

# 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](http://www.enslowclassroom.com) and/or [www.enslow.com](http://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

## Reproducible for Educational Use Only

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<u>Titles in this series</u>	<u>Library Edition ISBN</u>	<u>Paperback Edition ISBN</u>
<b>Baby Animals of Lakes and Ponds</b>	978-0-7660-3563-8	978-1-59845-224-2
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## Titles in this series can be purchased through all major vendors or directly from:

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

Stunning photographs and interesting facts in this book help readers explore life in a wetland. Children view this swampy habitat through the eyes of baby egrets, wood ducks, alligators, dragonflies, and more and discover how baby animals adapt to this special environment.

**Introduction** Review the difference between fiction and nonfiction. Display *Baby Animals of the Wetlands* and read the title. 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** Explain that nonfiction books have a Contents page to help readers find parts of the book. Read the page together, and then ask: *What animals will you read about? On which page will you read about a baby dragonfly?* Have children turn to page 20 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 wetland?* (land with lots of water) *What are two kinds of wetlands?* (marsh, swamp) *What kinds of animals do you think might live in a swamp or marsh?* (Accept any logical answer.)

**Pages 6-21** As children read, help them connect to their own experiences. Discuss how human babies also must be fed and taught to survive in their environment. Equate a human parent teaching a child to cross safely in traffic to an animal parent teaching its young to hide from its enemy. Have children read to answer questions, such as: *What does a baby wood duck do when it is one day old?* (jump down from nest into water) *How does a baby alligator get to the water?* (in its mother's mouth) *When can baby cranes walk?* (right after birth) *What helps nutria move in the water?* (webbed toes) *How do egrets use their bills?* (to stab fish and frogs) *Where do turtles hide?* (in the mud) *How does a dragonfly breathe?* (through gills)

**After Reading** Prompt personal responses to the book by asking: *What new things did you learn about baby animals? Which animal would you like to know more about? Where could you find that information?* Direct children to the *Learn More* and *Web Site* lists on pages 22-23 and explain that these sources can help. Then model how to use the *Index* on page 24. Point out that nonfiction books have an index that lists where to find important things in the book. Ask: *How does listing words in ABC order help readers? On which page is there something about bills?*

Invite volunteers to read a favorite passage aloud to practice intonation and fluency.

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. alligator, 2. wetlands, 3. panther, 4. egret, 5. gills, 6. duck, 7. crane, 8. nutria, 9. dragonfly. **Assessment** 1. D, 2. A, 3. B, 4. B, 5. D, 6. B, 7. A, 8. C, 9. A, 10. D.

## 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:**

Write the word *wetland* on the board. Explain that it is a compound word made up of two smaller words. Circle the smaller words *wet* and *land*, then model how to figure out meaning. Say: *I know that water is wet, and I know that land is another word for ground. So wetland must be a place where the ground has a lot of water!* Have children use the smaller words to try to define *sandhill* (a hill of sand: the crane is found on wet sand hills in marshes) and *dragonfly* (it looks somewhat like a dragon and it flies). Challenge children to explain other compound words, such as *afternoon*, *football*, *houseboat*, or *backyard*.

### **Math activity:**

Direct attention to the egret photograph on page 15. Have children count the babies and adult in the family. Review fact families and write on the board the two addition and two subtraction problems you can make with the egret-family numbers:  $1 + 2 = 3$ ,  $2 + 1 = 3$ ,  $3 - 2 = 1$ ,  $3 - 1 = 2$ . Challenge children to create adult-and-children number fact families for their own families, including their grandparents, cousins, aunts, and uncles. Have children share their results.

### **Science activity:**

All living things need oxygen to survive. Fish or dragonfly gills take in oxygen from water like our lungs take in oxygen from the air. Help children prove that water contains dissolved gases, including life-giving oxygen. Have children pour tap water into clear, plastic glasses. Place the glasses in a warm area. Let children observe what happens and draw what they see. (*Bubbles collect, indicating the release of dissolved oxygen and other gases.*)

### **Social Studies activity:**

Remind children that the baby animals will grow and change over time. Then help children understand time lines by making personal time lines of their lives, from birth up to their current age. Give children a sheet of paper for each year of their lives. Ask them to label each page by year, then draw or write one important thing that happened each year. Give help if needed to figure out dates. Finally, have children tape the pages end-to-end to make their own time line. Allow time for children to share and compare time lines.

### **Arts activity:**

Write *wood duck*, *alligator*, *sandhill crane*, *nutria*, *egret*, *turtle*, *panther*, and *dragonfly* on slips of paper. Place all the slips in a paper bag. Ask a volunteer to reach in and take a slip at random. Have the child pantomime that animal, for example how it moves. Let the rest of the class try to guess which animal the child is portraying. Continue to call on volunteers until every child has had a turn.

Handout

# Crack the Code

Use the Code key below to help you figure out each word.

Code Key																		
A	C	D	E	F	G	H	I	K	L	N	O	P	R	S	T	U	W	Y
10	6	19	8	20	4	12	5	17	7	11	2	15	9	14	3	13	1	18

1. 10 7 7 5 4 10 3 2 9  
\_\_\_\_

2. 1 8 3 7 10 11 19 14  
\_\_\_\_

3. 15 10 11 3 12 8 9  
\_\_\_\_

4. 8 4 9 8 3  
\_\_\_\_

5. 4 5 7 7 14  
\_\_\_\_

6. 19 13 6 17  
\_\_\_\_

7. 6 9 10 11 8  
\_\_\_\_

8. 11 13 3 9 5 10  
\_\_\_\_

9. 19 9 10 4 2 11 4 7 18  
\_\_\_\_

## Assessment

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

1. A wetland \_\_\_\_\_.  
A. always has fresh water  
B. always has salty water  
C. never has salty water  
D. may have fresh or salt water
2. A baby nutria has webbed back toes.  
A. True ☺  
B. False ☹
3. Baby sandhill cranes are called \_\_\_\_\_.  
A. ponies  
B. colts  
C. chicks  
D. cubs
4. Grown-up egrets have very short legs.  
A. True ☺  
B. False ☹
5. The word *webbed* means \_\_\_\_\_.  
A. joined by bones  
B. with large claws  
C. with a sharp beak  
D. joined by a piece of skin
6. A swamp has tall grasses.  
A. True ☺  
B. False ☹

7. Which do baby turtles eat?
- A. worms
  - B. cranes
  - C. frogs
  - D. eggs
8. To infer, you use facts from the book **PLUS** what you know from life. After reading about baby egrets, you can infer that \_\_\_\_\_.
- A. they will not have wings when they grow up
  - B. they will not hunt fish when they grow up
  - C. they will not be as fuzzy when they grow up
  - D. they will have short legs when they grow up
9. The last sentence on page 6 suggests that baby alligators have many enemies
- A. True ☺
  - B. False ☹
10. Which does the author **NOT** say about the turtle hatchlings?
- A. They are spotted turtles.
  - B. They hide in mud to stay safe.
  - C. They break out of their eggs.
  - D. Their mothers feed them.