

Simple Literature No. 78: Curriculum for  
***True or False: Baby Animals***

by S. Seifert

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### How to Use This Curriculum

- 1.** Have students read this book for 20 to 30 minutes each day.
- 2.** When students have finished the book, ask the **Comprehension Questions**. A study guide worksheet is available for practice, but an oral discussion is appropriate for this age group.
- 3.** When you have finished discussing the comprehension questions, have students **Write a Paragraph**. Students should write in complete sentences, spell words correctly, capitalize the first letter of every sentence, and place a period at the end of each sentence.
- 4.** Although these guidelines work for this age group, remember that your students are individuals. Therefore, adjust the curriculum to your students' abilities and personalities.

Did you find something confusing, or are you excited about the curricula? You can contact us through <http://home.rmi.net/~seifert/id51.html>. Don't forget to select "Other" in the drop-down menu.

Although the number of e-mails received does not allow me to respond personally, every e-mail is read and appreciated.

If you want to view an alphabetical list of titles that have free comprehension questions, go to <http://home.rmi.net/~seifert/id50.html>.

S. Seifert

## Curriculum for *True or False: Baby Animals* by Melvin and Gilda Berger

### OVERVIEW

1. Have students read for 20 to 30 minutes. Reading for half an hour, and not a completed book, is the daily goal. A study guide for this book is available. If you assign it, let students complete the study guide while they are reading the book.
2. When students have finished reading the book, ask the comprehension questions (study guide questions). If you assigned the written study guide, students may read their answers from it.
3. Prompt students to write a paragraph.

### SUMMARY

This book asks true and false questions about baby birds, fish, and animals—foals, tadpoles, alligators, fawns, sea turtles, polar bears, robins, whales, kittens, puppies, cubs, wolf pups, sea otters, goats, joeys, elephants, calves, giraffe calves, tiger cubs, dolphins, and gorillas.

### COMPREHENSION QUESTIONS

1. How were elephant, whale, and giraffe babies the same? How were they not the same? All of these babies were called calves. Answers will vary for differences, such as how they breathed or looked. Accept all reasonable answers.
2. How were polar bear, lion, brown bear, and tiger babies the same? How were they not the same? All of these babies were called cubs. Answers will vary for differences. Accept all reasonable answers.
3. How were dog, wolf, and sea otter babies the same? How were they not the same? All of these babies were called pups. Answers will vary for differences. Accept all reasonable answers.

### WRITE A PARAGRAPH

Have students relate one aspect of *True or False: Baby Animals* to their own lives by writing a paragraph. Do you have a pet, or do you know someone who does? Write one true and one false statement about this pet. Then write a paragraph that tells more about the animal, such as how it looks or what it does when you go near it.

Name \_\_\_\_\_ Date \_\_\_\_\_

Study Guide for  
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**Instructions:** Write your answers in the spaces below.

1. How were elephant, whale, and giraffe babies the same? How were they not the same?

2. How were polar bear, lion, brown bear, and tiger babies the same? How were they not the same?

3. How were dog, wolf, and sea otter babies the same? How were they not the same?