



Ted Alejandre, County Superintendent

San Bernardino County  
Superintendent of Schools  
*Transforming lives through educ*



**Wednesday, July 1**  
**12:00pm**

**Animal Babies: First Year on Earth “First Steps”**  
**4<sup>th</sup> – 8<sup>th</sup> grades.**

See how the babies learn to understand their surroundings in environments ranging from Africa to Sri Lanka to Iceland. The most basic tools for survival must be learned in their first three months to thrive and ultimately survive.

**After watching this episode, choose from the following questions and/or tasks to extend your learning**

**Question Box 1**

- How do the surroundings of the baby animals impact their first year of life?
- What are the basic survival skills and tools that baby animals need to learn in their first three months of life?
- Compare and contrast the first three months of two animal babies in today's broadcast.
- Select a geographical location to describe. What are some benefits and disadvantages to living in this particular location?
- What words/phrases/images caught your attention in the episode? Are there any similarities in the ones you noticed?
- Paraphrase what you learned from the episode.

**Question Box 2**

- How are animal babies similar and different from human babies?
- What was the narrator's main purpose for this episode?
- What do you think the narrator wanted you to understand about baby animals? How do you know?

**Box 3 (Tasks)**

- Create a table that shows the growth of the featured baby animals for the first three months of their life. Use a variety of connecting words or phrases such as: “first/next, at the beginning, for example, in the first place, as a result, on the other hand” (ELD.PII.6.2. Emerging & Expanding)
- Compare the first year of a baby animal’s life with the first year of a human baby’s life. What are the similarities and differences?
- Create a list of physical characteristics of the babies that are similar to the parent.
- Create a list of physical characteristics that are different from the parent.
- Choose one baby and parent to draw, pay attention to the similar or different physical characteristics you observed.
- Describe some of the “tools” animal babies in the video use to survive.
- Explain why the first three months of life is so important to the animal babies.

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### **Box 4 (Enrichment)**

- Choose one of the animals discussed in the episode or choose an animal you want to learn more about. Do additional research about the animal's first year of life.
- Describe how the animal grows and changes physically. Show your learning by sketching pictures of the animal as it grows or creating a PowerPoint presentation using online photographs.
- Design a zoo enclosure for a baby animal of your choice. What considerations do you need to make to ensure the health and safety of the animal? What would the environment need to include?
- Compare and contrast the needs of wild animal babies to human animal babies.
- Describe the characteristics of all animals.

### **Box 5 (Extend/Real-Life)**

- Read the following scenario and share with a person or in your journal what you would do in this situation: In 98 degree weather, you were given a job that included lifting heavy items and cleaning up. It is hard work not at all what you expected. What would you do? (*SEL Connection - Self-Management*)
- Let's think about careers in animal agriculture. With a friend or family member, discuss these questions:
  - What kind of animals would you prefer to work with or learn about? (Small animals, large animals, pets, livestock, wild animals, aquatic animals, etc.)
  - What area(s) interests you the most about animals? (Research, medicine/health, conservation, teaching/education, food production, recreation, working with sick vs. healthy animals, etc.)
  - What types of settings are appealing to work in? (Farm, laboratory, business/office, classroom, nature/conservation, clinic/doctor, etc.)
  - How much direct contact would you like to have with animals while working with them? (Directly, every day; occasionally, but not every day; no direct contact; I'm flexible or have no preference; etc.)
  - How much education do you want/plan to pursue? (Employment after high school; associate degree; bachelor's degree; graduate degree; DVM, etc.)
  - Which of these qualities and/or skills describe you? (Adaptable, effective communicator, good with people, scientific, observant, problem solver, inquisitive/knowledge seeker, calm under pressure, compassionate, leader)
  - Do you think you would enjoy working with animals? Why or why not? ELD: You can start with these: "There are three reasons why I think I would enjoy working with animals. First because \_\_\_\_\_. Second, because \_\_\_\_\_. The third and last reason why I think I would enjoy working with animals is because \_\_\_\_\_."
- Research and discuss the number of animal species in the world.
- Make a list of things that you need to survive.