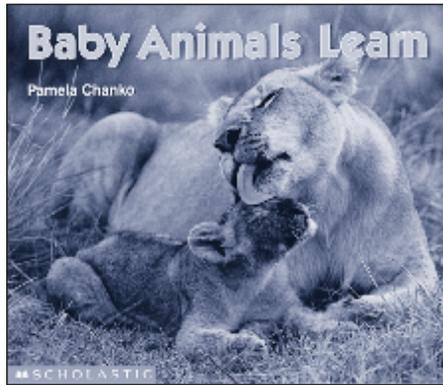


# Baby Animals Learn



by Pamela Chanko  
genre: science nonfiction  
word count: 52

**Level B**

**Summary** Through color photographs and text, this story presents some of the things baby animals learn from their parents.

## Background Information

Encourage children to talk about some of the things they learned when they were babies. How did you learn to walk, talk, use a fork and spoon, etc.? Point out that baby animals learn many things from their parents just as children do.

For additional information, see [www.sandiegozoo.org](http://www.sandiegozoo.org), the San Diego Zoo's web site.

## Supportive Text Features

The colorful photographs of adult and baby animals are highly appealing and they directly support the text. There is one sentence on each page, and the sentence pattern is the same throughout.

Praise children for specific use of "Behaviors to Notice and Support" on page 33 of the *Guided Reading Teacher's Guide*.

## Challenging Text Features

Some of the vocabulary, such as *climb*, *drink*, *groom*, and *swim*, may be difficult for children to read. Children will need to use their knowledge of sound-letter relationships, along with information in the photographs, to help them figure out new words. Children may need support to identify the animals in the photographs. (See the back of the book for information.)

## Comprehension Strategy

### Comparing/Contrasting

We can learn a lot by looking carefully at photographs. For example, we can compare pictures to learn how things are the same. We can contrast pictures to tell how they are different.

- Take a look at the photograph of the orangutans. Look at their hands. They can hold onto a rope with their hands. Can all animals do that? Which other animal in the book do you think can do that?
- Now take a look at the photograph of the mother and baby deer. How are the mother and baby alike? How are they different? The baby deer has spots. What other animal in the book has spots? Are the spots the same?

## Phonics and Word-Solving Strategies

### Reading Words With Consonant Blends

- Guide children to use their knowledge of sound-spellings to read words with blends.
- Have children look at the photograph of the orangutans. Read the sentence aloud, but omit the last word, *climb*. Help children blend the sounds for *c* and *l*. What word that begins with /kl/ tells what the orangutans are learning to do?
- Have children turn to the photograph of the lions drinking. Read the sentence aloud, but omit the last word, *drink*. Help children blend the sounds for *d* and *r*. What word that begins with /dr/ tells what the lions are doing?
- Discuss what the chimpanzees in the next photograph are doing. Read the sentence aloud, omitting the last word, *groom*. Help children blend the sounds for *g* and *r*. Then tell them that the last word in the sentence is *groom*, and discuss its meaning.

## Matching Same Sounds

Guide children in identifying words that begin with the same sound.

- Have children listen for two words that begin with the same sound as you read the sentence on the first page.
- Have them name the words, *lot* and *learn*, and say the beginning sound, /l/.
- Then read the sentence on the last page and have children repeat the word that begins like *lot* and *learn*.

## Oral Language/Vocabulary

- Have children draw pictures or bring in photographs of themselves when they were younger. Encourage them to talk about the pictures and what they were like at that age.
- Have children tell about learning to do something that was hard for them. How did you learn to do it? Did someone help you? How did you feel when you finally could do it?

## Extending Meaning Through Reading and Writing

- Create a chart with the heading "We learn in school." Work with children to generate sentences such as "We learn to read." Read the chart in a shared way when completed. **(Descriptive)**
- Ask children to think of something they would like to learn. Help them write a note to a friend or parent telling what it is they would like to learn and why. **(Persuasive)**

## Fluency Practice

Have children read the book chorally. Suggest that they practice reading the book with a partner several times before reading it together.