

click®

Wild Babies

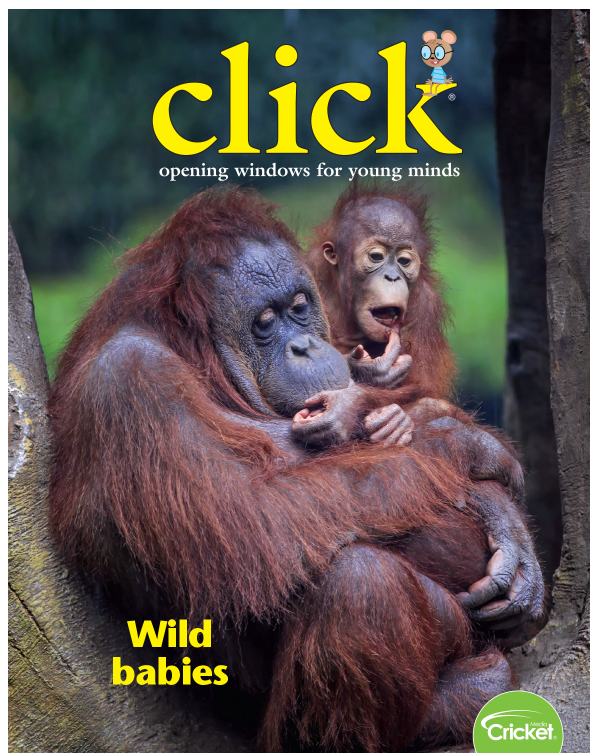
Newborns of every species need care upon birth. This issue of CLICK will delight young readers with tales of the food, shelter, and parenting that animal babies receive in nature.

CONVERSATION QUESTION

How are animal babies cared for?

TEACHING OBJECTIVES

- Students will learn how different animals care for their babies.
- Students will learn about the lifecycle of animals that hatch from eggs.
- Students will learn how animal babies get fed.
- Students will classify information that indicates who cares for animal babies in the wild.
- Students will examine the process of change.
- Students will compare and contrast how newborn babies receive nourishment.
- Students will practice increasing and decreasing numbers by a power of ten.
- Students will demonstrate the ability to identify adjectives in a science-based text.
- Students will discover unique names for animal babies in nature.



In addition to supplemental materials focused on core STEM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

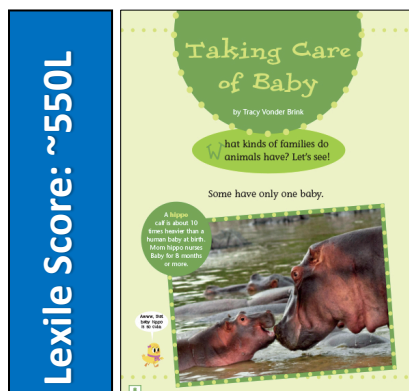
SELECTIONS

- **Taking Care of Baby**
Expository Nonfiction, ~550L
- **Hatch!**
Expository Nonfiction, ~550L
- **Feed Me!**
Expository Nonfiction, ~650L

Taking Care of Baby

pp. 8–11, Expository Nonfiction

Young readers will enjoy learning that animal babies have as many different types of families as human babies do. Beautiful photographs enhance this simple, informative text.



RESOURCES

- Who Takes Care of Me?

OBJECTIVES

- Students will learn how different animals care for their babies.
- Students will classify information that indicates who cares for animal babies in the wild.
- Students will practice increasing and decreasing numbers by a power of ten.

KEY VOCABULARY

- **nurse** (p. 8) to feed a baby with milk from the mother's body
- **blend** (p. 9) to look like what is around you
- **hatch** (p. 10) to break out of an egg

ENGAGE

Conversation Question: How are animal babies cared for?

Guide a class discussion about different kinds of families. Inquire about siblings and then ask how the children are cared for in their families and by whom. Reveal the title of the article and post the subtitle question, "What kinds of families do animals have?" Allow the students a few minutes to do a think-pair-share session focusing on this question.

INTRODUCE VOCABULARY

Post and read the words and definitions with the class. Invite students to share any prior knowledge of these key terms. Circle the word *hatch* and ask students to describe and illustrate the meaning.

READ & DISCUSS

Preview the questions with the students. Read the article aloud, pausing when answers to the questions below are revealed.

1. How do the white spots on a whitetail deer baby help it to survive in the wild?
2. What are the nests of barn swallows built out of?
3. Which animal lays its eggs in nests on the ground?
4. Which animal dads are helpful in raising their young?
5. What happens when a wallaby baby leaves its mother's pouch?

CONCEPT/SKILL FOCUS: Classifying Information

INSTRUCT: Guide students to obtain information from the text, captions, and photos in the article. Remind students that the article was written to teach readers how animal babies are cared for in the wild. Introduce the *Who Takes Care of Me?* graphic organizer and instruct students to record their findings. Lead the activity and demonstrate how to reread pertinent passages and how to mark the correct column.

ASSESS: Review information that the students have recorded on their charts. Direct any students with incorrect findings back to the text. Encourage peer remediation. Further assess understanding by evaluating independent answers to the *Click Question*.

EXTEND

Mathematics On page 8, the article states, "A hippo calf is about ten times heavier than a human baby at birth." Review the place-value chart with students and discuss how when a digit is moved one place to the left, its value increases ten times. Pose the question: If a human baby weighs eight pounds, how much would a baby hippo weigh? Have students practice making numbers ten times larger and smaller using the place-value chart.

Who Takes Care of Me?

Use information from the article "Taking Care of Baby" to indicate who takes care of each animal baby.

Place an **X** in the correct column to show who cares for the animal listed.

Animal Baby	Mom	Dad	Both (Mom and Dad)	Relatives
hippo				
barn swallow				
orangutan				
sea lion				
meerkat				
penguin				

Click Question: How is the chameleon different from all of the other animals in the article? (p. 11)

Hatch!

pp. 15–17, Expository Nonfiction

Students will learn how eggs protect growing babies and what happens after they hatch. Clear photographs depict how some animals simply grow larger while others change completely.



RESOURCES

- You Crack Me Up!

OBJECTIVES

- Students will learn about the lifecycle of animals that hatch from eggs.
- Students will examine the process of change.
- Students will demonstrate the ability to identify adjectives in a science-based text.

KEY VOCABULARY

- **hatch** (p. 15) to break out of an egg to be born
- **provides** (p. 15) gives something that is needed
- **molts** (p. 16) sheds feathers or skin to make way for new growth

ENGAGE

Conversation Question: How are animal babies cared for?

Read a picture book that illustrates the lifecycle of a familiar creature in nature, such as Eric Carle's *The Very Hungry Caterpillar*. Pause as each new stage of development is revealed and add further details. Invite students to share what they know about lifecycles.

INTRODUCE VOCABULARY

Post and discuss the key words and definitions. Explain that all of these words are verbs (action words). In the article, these words will be telling about an action that an animal takes. Guide the class to make predictions: *What do they think might **hatch**? What animals **molt**? What would a caretaker **provide** for its babies?*

READ & DISCUSS

Have small groups of students discuss the questions below. Reconvene and share responses.

1. What does the egg provide for the baby?
2. Which animals just grow bigger after they hatch?
3. Which animals change completely after they hatch?
4. Which animals have hard shells?
5. Which animals have soft shells?
6. Why do certain animals need to have hard shells in order to survive in the wild?

CONCEPT/SKILL FOCUS: Process of Change

INSTRUCT: Guide students to articulate that the main idea of this article is to explain the lifecycle of animals that hatch from eggs. Distribute the *You Crack Me Up!* graphic organizer and tell students that they will be using information from the article to explain how one of the animals they read about changes and grows.

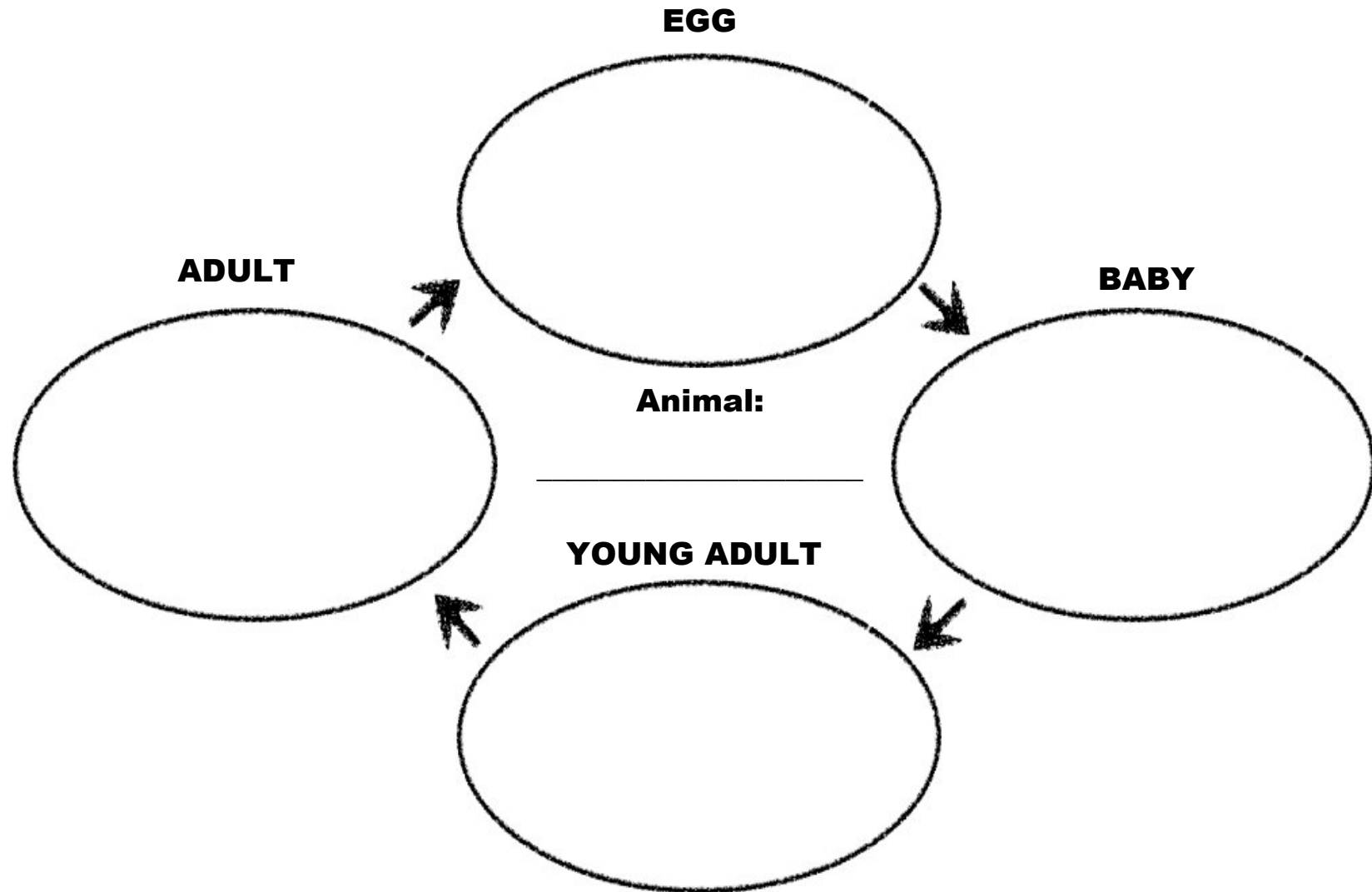
ASSESS: Circulate and discuss the article's content with students. Collect and examine graphic organizers to further evaluate individual understanding of the studied process.

EXTEND

Language Arts This article is rich in descriptive language. Discuss with students why using specific details is helpful when communicating scientific information. Use this article within your language arts curriculum to demonstrate how to identify adjectives. Provide the students with a few examples from the text in which adjectives are used to describe (the noun) eggs: **round** eggs, **sticky** eggs, **blue** eggs. Have them reread the article to find words that describe the following nouns from the article: the skin of a caterpillar, the head of tadpole, and the body of a robin when it hatches.

You Crack Me Up!

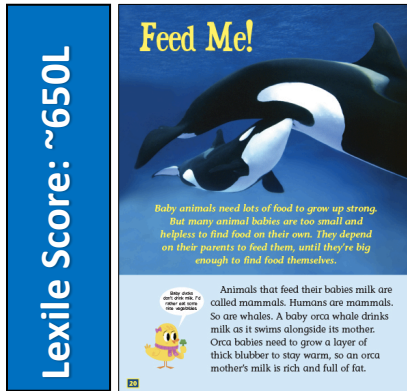
Use information from the article "Hatch!" to show in words and/or pictures how the animal grows and changes after hatching.



Feed Me!

pp. 18–20, Expository Nonfiction

Open up...here comes the train! Young students will discover that this is not quite how animal babies are fed in nature. From milk to mush, readers will learn how animal parents provide important nourishment for their offspring.



RESOURCES

- Got Milk?

OBJECTIVES

- Students will learn how animal babies get fed.
- Students will compare and contrast how newborn babies receive nourishment.
- Students will discover unique names for animal babies in nature.

KEY VOCABULARY

- **mammals (18)** animals that feed their babies milk
- **blubber (p. 18)** the fat on whales and some other sea mammals
- **mush (p. 20)** a soft, wet mass
- **bills (p. 20)** the jaws and mouth parts of a bird

ENGAGE

Conversation Question: How are animal babies cared for?

Make a three-column chart on the board with the following headings: foods we eat with a fork, foods we eat with a spoon, foods we eat with our hands. List answers as students share aloud. Activate prior knowledge by having them reflect on how they ate when they were babies. Then have them further consider how animal babies in nature get fed and eat.

INTRODUCE VOCABULARY

Post and review the vocabulary words and definitions. Tap out the syllables of the words with the students and guide them to notice that two of the words have one syllable and two of the words have two syllables. Read the article once for comprehension, then reread it pausing so that students can identify other relevant one- and two-syllable words. (Ex: ONE syllable: milk, food; TWO syllables: baby, hungry)

READ & DISCUSS

Reinforce the concepts presented in the article by posing the following questions for discussion.

1. How do mammal babies get food?
2. How do bear cubs learn how to catch fish?
3. What do baby birds eat?
4. Why are wood thrush parents so busy?
5. Why do wolf pups lick big wolves?

CONCEPT/SKILL FOCUS: Compare and Contrast

INSTRUCT: Students will compare and contrast the methods by which newborn animals receive nourishment. (Teachers may want to complete the top section of the organizer with the class before having them work with partners.) Instruct pairs of students to reread the text and to underline information that will be helpful for this purpose. Introduce the graphic organizer, *Got Milk?* and have the partners record relevant information on their worksheets.

ASSESS: Collect the *Got Milk?* organizer and review. Be sure that the students met the objective of correctly comparing/contrasting what newborn animal babies eat.

EXTEND

Science Take the opportunity to further discuss animal babies. Use books and the internet to discover interesting names of animal offspring. For example, a baby goat is a kid, a baby kangaroo is a joey, and a baby deer is a fawn. Have students fold a piece of paper in half and illustrate and name an animal parent and its baby.

Got Milk?

Use information from the article "Feed Me!" to compare what newborn animal babies eat.

Some of the animals studied in the article are _____.

I know this because their mothers make milk to feed them.

CLICK QUESTION: Animal babies that hatch do not drink milk from their mothers, and are not called mammals. What kinds of food do they eat?

Show and Tell: Use words and pictures to explain how one of the young mammals from the article gets food after it has grown too big to nurse.