To access prior knowledge, ask: *Have you ever seen a pond or lake? Did you see animals? What kinds of animals do you think might find a pond or lake a good place to live?*

Review of the difference between fiction and nonfiction. Point to *Baby Animals of the Wetlands* and say: *This book is nonfiction. It has photos and facts about real animals.* Hold up a book of animal fiction, such as *Winnie-the-Pooh*, and say: *This book is fiction. It is a story about an animal that talks and does other things that real animals cannot do.* Invite volunteers to name other books in the classroom and tell if they are fiction or nonfiction.

Pages 2-3 Read the contents page together. Ask: *What other animals will you read about? On which page will you read about a baby turtle?* Have children turn to page 14 to confirm that the heading matches. *How does a Contents page help readers?* (tells where to find things)

Review the definitions of the *Words to Know* on page 3. On the board, create a three-column chart. List the vocabulary words in column one. Have children define each in their own words for column two. Then guide children to create a sentence for each word in column three.

Pages 4-5 Read the text aloud and discuss the photo to establish the two-page pattern: one has a photo and the other has facts about the subject of the photo. Invite volunteers to tell how a pond and lake are alike and how they are different. (alike: both pools of fresh water and animals live in and around them; different: pond is little pool, lake is big pool)

Pages 6-21 Continue to survey the photos, read the text, and ask questions, such as: *Why does a baby capybara roll in the mud?* (protect from sunburn) *When do ducklings begin to swim?* (right after birth) *What happens when a tadpole turns into a frog?* (It has legs and can hop.) *What is a cygnet?* (baby swan) *How does an otter's fur help?* (keeps it warm) *What is a beak?* (bird's mouth)

Pages 22-24 Read the *Learn More* and *Web Site* pages together, and then model how to use the *Index* on page 24. Explain that nonfiction books often have an index. It lists where to find important things in the book. Ask: *How does listing the words in ABC order help readers? On which page would we find something about prey?*

After Reading Invite personal responses to the book. Ask: *Which animal do you think was most interesting? Why? Would you recommend this book to a friend? Why or why not?*

Use the activities linking to Reading/Language Arts, Math, Science, Social Studies, and the Arts on the next page. Also, make copies of the Handout and Assessment pages that follow. Read the directions aloud, then let children do the page with you or independently. **Answers:**
Handout: (right) **Assessment:** 1. B, 2. A, 3. D, 4. B, 5. C, 6. A, 7. A, 8. D, 9. A, 10. B.

Z	D	U	F	K	L	I	N	G
B	R	E	A	F	H	X	M	H
F	A	D	R	O	L	E	U	I
U	H	O	L	G	N	E	T	P
R	E	J	B	L	A	K	E	P
T	R	F	A	F	R	E	Y	O
L	O	R	R	O	D	E	N	T
E	N	D	A	N	N	E	S	T
X	Z	G	J	D	S	A	F	E
S	W	A	N	B	A	B	Y	H

The Five Curriculum Activities

SAFETY WARNING:

Before doing any activity, make sure students do not have allergies to any materials. Supervise activities requiring the use of sharp or hot/cold objects. Always review directions and safety rules with students before they begin any project.

Reading/Language Arts activity:

Explain that every book has a **main idea**—what it is mostly about. Text and photos in the book give details about that main idea. Start a concept web on the board. Write the title *Baby Animals of Lakes and Ponds* in a large circle and *baby ducks* in a smaller circle connected to the larger one. Let children work with partners to create their own webs, drawing or writing in the circles what other baby animals live in or around ponds and lakes.

Math activity:

Use the photographs in the book to make up simple math problems. Point to the photograph on page 15 and say: *There are 2 turtles and each has 4 feet. How many feet are there in all? (8) How many would there be if there were 5 turtles? (20)* Have children show the problem and answer on paper or with counting cubes. Let children create other problems for classmates to solve.

Science activity:

Remind children that an ecosystem is made up of all the living and nonliving things in it. Review that living things grow, change, and reproduce, or make more of their kind; nonliving things do not. Give examples of living and nonliving things in a pond or lake: *A duckling is a living thing because it will grow to be an adult duck, but a rock is not a living thing; it will not grow bigger and it will not have baby rocks. A tree is a living thing but sunshine is not.* Have children work in pairs to cut pictures from old magazines and glue them on sheets of paper labeled *living* and *nonliving*. For example, a flower is a living thing but a chair is not. Encourage each child to find at least one living and one nonliving thing. Let partners share and compare their finished work.

Social Studies activity:

Obtain a state map showing lakes and other physical features. Allow children to take turns looking through a magnifying glass to find rivers, lakes, and smaller ponds. Then, as a group, figure out which direction you would go to get from the school to a given pond, lake, or river. Make sure children correctly use cardinal directions (North, West, East, South) as well as the ordinal directions (Northwest, Northeast, Southwest, Southeast). Challenge children to make up their own map-skill questions for classmates to answer.

Arts activity:

Skim the book with children to review the kinds of animals, plants, and nonliving things found in lakes and ponds. Place a long strip of paper on the floor or tape it to a wall and have children work together to create a mural based on the animals and ecosystem in the book. Provide a variety of art media, including paints, markers, colored chalk, colored paper, scissors, and glue. Encourage a combination of art styles, such as painted background and draw-and-cut-out objects. Remind children that when working together it is important to communicate with one another and share ideas.

Handout

Find-a-Word

Look across and down in the puzzle below to find and circle these 18 words from the book: **BABY, BREATH, CAPYBARA, CYGNET, DUCKLING, FROG, HERON, HIPPO, LAKE, MUTE, NEST, OTTER, POND, PREY, RODENT, SWAN, TADPOLE, TURTLE.**

Z	D	U	C	K	L	I	N	G
B	R	E	A	T	H	X	M	H
T	A	D	P	O	L	E	U	I
U	H	C	Y	G	N	E	T	P
R	E	J	B	L	A	K	E	P
T	R	F	A	P	R	E	Y	O
L	O	R	R	O	D	E	N	T
E	N	O	A	N	N	E	S	T
X	Z	G	J	D	S	A	F	E
S	W	A	N	B	A	B	Y	R

Assessment

Circle the letter that best completes the statement or answers the question.

1. A pond is _____.
 - A. a big pool of fresh water
 - B. a little pool of fresh water
 - C. a big pool of salty water
 - D. a little pool of salty water
2. An otter can stay underwater for eight minutes.
 - A. True 😊
 - B. False ☹️
3. Mallard ducks and herons **BOTH** eat _____.
 - A. insects and turtles
 - B. plants and insects
 - C. frogs and cygnets
 - D. fish and frogs
4. A cygnet is a baby capybara.
 - A. True 😊
 - B. False ☹️
5. The word *mute* means “to be _____.”
 - A. noisy
 - B. loud
 - C. quiet
 - D. old
6. An animal that is food for another animal is called *prey*.
 - A. True 😊
 - B. False ☹️

7. Which of these is **NOT** a rodent?
- A. squirrel
 - B. capybara
 - C. mouse
 - D. tadpole
8. To infer, you use facts from the book **PLUS** what you know from life. After reading about the tadpole, you can infer that _____.
- A. baby frogs look just like their parents
 - B. baby frogs can hop as soon as they are born
 - C. baby frogs only live on land
 - D. baby frogs do not look like their parents
9. The last sentence on page 8 infers that ducks can see under water
- A. True 😊
 - B. False 😞
10. What can you infer about the baby animals of ponds and lakes?
- A. They all look exactly like their parents.
 - B. They all like water.
 - C. They all have four legs.
 - D. They all eat frogs.