

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 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 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
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Teacher's Guide for [Baby Animals of the Seashore](#)

In this book, readers learn about baby animals that grow up by the seashore. The easy-to-read text and brilliant color photographs give readers an up-close-and-personal look at baby harbor seals, puffins, walruses, and more. Readers discover how the baby animals live and grow in their special environment.

Introduction Display *Baby Animals of the Seashore*. Read the title and discuss the photo. Explain that every book has a **main idea**—what it is mostly about. Sometimes the main idea is in the title. Text and photos in the book give details about that main idea. Create a concept web on the board with *Baby Animals of the Seashore* in a large circle and *baby turtle* in a smaller, connected circle. Let children create their own webs as they read, drawing or writing in circles what other baby animals live by the seashore.

Review the difference between fiction and nonfiction. Say: *This book is nonfiction. It has photos and facts about real animals.* Hold up a book of animal fiction 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 Explain that nonfiction books have a Contents page to list parts of the book. Read the page and ask: *What other animals will you read about? On which page will you find a baby walrus?* Have children turn to page 10 to confirm that the heading matches.

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. Ask: *What is a seashore?* (where the ocean meets land) *What is the land part like?* (sand, rocks, ice, or mud)

Pages 6-21 Continue to survey the photos, read the text, and ask questions, such as: *When does a seal pup begin to swim?* (right after it is born) *What helps a horseshoe crab move in the water?* (long tail) *What is under a walrus's skin?* (blubber) *How do baby crocodiles get out of their eggs?* (tap out) *What is a baby herring gull called?* (chick) *Who hunts for food to feed baby penguins?* (both parents) *Where does a baby otter ride?* (on its mother's belly) *Where do hatchlings hide?* (in seaweed)

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 seaweed?*

After Reading Invite personal responses to the book. Ask: *Which animal did 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, and then let students work independently. **Answers: Handout** 1. d, 2. e, 3. j, 4. i, 5. a, 6. h, 7. c, 8. g, 9. f, 10. B. **Assessment** 1. C, 2. B, 3. D, 4. A, 5. D, 6. B, 7. A, 8. D, 9. C, 10. B.

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:

Ask children to choose an animal from the book and write a journal entry as if they were that animal. Model the activity, using the harbor seal on pages 6-7. *Tuesday: This morning I followed my mommy into the water. But then I could not find her! I called MAAAAA! She swam to me. Then I knew I was safe.* Encourage children to illustrate their work. Allow time for children to share their writing with the class.

Math activity:

Use the photographs in the book to make up simple math problems. Point to the photograph on page 17 and say: *There are 4 penguins and each has 2 eyes. How many eyes in all? (8) How many eyes would there be if there were 8 penguins? (16) Form other questions, such as: If there were 14 penguins and 3 of them walked away, how many penguins would be left? (9)* Let children create other problems about seashore animals for classmates to solve.

Science activity:

Discuss different kinds of animal adaptations that help them survive in their environment. Explain that crabs and turtles have hard shells to protect their bodies, penguins have thick feathers and walruses have blubber to keep them warm, and a gull has wings so it can fly. Help children list other adaptations that help animals stay safe, such as camouflage or blending in, quills, claws, teeth, fins, and the ability to run fast. Then invite each child to draw an animal and label it to tell how its adaptation helps. For example: *A gull has wings so it can fly away from danger. A crocodile has sharp teeth to protect it. A walrus has fins to help it swim.*

Social Studies activity:

Display a globe or world map. Explain that water covers much of Earth and that mapmakers use blue to show water. Earth has rivers, lakes, streams, and other bodies of water. The largest bodies of water are oceans. Have children find and place a sticky on each of Earth's oceans. Stress that the land beside each ocean is seashore. Point out that the climate is different in different places on Earth. Ask children to speculate if they would find the same kinds of animals living at every seashore. Discuss their reasoning.

Arts activity:

Open the book to pages 12-13 and read the following rhyme aloud:

Baby crocodiles in their eggs/Out they come and walk on legs!

Help children find the rhyming words in the couplet (eggs/legs). Then challenge children to work alone or with a partner to create couplets about other animals in the book. Encourage children to illustrate their rhymes. Display them on a bulletin board labeled *Seashore Animal Rhymes* or have children put them together to create a book for the class library.

Handout

Seashore Animal Match

Draw a line from each animal or thing to the fact about it.

- | | |
|------------------------|-------------------------------------|
| 1. Horseshoe Crab | a. eat garbage left on the beach |
| 2. Harbor Seal | b. the early life of some animals |
| 3. Walrus | c. swims on its back |
| 4. Saltwater Crocodile | d. looks like a little tank |
| 5. Herring Gull | e. makes a MAAAAA sound |
| 6. King Penguin | f. layer of fat |
| 7. Sea Otter | g. run across the sand to the water |
| 8. Green Sea Turtle | h. babies have brown feathers |
| 9. blubber | i. babies tap out of their eggs |
| 10. larva | j. is born on the ice |

Now, draw your favorite seashore animal below or on the back.

Assessment

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

1. The place where the ocean meets the land is called a _____.
 - A. forest
 - B. mountain
 - C. seashore
 - D. river
2. A baby harbor seal is called a calf.
 - A. True 😊
 - B. False 😞
3. Herring gulls do **NOT** eat _____.
 - A. fish
 - B. garbage
 - C. crabs
 - D. walrus
4. Baby crocodiles ride in their mother's mouth.
 - A. True 😊
 - B. False 😞
5. The word *blubber* means _____.
 - A. skin
 - B. sand
 - C. shout
 - D. fat

6. Baby crabs and shrimp start out as _____.
- A. pups
 - B. larva
 - C. chicks
 - D. fish
7. A hatchling is a baby born from an egg.
- A. True 😊
 - B. False ☹️
8. To infer, you use facts from the book **PLUS** what you know from life. After reading about penguins, you can infer that _____.
- A. baby penguins live in a forest
 - B. baby penguins live where it is very hot
 - C. baby penguins cannot walk
 - D. baby penguins live where it is cold
9. After reading page 20, what can you infer about green sea turtles?
- A. They build homes in trees.
 - B. The mother turtle feeds her young.
 - C. The babies have to find their own food.
 - D. The mother turtle takes her babies to the water.
10. You can infer from this book that all babies look just like their parents.
- A. True 😊
 - B. False ☹️