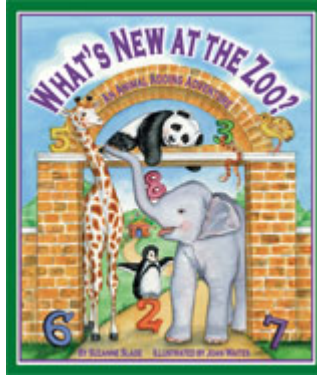


Teaching Activities

for



Questions to ask before & after reading the book

2

- Questions to ask before reading the book
- What do children already know? With charts
- After reading the book
- Re-read the book looking for more information
- What do children already know activity conclusion

Language Arts

- Developing a "word wall"
- Vocabulary game
- Putting it all together
- Suggested vocabulary list
- Silly sentence structure activity
- Word search
- Write about it!

Science

- Edible sorting & classifying activity
- Sorting by attribute graph
- Classifying animals
- Animal classification chart at class level (vertebrates)
- Activity or sorting cards
- Animal card games
- Adaptations

Math

- Venn diagram
- Math Games

Geography

- Map identification/geography questions

Answers

Other

- Coloring pages

Teaching Activities are intended for use at home, in the classroom, and during story-times.

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Questions to ask children before reading the book

- What do you think the book is about by looking at the cover (or one or two of the inside illustrations)? *Sometimes it is easy to tell from the cover, other times it is not.*
- What does the cover illustration show?
- Does the title tell you what the book is about?
- Is there a subtitle to give more information?

What do children already know?

- Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.
- The children should write down their “concepts” (or adults for them if the children are not yet writing) on the provided chart found on the next page.
- Use the questions to get children thinking about what they already know. Feel free to add more questions or thoughts according to the child(ren) involved.

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What do children already know—activity chart

Ask children to write down what they think they know before reading the book. If the information is verified while reading the book, they check “yes.” If the information is wrong, they mark “no” and cross it off, then write the correct information. Have the children note how the information was verified.

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
What are some names used for baby animals?			Text Illustration Info in FCM Other
What are some animals that eat plants?			Text Illustration Info in FCM Other
Is a peacock a male, female or either one?			Text Illustration Info in FCM Other
What is a neonate?			Text Illustration Info in FCM Other
What is an animal that sleeps upside down?			Text Illustration Info in FCM Other
What are some ways that mammals are different than reptiles?			Text Illustration Info in FCM Other

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Use this chart for any other thoughts the children might have.

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other

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After reading the book – writing prompts & thinking it through

- Did the cover “tell” you what the book was about?
- If not, how does the illustration on the front relate to the story?
- Draw your own cover.
- Write a song about the baby animals to the tune of “Happy Birthday to You.”
- Can you think of another title for the book?
- Did the illustrator include anything in the pictures that were not in the story or are there things hidden in the art? (red balloon)

Re-read the book looking for more information

Go back and re-read the book studying each page carefully.

- What, if any, facts are mentioned in the text or shown in the illustrations?
 - What are the pandas eating?
 - What are the elephants doing with their trunks?
 - What is an adult female peafowl called?
 - What is an adult male peafowl called?
 - What are some of the ways the monkeys are holding onto the tree branches?
 - What are baby snakes called?
 - Do the bear cubs look the same or different than the adult bears (except for size)?
 - Are the kangaroos’ front arms longer or shorter than the back legs?
 - What are baby zebras called? What other animal babies are called the same thing?
 - What are baby giraffes called? What other animal babies are called the same thing?
 - What are baby penguins called? What other animal babies are called the same thing?
 - What are baby bats called? What other animal babies are called the same thing?

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What do children already know—activity conclusion

- Do the children have any more questions about baby zoo animals? If so, write them down on the chart.
- Identify whether the information was verified and how.
- If the concept is correct, make a note of how the information was confirmed (illustration, in text, or the “For Creative Minds” section)
- If the concept was not correct, what IS the correct information – with confirmation notes as above.
- If the concept was neither confirmed nor denied, look the information up in a reliable source and note where it was confirmed.
- Wrap it all up by adding notes with new information that the children learned either through the reading or the research while looking up something else.

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Language Arts

Developing a vocabulary “word wall”

If using the book as a way to introduce a topic or subject, this is also a great way to introduce subject-related vocabulary words. If you don't have the time (or the inclination) to develop the “word wall” by playing the Vocabulary Game (below), we have provided a vocabulary list for you.

Vocabulary words for the “word wall” may be written on index cards, on a poster board, or on a chalk board. If writing on poster board or chalk board, you might want to sort into nouns, verbs, etc. right away to save a step later. Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently.

Vocabulary game

This activity is designed to get children thinking of vocabulary words which will then be used as the beginning vocabulary list for a science lesson.

Select an illustration and give children a specific length of time (five minutes?) to write down all the words they can think of about the particular subject. If you do not have classroom sets of the book, it is helpful to project an illustration on a white board. Check our website (www.ArbordalePublishing.com) for book “previews” that may be used for this purpose.

The children's word list should include anything and everything that comes to mind, including nouns, verbs, and adjectives. At the end of the time period, have each child take turns reading a word from his/her list. If anyone else has the word, the reader does nothing. If however, the reader is the only one with the word, he/she should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled “wins.” And you have a start to your science vocabulary list. *Note if a child uses an incorrect word, this is a good time to explain the proper word or the proper usage.*

Putting it all together

The following activities may be done all together or over a period of several days.

- Continue to add words to the vocabulary list as children think of them.
- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what they are on the backs of the cards. When the cards are turned over, all you will see is “noun,” etc. (*These can then be used to create silly sentences, below.*)
- Now sort the vocabulary words into more specific categories. For example, nouns can be divided into plants, animals, rocks, minerals, etc. They can be divided into living/non-living, or into habitat-related words.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper.
- Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story.
- Edit and re-write paragraphs into one informative paper or a story.

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WHAT'S NEW AT THE ZOO?

AN ANIMAL ADDING ADVENTURE

Suggested vocabulary list

<u>nouns</u>	<u>verbs</u>	<u>adjectives</u>	<u>numbers</u>
bamboo	add	beautiful	one
bat	born	brown	two
bear	count	colorful	three
bird	crunch	dusty	four
boa	cuddle	fuzzy	five
boomer	drink	heavy	six
calves	eat	long	seven
chick	flip	speedy	eight
cub	fly	spotted	nine
egg	hang	tall	ten
elephant	hatch	thick	eleven
feathers	hold	tiny	twelve
foal	hop	wet	thirteen
fur	join		fourteen
giraffe	jump		fifteen
hair	loop		sixteen
infant	munch		seventeen
Joey	play		eighteen
kangaroo	run		nineteen
mammals	see		twenty
milk	sleep		
monkey	slide		
panda	slip		
peacock	snuggle		
peahen	spray		
penguin	stretch		
reptile	swim		
sum	swing		
tails	weigh		
trees	wiggle		
trunk			
wing			
zebra			

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WHAT'S NEW AT THE ZOO?

AN ANIMAL ADDING ADVENTURE

Silly sentence structure activity

This is a fun activity that develops both an understanding of sentence structure and the science subject. Use words from the “word wall” to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the information in the book.

Baby _____s and _____s are called cubs.
 noun noun

Bats are _____s, just like us. They are the only ones
 noun
that _____.
 verb

If an animal baby _____s _____ from its mother,
 verb noun
it is a _____.
 noun

If an animal has _____s, it is a bird. A _____’s
 noun noun
_____s are covered with special waterproof oil.
 noun

Baby _____s might suck on their _____s much
 noun noun
like young children suck their thumbs!

_____s live in _____s. Infants quickly
 noun noun
learn to _____ across the branches.
 verb

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WHAT'S NEW AT THE ZOO?

AN ANIMAL ADDING ADVENTURE

Word search

Find the hidden words. Even non-reading children can try to match letters to letters to find the words!
Easy – words go up to down or left to right.

For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	O	N	L	I	O	N	I	E	C	K
2	Y	M	O	N	K	E	Y	B	A	T
3	C	H	I	C	K	C	E	A	L	E
4	P	A	D	D	I	K	S	B	F	N
5	A	N	U	M	B	E	R	I	N	S
6	N	G	I	R	A	F	F	E	S	O
7	D	I	Z	O	O	N	E	S	O	N
8	A	N	E	W	C	O	U	N	T	G
9	S	G	R	O	U	P	I	O	Z	S
10	A	O	S	I	B	O	A	T	O	E

___, ___ COUNT
 ___, ___ PANDAS
 ___, ___ ADD
 ___, ___ NUMBER
 ___, ___ GROUP
 ___, ___ CALF

___, ___ BABIES
 ___, ___ GIRAFFES
 ___, ___ HANGING
 ___, ___ NECK
 ___, ___ MONKEY
 ___, ___ CHICK

___, ___ ZOO
 ___, ___ TENS
 ___, ___ BAT
 ___, ___ ONES
 ___, ___ CUB
 ___, ___ NEW

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WHAT'S NEW AT THE ZOO?

AN ANIMAL ADDING ADVENTURE

Write about it!

Select one of the following writing prompts:

- The illustrator has included a red balloon floating through the zoo. Imagine you are the balloon and write about your zoo adventure and all the things you've seen.
- Imagine that you are the child who visited the zoo and write about which animal was your favorite and why.
- Write about a real visit to a zoo and what your favorite part was.
- Pick one illustration and describe it in detail: the animals and what they look like, what they are doing, etc.
- Use the chart below to pick an animal and write a poem as found in the book:

Animal	Male	Female	Baby	Group	Animal Class	Eat
bird (general)	cock	hen	chick, hatchling	flock	bird	varies by species
brown bear	boar	sow	cub	sloth	mammal	omnivore
deer	buck, stag	doe	fawn	herd	mammal	herbivore
dolphin	bull	cow	pup, calf	pod	mammal	carnivore
elephant	bull	cow	calf	herd, parade	mammal	herbivore
fruit bat	male	female	pup	colony	mammal	herbivore
giraffe	bull	doe	calf	herd	mammal	herbivore
goose	cock	hen	chick, hatchling	gaggle, skein	bird	herbivore
gorilla	male	female	infant	band	mammal	herbivore
heron	cock	hen	chick, hatchling	sedge	bird	carnivore
kangaroo	buck, boomer, jack	jill, roo, doe	joey	mob	mammal	herbivore
koala	male	female	joey	n/a solitary animal	mammal	herbivore
monkey	male	female	infant	troop	mammal	omnivore
moose	bull	cow	calf	herd	mammal	herbivore
otter	male	female	pup, whelp	raft, family	mammal	omnivore
prairie dog	boar	sow	pup	coterie, town	mammal	herbivore
panda	boar	sow	cub	n/a solitary animal	mammal	herbivore
peafowl	peacock	peahen	chick	flock, muster	bird	herbivore
penguin	male	female	chick	rookery	bird	carnivore
seagulls	cock	hen	chick, hatchling	colony	bird	carnivore
snake	male	female	neonate, hatchling, snakelet	pit, nest, bed	reptile	carnivore
swan	cob	pen	cygnet	bevy, team, flock	bird	omnivore
turkey	tom	hen	poult	flock	bird	herbivore
zebra	stallion	mare	foal, colt	herd	mammal	herbivore

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Science
Edible sorting and classifying activity

Gather together a cup of edible “sorting items.” For example:

- As many different kinds of M&Ms as you can find
- Chocolate & peanut butter chips
- Hershey kisses
- Peanuts or other type of nuts



Ask the child to sort the items into groups. There is no right and wrong, only what makes sense to the child. When finished, ask the child:

What criteria or attribute (color, size, ingredient, etc.) did you use to sort the items?

- Are there some items that fit more than one group or don't fit any group?
- Is it easy to sort or were there some items that were a little confusing?

If more than one person did this, did everyone sort by the same criteria? To really extend the learning, graph the attributes used to sort the items. *(blank graph below)*

Sorting by attribute graph

Graph the attributes that children used to sort their items.

What was the most common attribute (size, shape, color, etc.) used?

10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
Attribute:					

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Classifying animals

Animals can be sorted too. What are some attributes you might use to sort animals?

- By habitat
- Do they have a backbone?
- Do they have arms or legs?
- How many legs do they have?
- Do they have stripes or patterns on their bodies?
- Do they walk, swim, jump, or fly?

Some things are very easy for scientists to sort or classify, other things are not so easy. The first question they will ask is whether the item is (or was) alive or not. Both plants and animals are living things.

If the item in question is an animal, like the animals in the story, scientists will then ask other questions:

- Does it have hair or fur, feathers, or dry skin or scales?
- Does it get oxygen from air (lungs) or from water (gills)?
- Are the babies born alive or hatched from eggs?
- Does the baby eat/drink from its mother?
- Is it warm or cold-blooded?
- How many body parts does the animal have?

By answering these (and other) questions, scientists can sort or classify the animals into “classes” such as mammal, bird, reptile, fish, amphibian, or insect.

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Animal classification chart at class level (vertebrates)

Information on the five classes of **vertebrates** (animals with backbones) is given in the table below. Using information found in the book or below, fill in the blanks for each of the animals mentioned in the book (text and the *For Creative Minds* section). Some of the information may be determined by looking at the illustrations. For example, if the animal gets its oxygen from the water, it will be shown living in the water. If the information is not in the book, it has already been filled in. Have the children use the chart to determine to which class of animals each animal belongs. The chart may also be used to complete a Venn diagram.

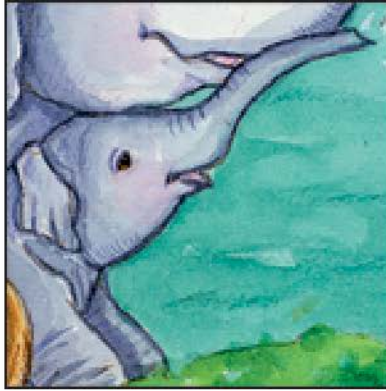
	Gets oxygen from air / water	Warm or cold-blooded*	Lays eggs or live birth	Hair, scales, or feathers
Mammals	Air	Warm	Mostly live**	Hair
Birds	Air	Warm	Eggs	Feathers
Fish	Water	Cold	Varies	Scales
Reptiles	Air	Cold	Mostly eggs***	Scales
Amphibians	Water, then air	Cold	Eggs in water to larva	Moist skin that is naked & smooth
Pandas	Air	Warm	Live	
Snakes	Air	Cold	Mostly eggs	scales
Monkeys	Air	Warm	Live	
Penguins	Air	Warm	Eggs	

*Warm blooded (endothermic): animals make their own heat and have a fairly constant body temperature. Cold-blooded (ectothermic): body temperature comes from the animals' surroundings

**A few mammals are hatched from eggs.

***Some snakes give live birth

Activity or sorting cards



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Animal card games

Use the cards on the previous page for any of the following:

Memory Card Game Make two copies of each of the sorting card pages and cut out the cards. Mix them up and place them face down on a table. Taking turns, each player should turn over two cards so that everyone can see. If the cards match, he or she keeps the pair and takes another turn. If they do not match, the player should turn the cards back over and it is another player's turn. The player with the most pairs at the end of the game wins.

Who Am I? Copy or download the cards. Poke a hole through each card and tie onto a piece of yarn. Each child should put on a "card necklace" so that the card is on his/her back. Children should ask "yes/no" questions to guess the animals.

Go Fish Make two copies of the cards to play "Go Fish." Deal four cards to two players or three cards to three or four players. Instead of asking for the animal by name, the child must ask for the card using some kind of animal description, such as "do you have an animal that sleeps upside down?" The other player verifies the animal with "do you want a bat?" before giving away the card. If the person does not have a match, they say "go fish" and the first child draws a card from the pile. A match is set down and the child continues with his/her turn until he/she has no more matches and the play goes to the next child. The first child to get rid of all his/her cards, wins.

Sorting Use the cards to sort into piles according to animal classification, body parts, or to what the baby animals are called.

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Adaptations: Physical and Behavioral

Adaptations help animals to live in their habitat: to get food and water, to protect themselves from predators, to survive weather, and even to help them make their homes. The following is not a complete list by any means, but should help

- Physical Adaptations:
 - body parts
 - teeth – depend on type of food it eats
 - feet, flippers, fins – ability to move
 - placement of eyes
 - how does it get oxygen (gills, lungs, osmosis)
 - body covering & insulation
 - hair
 - feathers
 - fur
 - scales
 - blubber
 - Camouflage
 - color of skin or pattern to blend into background.
 - mimicry: pretending to be something else to fool predators
- Behaviors
 - instinct: behaviors or traits that the animals are born with
 - learned behavior: traits that animals learn to improve their chances of survival or to make their life easier
 - social groups versus solitary living
 - communication with other animals
 - defense/camouflage
 - reaction to cycles (day/night, seasons, tides, etc.)
 - migration: the seasonal movement of animals from one location to another
 - hibernation: a long, deep sleep in which the animal's breathing and heartbeat are slower than usual.

Try to answer the adaptation questions for each animal on the following pages.

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Bat

Have you ever seen one of these animals in real life? yes no

If so, where did you see it? _____

What are the babies called? _____

How are the animals born? hatched from eggs born alive

How many brothers and sisters might be born at the same time? _____

How big is the baby (length, height, weight, etc.) when born? _____

Who raises the young: both parents mother only father only

neither parent – the baby survives on pure instinct

What does the baby eat and for how long? _____

How long will the babies stay with the parent (if parents are involved)? _____

When is the “baby” considered an adult? _____

How will it find a mate and have babies? _____

To what animal class does it belong? circle the answer:

Vertebrate:

fish
mammal
bird
reptile
amphibian

Invertebrate:

arthropod (insects, crustaceans & arachnids)
sponges
flatworms
segmented worm
echinoderms
mollusk
roundworms
cnidarian

In what type of habitat and ecosystem does this animal live? _____

How does it move and what parts of its body does it use to move? _____

What are some of the behaviors that were discussed in the story? _____

How does it see? _____

How does it hear? _____

What does it eat? _____

How does it get its food? _____

How does it protect itself from predators? _____

Where does the animal live and does it make a "house?" (burrow, nest, etc.) _____

Does it live alone or with a group? _____

How does it "communicate" with others of its kind? _____

How does it sleep? _____

When does it sleep? _____

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Brown Bear

Have you ever seen one of these animals in real life? yes no

If so, where did you see it? _____

What are the babies called? _____

How are the animals born? hatched from eggs born alive

How many brothers and sisters might be born at the same time? _____

How big is the baby (length, height, weight, etc.) when born? _____

Who raises the young: both parents mother only father only

neither parent – the baby survives on pure instinct

What does the baby eat and for how long? _____

How long will the babies stay with the parent (if parents are involved)? _____

When is the “baby” considered an adult? _____

How will it find a mate and have babies? _____

Who prepares the nest/den/burrow and how (if applicable)? _____

Some animals are only born at specific times of the year (to coincide with food availability). This baby

is born: anytime of the year or usually in the month of _____ or the

season of _____

To what animal class does it belong? circle the answer:

Vertebrate:

fish
mammal
bird
reptile
amphibian

Invertebrate:

arthropod (insects, crustaceans & arachnids)
sponges
flatworms
segmented worm
echinoderms
mollusk
roundworms
cnidarian

In what type of habitat and ecosystem does this animal live? _____

How does it move and what parts of its body does it use to move? _____

What are some of the behaviors that were discussed in the story? _____

How does it see? _____

How does it hear? _____

What does it eat? _____

How does it get its food? _____

How does it protect itself from predators? _____

Where does the animal live and does it make a "house?" (burrow, nest, etc.) _____

Does it live alone or with a group? _____

How does it sleep? _____

When does it sleep? _____

Is food easily available all year? _____

How does the animal deal with seasonal changes (if applicable)? _____

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Elephant

Have you ever seen one of these animals in real life? yes no

If so, where did you see it? _____

What are the babies called? _____

How are the animals born? hatched from eggs born alive

How many brothers and sisters might be born at the same time? _____

How big is the baby (length, height, weight, etc.) when born? _____

Who raises the young: both parents mother only father only

neither parent – the baby survives on pure instinct

What does the baby eat and for how long? _____

How long will the babies stay with the parent (if parents are involved)? _____

When is the “baby” considered an adult? _____

How will it find a mate and have babies? _____

Some animals are only born at specific times of the year (to coincide with food availability). This baby is born: anytime of the year or usually in the month of _____ or the season of _____

To what animal class does it belong? circle the answer:

Vertebrate:

fish
mammal
bird
reptile
amphibian

Invertebrate:

arthropod (insects, crustaceans & arachnids)
sponges
flatworms
segmented worm
echinoderms
mollusk
roundworms
cnidarian

In what type of habitat and ecosystem does this animal live? _____

How does it move and what parts of its body does it use to move? _____

What are some of the behaviors that were discussed in the story? _____

How does it see? _____

How does it hear? _____

What does it eat? _____

How does it get its food? _____

How does it protect itself from predators? _____

Where does the animal live and does it make a "house?" (burrow, nest, etc.) _____

Does it live alone or with a group? _____

How does it "communicate" with others of its kind? _____

How does it sleep? _____

When does it sleep? _____

Is food easily available all year? _____

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Giraffe

Have you ever seen one of these animals in real life? yes no

If so, where did you see it? _____

What are the babies called? _____

How are the animals born? hatched from eggs born alive

How many brothers and sisters might be born at the same time? _____

How big is the baby (length, height, weight, etc.) when born? _____

Who raises the young: both parents mother only father only

neither parent – the baby survives on pure instinct

What does the baby eat and for how long? _____

How long will the babies stay with the parent (if parents are involved)? _____

When is the “baby” considered an adult? _____

How will it find a mate and have babies? _____

Who prepares the nest/den/burrow and how (if applicable)? _____

Some animals are only born at specific times of the year (to coincide with food availability). This baby

is born: anytime of the year or usually in the month of _____ or the

season of _____

To what animal class does it belong? circle the answer:

Vertebrate:

fish
mammal
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reptile
amphibian

Invertebrate:

arthropod (insects, crustaceans & arachnids)
sponges
flatworms
segmented worm
echinoderms
mollusk
roundworms
cnidarian

In what type of habitat and ecosystem does this animal live? _____

How does it move and what parts of its body does it use to move? _____

What are some of the behaviors that were discussed in the story? _____

How does it see? _____

How does it hear? _____

What does it eat? _____

How does it get its food? _____

How does it protect itself from predators? _____

Does it live alone or with a group? _____

How does it "communicate" with others of its kind? _____

How does it sleep? _____

When does it sleep? _____

Is food easily available all year? _____

How does the animal deal with seasonal changes (if applicable)? _____

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Kangaroo

Have you ever seen one of these animals in real life? yes no

If so, where did you see it? _____

What are the babies called? _____

How are the animals born? hatched from eggs born alive

How many brothers and sisters might be born at the same time? _____

How big is the baby (length, height, weight, etc.) when born? _____

Who raises the young: both parents mother only father only

neither parent – the baby survives on pure instinct

What does the baby eat and for how long? _____

How long will the babies stay with the parent (if parents are involved)? _____

When is the “baby” considered an adult? _____

How will it find a mate and have babies? _____

Some animals are only born at specific times of the year (to coincide with food availability). This baby is born: anytime of the year or usually in the month of _____ or the season of _____

To what animal class does it belong? circle the answer:

Vertebrate:

fish
mammal
bird
reptile
amphibian

Invertebrate:

arthropod (insects, crustaceans & arachnids)
sponges
flatworms
segmented worm
echinoderms
mollusk
roundworms
cnidarian

In what part of the world do these animals live? _____

In what type of habitat and ecosystem does this animal live? _____

How does it move and what parts of its body does it use to move? _____

What are some of the behaviors that were discussed in the story? _____

How does it see? _____

How does it hear? _____

What does it eat? _____

How does it get its food? _____

How does it protect itself from predators? _____

Does it live alone or with a group? _____

How does it "communicate" with others of its kind? _____

How does it sleep? _____

When does it sleep? _____

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Monkey

Have you ever seen one of these animals in real life? yes no

If so, where did you see it? _____

What are the babies called? _____

How are the animals born? hatched from eggs born alive

How many brothers and sisters might be born at the same time? _____

How big is the baby (length, height, weight, etc.) when born? _____

Who raises the young: both parents mother only father only

neither parent – the baby survives on pure instinct

What does the baby eat and for how long? _____

How long will the babies stay with the parent (if parents are involved)? _____

When is the “baby” considered an adult? _____

How will it find a mate and have babies? _____

Who prepares the nest/den/burrow and how (if applicable)? _____

Some animals are only born at specific times of the year (to coincide with food availability). This baby

is born: anytime of the year or usually in the month of _____ or the

season of _____

To what animal class does it belong? circle the answer:

Vertebrate:

fish
mammal
bird
reptile
amphibian

Invertebrate:

arthropod (insects, crustaceans & arachnids)
sponges
flatworms
segmented worm
echinoderms
mollusk
roundworms
cnidarian

In what type of habitat and ecosystem does this animal live? _____

How does it move and what parts of its body does it use to move? _____

What are some of the behaviors that were discussed in the story? _____

How does it see? _____

How does it hear? _____

What does it eat? _____

How does it get its food? _____

How does it protect itself from predators? _____

Where does the animal live? _____

Does it live alone or with a group? _____

How does it "communicate" with others of its kind? _____

How does it sleep? _____

When does it sleep? _____

Is food easily available all year? _____

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Panda

Have you ever seen one of these animals in real life? yes no

If so, where did you see it? _____

What are the babies called? _____

How are the animals born? hatched from eggs born alive

How many brothers and sisters might be born at the same time? _____

How big is the baby (length, height, weight, etc.) when born? _____

Who raises the young: both parents mother only father only

neither parent – the baby survives on pure instinct

What does the baby eat and for how long? _____

How long will the babies stay with the parent (if parents are involved)? _____

When is the “baby” considered an adult? _____

How will it find a mate and have babies? _____

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fish
mammal
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Invertebrate:

arthropod (insects, crustaceans & arachnids)
sponges
flatworms
segmented worm
echinoderms
mollusk
roundworms
cnidarian

In what type of habitat and ecosystem does this animal live? _____

How does it move and what parts of its body does it use to move? _____

How does it see? _____

How does it hear? _____

What does it eat? _____

How does it get its food? _____

How does it protect itself from predators? _____

Where does the animal live and does it make a "house?" (burrow, nest, etc.) _____

Does it live alone or with a group? _____

How does it "communicate" with others of its kind? _____

How does it sleep? _____

When does it sleep? _____

Is food easily available all year? _____

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Peacock

Have you ever seen one of these animals in real life? yes no

If so, where did you see it? _____

What are the babies called? _____

How are the animals born? hatched from eggs born alive

How many brothers and sisters might be born at the same time? _____

How big is the baby (length, height, weight, etc.) when born? _____

Who raises the young: both parents mother only father only

neither parent – the baby survives on pure instinct

How long will the babies stay with the parent (if parents are involved)? _____

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How will it find a mate and have babies? _____

Who prepares the nest/den/burrow and how (if applicable)? _____

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Vertebrate:

fish
mammal
bird
reptile
amphibian

Invertebrate:

arthropod (insects, crustaceans & arachnids)
sponges
flatworms
segmented worm
echinoderms
mollusk
roundworms
cnidarian

In what type of habitat and ecosystem does this animal live? _____

How does it move and what parts of its body does it use to move? _____

What are some of the behaviors that were discussed in the story? _____

How does it see? _____

How does it hear? _____

What does it eat? _____

How does it get its food? _____

How does it protect itself from predators? _____

Where does the animal live and does it make a "house?" (burrow, nest, etc.) _____

Does it live alone or with a group? _____

How does it "communicate" with others of its kind? _____

How does it sleep? _____

When does it sleep? _____

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Penguins

Have you ever seen one of these animals in real life? yes no

If so, where did you see it? _____

What are the babies called? _____

How are the animals born? hatched from eggs born alive

How many brothers and sisters might be born at the same time? _____

How big is the baby (length, height, weight, etc.) when born? _____

Who raises the young: both parents mother only father only

neither parent – the baby survives on pure instinct

What does the baby eat and for how long? _____

How long will the babies stay with the parent (if parents are involved)? _____

When is the “baby” considered an adult? _____

How will it find a mate and have babies? _____

Who prepares the nest/den/burrow and how (if applicable)? _____

Some animals are only born at specific times of the year (to coincide with food availability). This baby

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season of _____

To what animal class does it belong? circle the answer:

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fish
mammal
bird
reptile
amphibian

Invertebrate:

arthropod (insects, crustaceans & arachnids)
sponges
flatworms
segmented worm
echinoderms
mollusk
roundworms
cnidarian

In what part of the world does this animal live? _____

In what type of habitat and ecosystem does this animal live? _____

How does it move and what parts of its body does it use to move? _____

What are some of the behaviors that were discussed in the story? _____

How does it see? _____

How does it hear? _____

What does it eat? _____

How does it get its food? _____

Does it live alone or with a group? _____

How does it "communicate" with others of its kind? _____

How does it sleep? _____

When does it sleep? _____

Is food easily available all year? _____

How does the animal deal with seasonal changes (if applicable)? _____

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Snake

Have you ever seen one of these animals in real life? yes no

If so, where did you see it? _____

What are the babies called? _____

How are the animals born? hatched from eggs born alive

How many brothers and sisters might be born at the same time? _____

How big is the baby (length, height, weight, etc.) when born? _____

Who raises the young: both parents mother only father only

neither parent – the baby survives on pure instinct

What does the baby eat and for how long? _____

How long will the babies stay with the parent (if parents are involved)? _____

When is the “baby” considered an adult? _____

How will it find a mate and have babies? _____

Who prepares the nest/den/burrow and how (if applicable)? _____

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Invertebrate:

arthropod (insects, crustaceans & arachnids)
sponges
flatworms
segmented worm
echinoderms
mollusk
roundworms
cnidarian

In what type of habitat and ecosystem does this animal live? _____

How does it move and what parts of its body does it use to move? _____

How does it see? _____

How does it hear? _____

What does it eat? _____

How does it get its food? _____

How does it protect itself from predators? _____

Where does the animal live and does it make a "house?" (burrow, nest, etc.) _____

Does it live alone or with a group? _____

How does it "communicate" with others of its kind? _____

How does it sleep? _____

When does it sleep? _____

Is food easily available all year? _____

How does the animal deal with seasonal changes (if applicable)? _____

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Zebra

Have you ever seen one of these animals in real life? yes no

If so, where did you see it? _____

What are the babies called? _____

How are the animals born? hatched from eggs born alive

How many brothers and sisters might be born at the same time? _____

How big is the baby (length, height, weight, etc.) when born? _____

Who raises the young: both parents mother only father only

neither parent – the baby survives on pure instinct

What does the baby eat and for how long? _____

How long will the babies stay with the parent (if parents are involved)? _____

When is the “baby” considered an adult? _____

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arthropod (insects, crustaceans & arachnids)
sponges
flatworms
segmented worm
echinoderms
mollusk
roundworms
cnidarian

In what part of the world does this animal live? _____

In what type of habitat and ecosystem does this animal live? _____

How does it move and what parts of its body does it use to move? _____

What are some of the behaviors that were discussed in the story? _____

How does it see? _____

How does it hear? _____

What does it eat? _____

How does it get its food? _____

How does it protect itself from predators? _____

Does it live alone or with a group? _____

How does it "communicate" with others of its kind? _____

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Is food easily available all year? _____

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Animals all around you

Animals are busy around you at different times of the day or year. Make a list of some of the animals you might see around your (or a friend's) house or school. Even if you live in an urban area, keep your eyes open and you might be surprised at how many animals you might see!

Pets:

Wild Birds:

Insects (including flies, butterflies, etc.)

Wild Reptiles (snakes, lizards, turtles, etc.)

Spiders, worms, slugs

Wild Mammals (raccoons, deer, etc)

Of those animals listed, which ones fall into the following categories:

Animals with four legs: _____

Animals that fly: _____

Animals with feathers: _____

Animals with fur: _____

Animals with wings: _____

Animals that walk on two feet _____

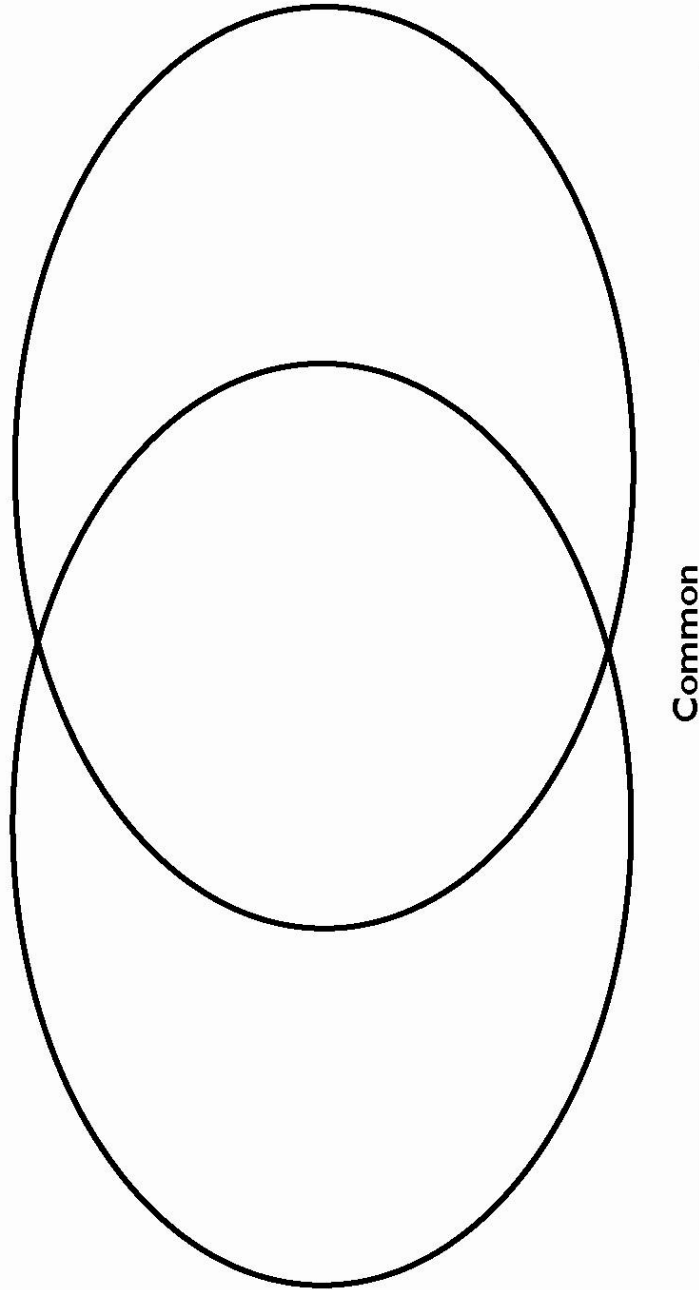
Animals that slither or slide: _____

Animals that swim: _____

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Two Animal Comparison

Pick any two animals and compare and contrast them.



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WHAT'S NEW AT THE ZOO?

AN ANIMAL ADDING ADVENTURE

Math Games

Make three copies of the cards on the next page and cut out for the following games. It may be helpful to print onto a card stock for longer durability.

Tens Make Friends Memory Game

This is a variation of a memory game combined with an adding game.

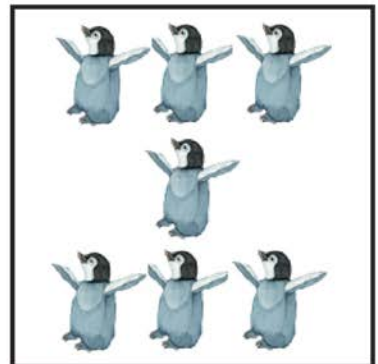
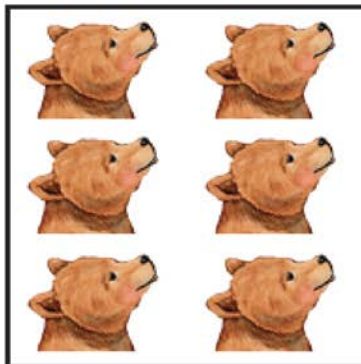
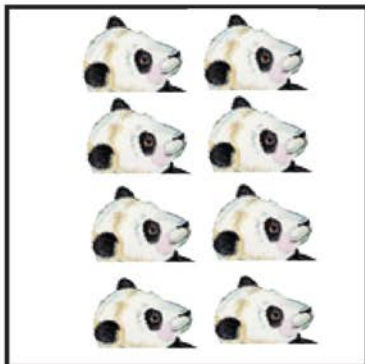
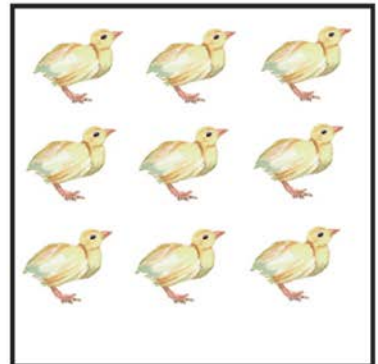
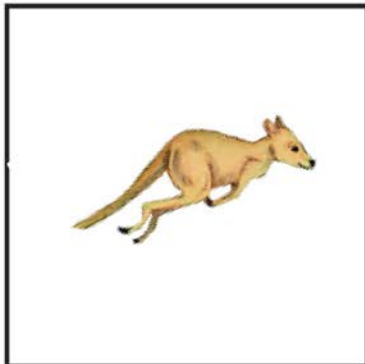
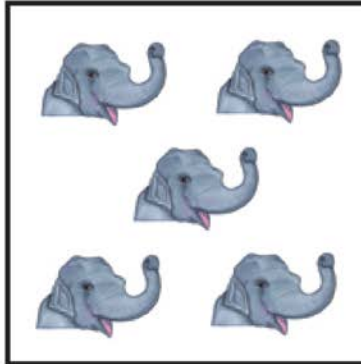
- Mix up the cards and place them face down on a table.
- Taking turns, each player should turn over two cards so that everyone can see.
- If the animal numbers add up to ten, he or she keeps the pair and takes another turn.
- If they do not add up to ten, the player should turn the cards back over and it is another player's turn. The player with the most pairs at the end of the game wins.

Go Fish for Fact Families

- Shuffle cards and deal five cards to each player.
- Put the remaining cards face down in a draw pile.
- The youngest person plays first.
- If the player has three cards that make a fact family, he/she places it on the table and recites the four facts related to the family. For example, if someone has a 2, 3, & 5; the facts are:
 - $2 + 3 = 5$
 - $3 + 2 = 5$
 - $5 - 2 = 3$
 - $5 - 3 = 2$
- The player then asks another player for a specific card rank. For example: "Sue, please give me a 6."
- If the other player has the requested card, she must give the person her card.
- If the person asked doesn't have that card, they say, "Go fish."
- The player then draws the top card from the draw pile.
- If he/she happens to draw the requested card, he/she shows it to the other players and can put the fact family on the table. Otherwise, play goes to the next person.
- Play continues until either someone has no cards left in their hand or the draw pile runs out. The winner is the player who then has the most sets of fact families.

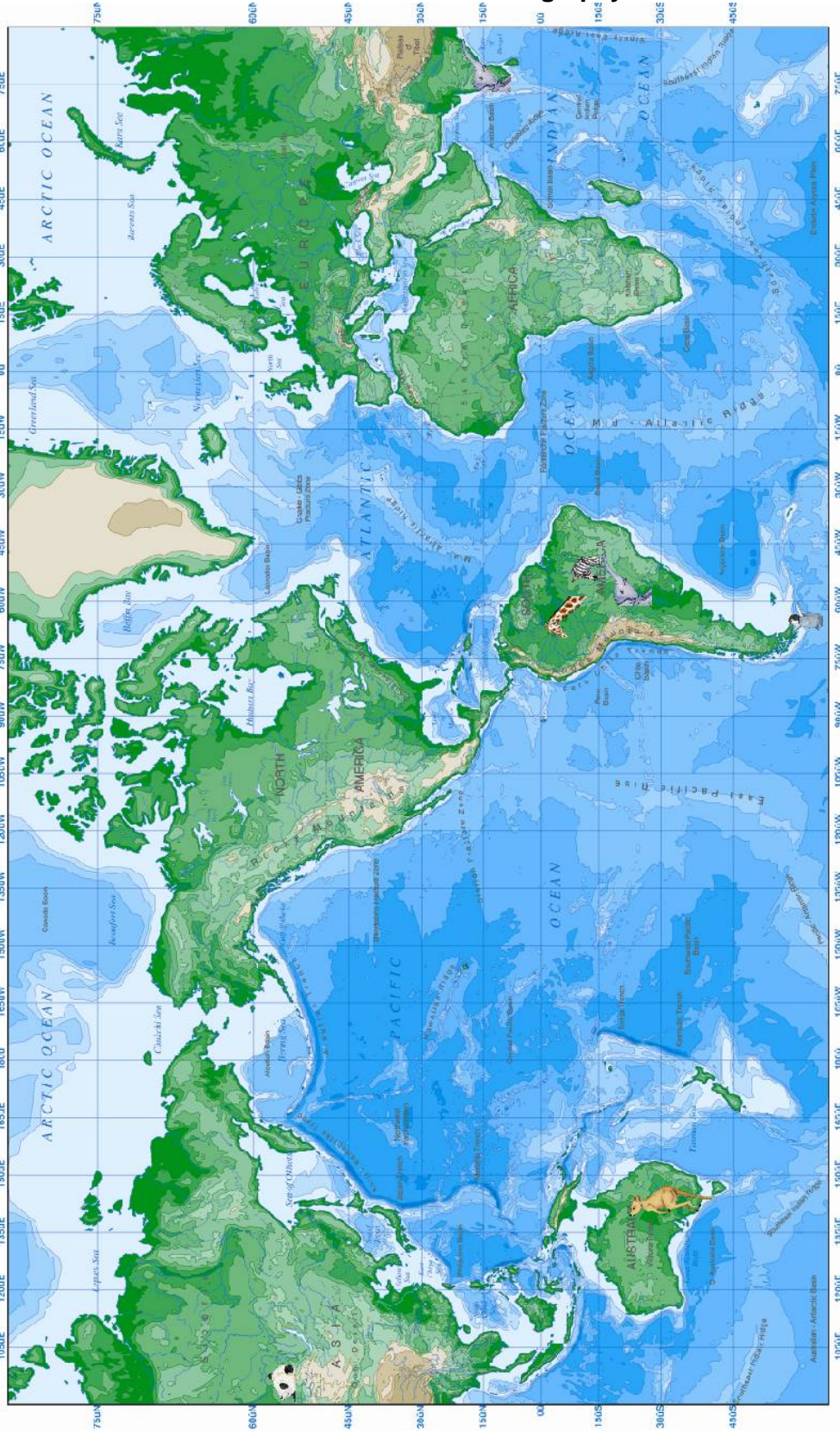
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Math Game Cards



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Geography



Some animals are only found in certain parts of the world. Find and point to:

The giraffe, zebra and the elephant in Africa 🦒 🐘 🦓

The panda and elephant in Asia 🐼 🐘

The kangaroo in Australia 🦘

The penguin near Antarctica 🐧

Answers

Page 4 What do they already know

- What are some names used for baby animals?
 - cubs, calves, pups, infant, foals, chicks, and Joey are mentioned in the text & FCM
 - other names include: puppy, kitten, baby, etc.
- What are some animals that eat plants?
 - wide variety, this opens the door to discuss herbivores, carnivores, & omnivores
 - herbivores shown or mentioned in the book include:
 - pandas (text, FCM, & illustration eating bamboo)
 - bats (text mentions fruit bats)
 - giraffes (FCM text mentions eating leaves)
 - monkey (FCM text mentions eating fruit, leaves or flowers)
- Is a peacock a male, female or either one? male (female is a peahen)
- What is a neonate? a baby snake
- What is an animal that sleeps upside down? bats are shown sleeping upside down in illustration
- What are some ways that mammals are different than reptiles? (see chart on page _____)

Page 6 What, if any, facts are mentioned in the text or shown in the illustrations?

- What are the pandas eating? bamboo
- What are the elephants doing with their trunks? spraying water
- What is an adult female peafowl called? peahen
- What is an adult male peafowl called? peacock
- What are some of the ways the monkeys are holding onto the tree branches? hands, feet & tails
- What are baby snakes called? neonates (hatchlings mentioned in FCM)
- Do the bear cubs look the same or different than the adult bears (except for size)? yes
- Are the kangaroos' front arms longer or shorter than the back legs? shorter, long back legs help jump
- What are baby zebras called? What other animal babies are called the same thing? foals (horses)
- What are baby giraffes called? What other animal babies are called the same thing? calves (cows, elephants, etc.)
- What are baby penguins called? What other animal babies are called the same thing? chicks (other birds)
- What are baby bats called? What other animal babies are called the same thing? pups, (dogs, etc.)

Page 10 Silly Sentences

Baby pandas and bears are called cubs.

Bats are mammals, just like us. They are the only ones that fly.

If an animal baby drinks milk from its mother, it is a mammal.

If an animal has feathers, it is a bird. A penguin's feathers are covered with special waterproof oil.

Baby elephants might suck on their trunks much like young children suck their thumbs!

Monkeys live in trees. Infants quickly learn to walk across the branches.

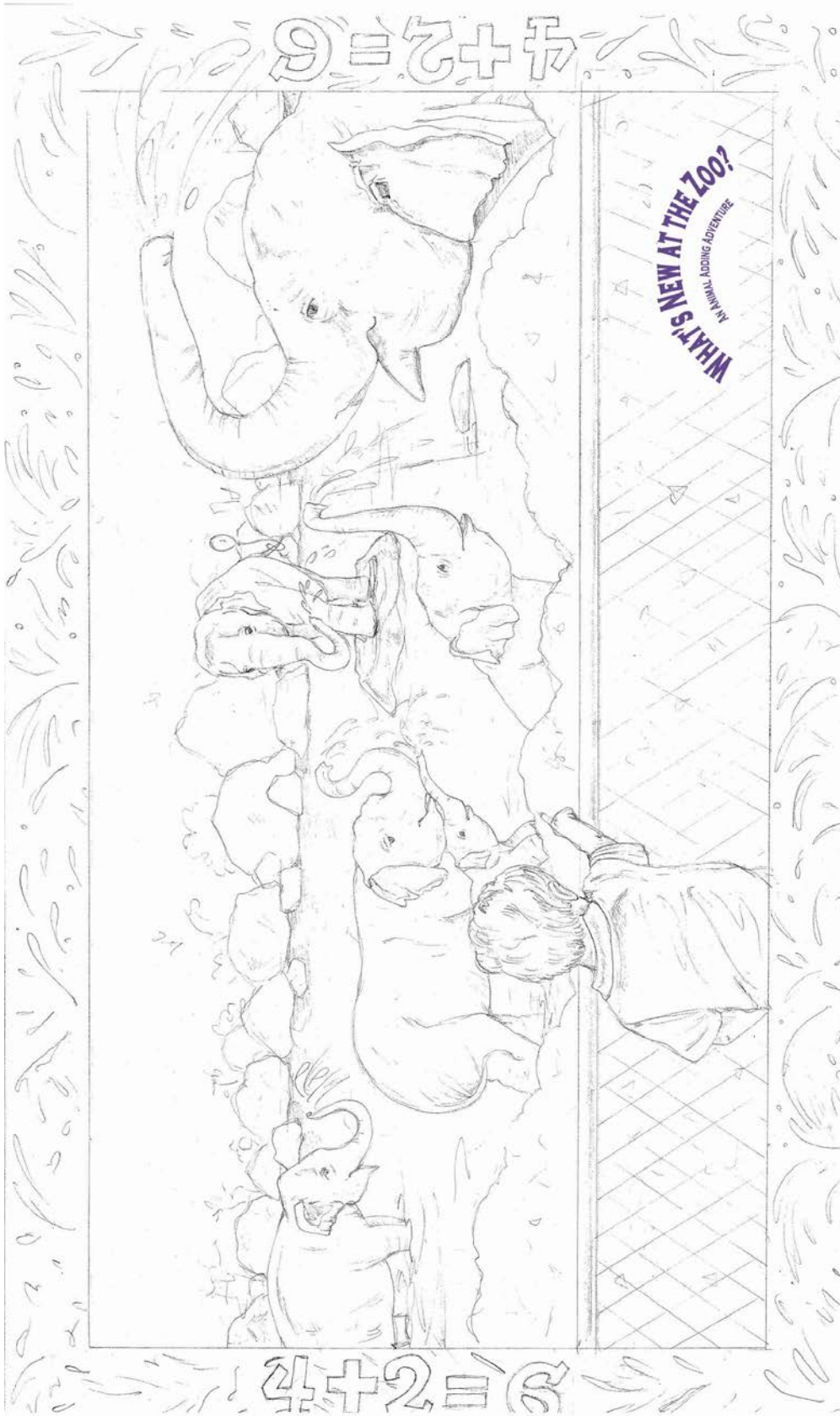
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	A	B	C	D	E	F	G	H	I	J
1						N			C	
2		M	O	N	K	E	Y	B	A	T
3	C	H	I	C	K	C		A	L	E
4	P	A	D	D		K		B	F	N
5	A	N	U	M	B	E	R	I		S
6	N	G	I	R	A	F	F	E	S	
7	D	I	Z	O	O	N	E	S		
8	A	N	E	W	C	O	U	N	T	
9	S	G	R	O	U	P				
10					B					

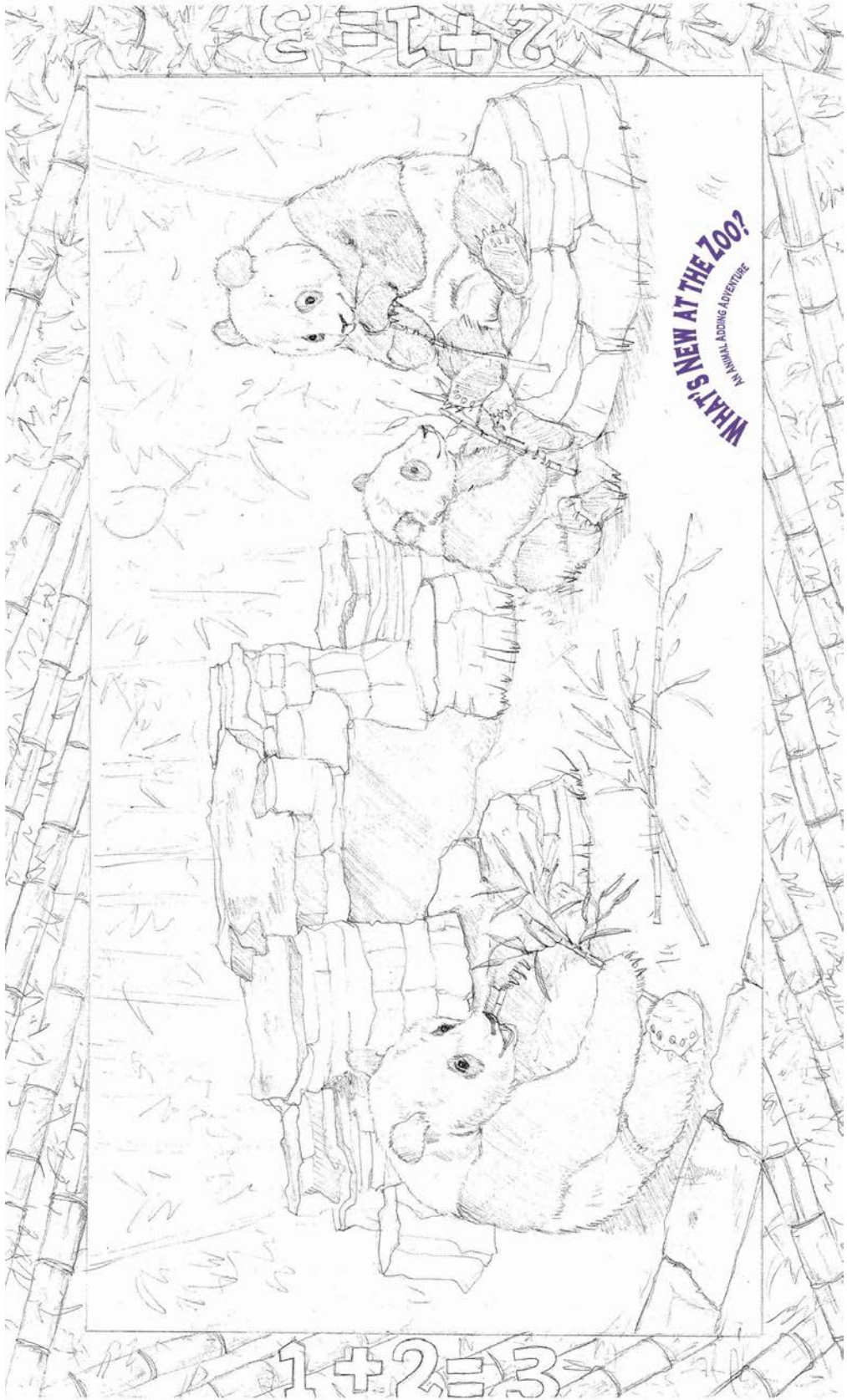
- 8,E COUNT 2,H BABIES 7,C ZOO
- 4,A PANDAS 6,B GIRAFFES 2,J TENS
- 4,B ADD 3,B HANGING 2,H BAT
- 5,B NUMBER 1,F NECK 7,E ONES
- 9,B GROUP 2,B MONKEY 8,E CUB
- 1,I CALF 3,A CHICK 8,B NEW

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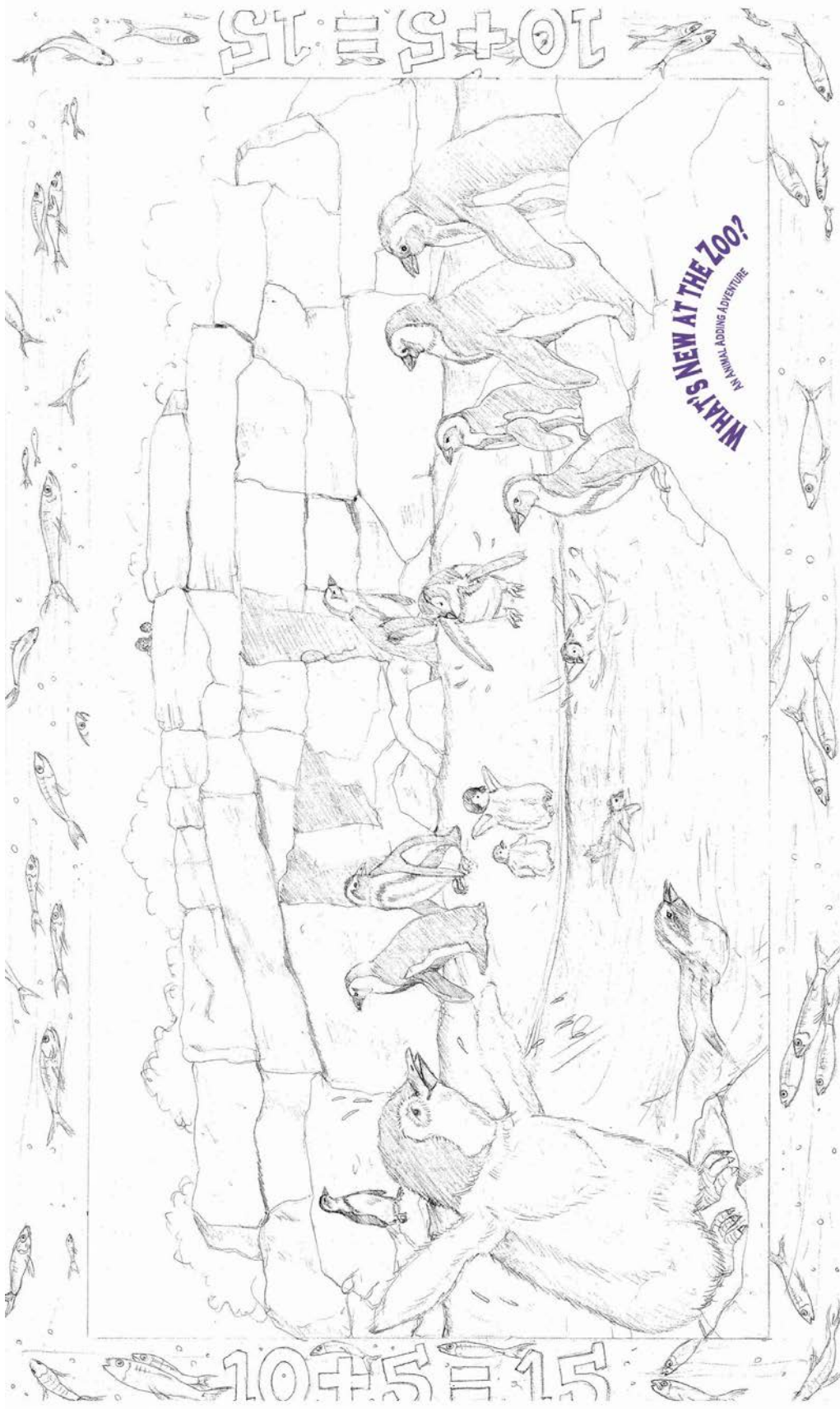
Other Coloring Pages



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