

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

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>
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 the Mountains](#)

In this book, readers learn about baby animals growing up in the wild on mountains. The easy-to-read text and brilliant color photographs give readers an up-close-and-personal look at baby animals, including pandas, llamas, and mountain lions. Readers discover how the baby animals live and grow in their special environment,

Introduction Review the difference between fiction and nonfiction. Display *Baby Animals of the Mountains* and read the title. 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 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 mountain gorilla?* Have children turn to page 14 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 mountain?* (a very high place) *What kinds of things are on mountains?* (snow, rocks, trees, grass)

Pages 6-21 Continue to survey the photos, read the text, and ask questions, such as: *What color is a panda when it is born?* (pink) *What are the guanacos' pads for?* (to help them walk on rocks) *When do lion cubs learn to hunt?* (when they are six months old) *How do mountain goats move?* (They jump, climb, and run.) *What do gorillas eat?* (fruit, plants) *What is special about a hyrax's feet?* (They grip rocks.) *Why do baby falcons flap their wings?* (to make them strong) *Why do you think snow leopards have thick fur?* (to keep them warm in the cold snow)

After Reading Prompt personal responses to the book by asking: *Which animal did you find most interesting? Why? Which animal would you like to know more about? Where could you find that information?* Read with children 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 flying?*

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. gorilla, 2. lion, 3. hyrax, 4. puma, 5. leopard, 6. guanaco, 7. enemy, 8. goat, 9. falcon, 10. cliff, 11. panda.

Assessment: 1. B, 2. A, 3. D, 4. B, 5. A, 6. A, 7. D, 8. B, 9. C, 10. A.

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 vocabulary word *herd* on the board. Ask a volunteer to tell its meaning (group of animals). Explain that another word that sounds the same. Write *heard* and define it as “listened.” Add that the two words are homophones. They sound alike but are spelled differently and have different meanings. Clarify that other words in a sentence give clues about which homophone is being used. Write *for/four* on the board. Say a sentence aloud, such as *I see four pandas* or *This panda is for you*. Have a volunteer point to the word in the homophone pair that makes sense in the sentence. Challenge children to work with partners to make sentences for the homophone pairs *know/no*, *sun/son*, *to/two*, *sea/see*, and *blew/blue*. Suggest that partners take turns so each has a chance to make up a sentence and find the proper homophone.

Math activity:

Direct attention to the guanaco photograph on page 9. Say: *There are 2 guanacos and each has 4 legs. How many legs in all? (8)* Remind children that guanacos travel in herds. *How many legs would there be if there were 5 guanacos in a small herd? (20)* Form other questions, such as: *If there were 12 guanacos in a herd and 5 of them walked away, how many guanacos would be left? (7)* Let children create other problems for classmates to solve.

Science activity:

Discuss how traveling in herds, as guanacos do, helps to keep the animals safe. Equate herds with “the buddy system” for humans. Say: *Use the buddy system. That means you never play or go anywhere alone. That way, if there is trouble, you always have someone with you to help.* Read the following rhyme aloud: *I never talk to strangers/ And when I go out to play/ I always have a buddy/ And we both stay safe that way!* Have children repeat the rhyme with you and discuss its message. Encourage them to make a group poster to go with the rhyme.

Social Studies activity:

Display a U.S. or world map. Point out the key and explain that maps use symbols or pictures to represent real things. The map key, or legend, shows each symbol and tells what it means. Have children find and place a sticky on each mountain. Then challenge children to work with partners to create a map of the classroom, using symbols to stand for desks, bookcases, and so on. Remind partners to put a map key on their maps.

Arts activity:

Let children create baby animal masks. Have paper plates, markers, scissors, glue, paint, yarn, and other art materials available. Give help as needed to cut out eyes and punch small holes so children can attach yarn ties. Have each child wear his or her mask to the class and identify which baby animal it is. Invite volunteers to put on their masks, then give a fact about their animal and show how it moves.

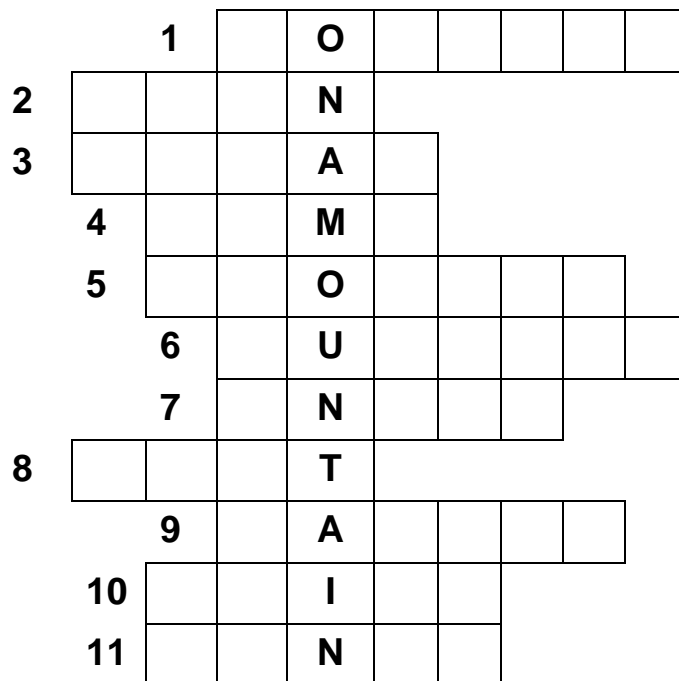
Handout

Cross-a-Word

One column in this puzzle spells **ON A MOUNTAIN**. Read each clue below about things you would find there. Then fill in the missing letters of words from the book that go across the puzzle.

Clues

1. a big, shy animal
2. also called a puma or cougar
3. hides in rocks when danger is near
4. also called a mountain lion
5. has a thick, furry tail
6. runs with a herd
7. an animal that can kill another
8. baby is called a kid
9. baby is called a chick
10. a high, steep rock
11. born the size of a banana



Assessment

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

1. When are baby mountain goats born?
 - A. in summer
 - B. in spring
 - C. in winter
 - D. in fall

2. Some mountains have snow all year long.
 - A. True 😊
 - B. False ☹️

3. Where do guanacos have thick pads?
 - A. on their ears
 - B. beside their noses
 - C. on top of their heads
 - D. the bottoms of their feet

4. Snow leopards do not have tails.
 - A. True 😊
 - B. False ☹️

5. A herd is a _____.”
 - A. group of animals
 - B. baby panda
 - C. rocky mountain
 - D. grassy spot

6. A cliff is a high, steep rock on a mountain.
 - A. True 😊
 - B. False ☹️

7. Why is it hard for an enemy to see a baby cougar?
- A. The baby cougar can fly away very fast.
 - B. The baby cougar hides under rocks.
 - C. The baby cougar climbs up trees.
 - D. The colors of its fur blend into the rock and grass.
8. To infer, you use facts from the book **PLUS** what you know from life. After reading that the guanaco is a good swimmer, you can infer that _____.
- A. the mountain is very muddy
 - B. there must be lakes or rivers in the mountains
 - C. the guanaco eats fish
 - D. the guanaco has fins
9. The author suggests that baby peregrine falcons stay safe because _____.
- A. they never make a sound
 - B. they only swim at night
 - C. they live higher up on the mountain than other animals
 - D. they live inside caves
10. The last sentence on page 20 infers that the leopard's tail is used like a warm blanket.
- A. True 😊
 - B. False ☹️