

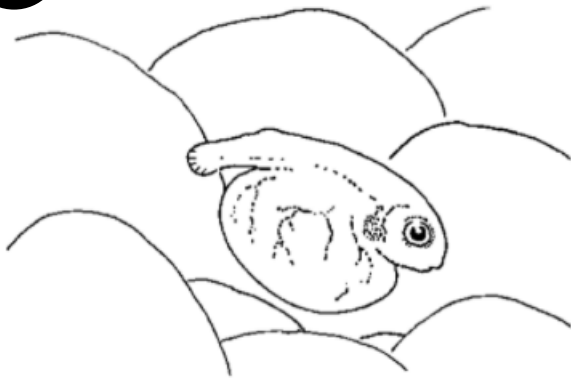


Wild Kids

My Baby Animals Book

STUDENT GUIDE

7

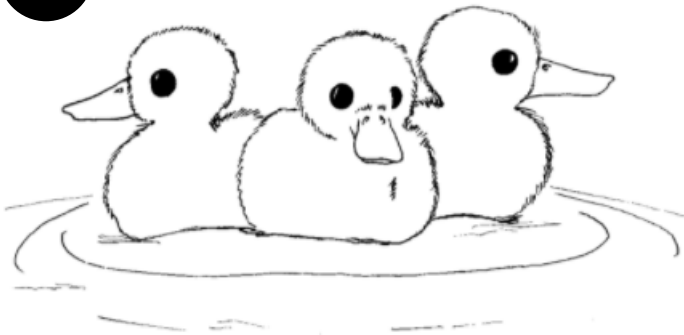


Young fish, called **fry**, must find their own food. This fry hatched from an egg and still has its yolk sac.

Baby Animals

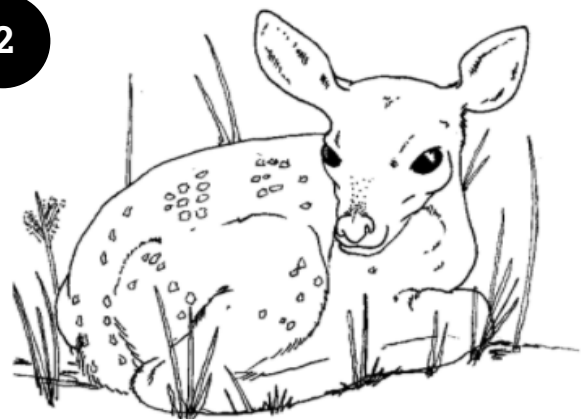
By _____

5



Baby ducks are called **ducklings** and baby geese are called **goslings**. They can swim with their mother soon after hatching.

2

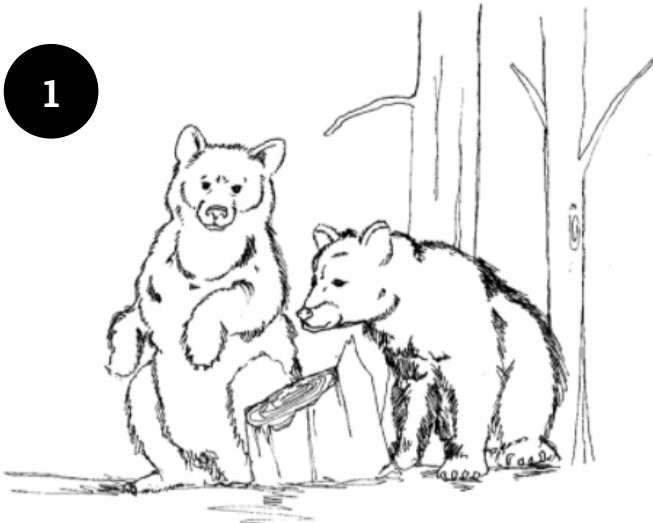


A young deer, called a **fawn**, can stand and run soon after birth. The spots on this fawn help it hide in the grass.

Directions

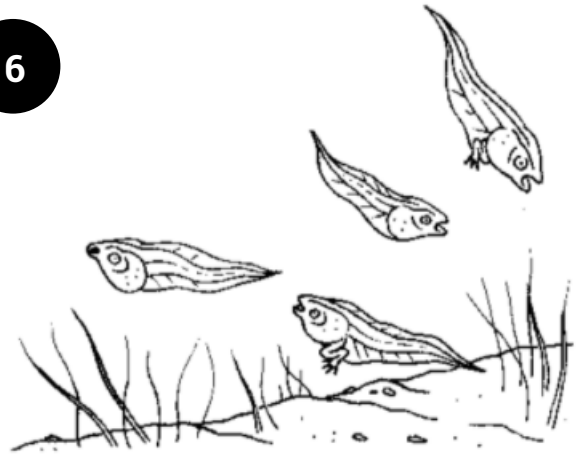
Write your name on the line on the cover page. **Color the pictures.** Then cut along the dotted lines. Fold each strip in half so that you see one picture on each page. Make sure that the cover is on the front and the pages are in the correct order. Then staple your booklet together.

1



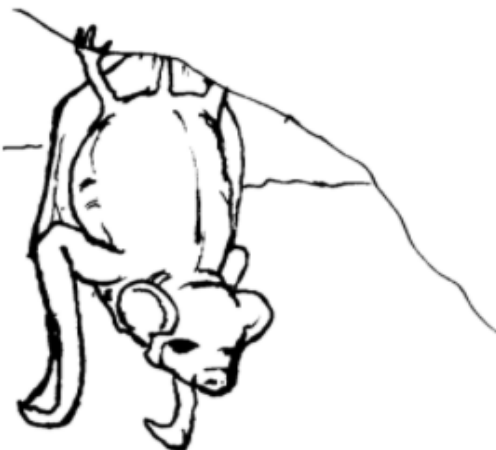
Young bears, called **cubs**, receive food and warmth from their mother. They stay with her for a year.

6



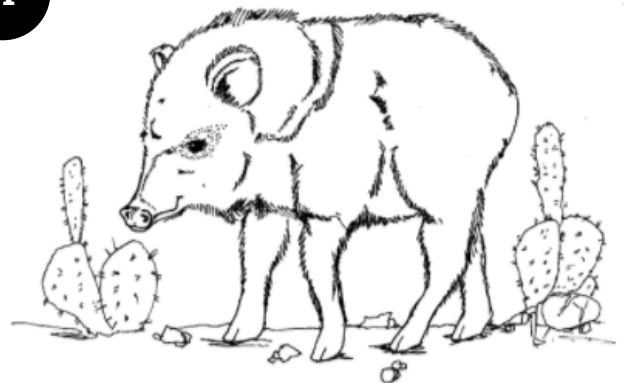
Young frogs and toads are called tadpoles. They may never see their parents and must find their own food.

3



A baby bat, called a **pup**, stays with its mother for a month or two until it can fly and find its own food.

4



A newborn javelina is reddish colored and is called a **red**. When it is a little older, it is called a **pigling**.



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My Baby Animals Book

TEACHING GUIDE

Overview

In this activity, students will make a book that explores different baby animals found in Arizona. After reading the book (individually or guided), they will answer some basic comprehension questions. In addition to the science content, this activity has the potential to help develop fine motor skills.

Suggested Procedures

1. Print the worksheet above. If possible, print it double sided. If double sided printing is not available, the pages should be placed back to back and taped together.
2. Students should write their name on the line located on the cover page.
3. Students should be encouraged to color the pictures.
4. If students are able to use scissors, they should be encouraged to cut out their own pages for the book. Otherwise, an adult will need to cut them out. Pages should be cut along the dotted lines. The side margins can also be removed, if preferred.
5. Each set of pages can then be folded in half. You should see a picture on each page. Make sure that the cover (with their name) is on the front and that the pages are in the correct order. Staple the book together along the fold.
6. Read the book with the students. Have them follow along in their own book.
7. Once completed, ask the following questions:
 - a. Which of the baby animals in this book look the most like the adults? Which look the least? Why do you think some animals look more like their parents when they are born than others?
 - b. Which of the baby animals in this book require the LEAST amount of help from their parents when they are first born? Why do you think some animals require almost no help from their parents? How might this help them survive?
 - c. Which of the baby animals in this book require the MOST amount of help from their parents when they are first born? Why do you think some animals require more help from their parents? How might this help them survive?

Grade

1st

AZ Science Standards

- 1.L3U1.9

Science and Engineering Practices

- Obtain, evaluate and communicate information

Crosscutting Concepts

- Stability and Change