

# Animal Dads



Written and illustrated by Ami Dobelle

Teacher friendly and ready to use, this guide aligns with the Common Core State Standards (CCSS) and is appropriate for kindergarten through grade three. It includes discussion questions, fun multidisciplinary activities, and printable sheets. Your students will be meaningfully engaged and will ask for more books and information about all of the different kinds of animal dads!

Guides and activities by Ami Dobelle can be found at [www.amidobelle.com](http://www.amidobelle.com)

## **About this Book:**

*Animal Dads* is a book based on real animal dads whose parenting skills are above others in the animal kingdom. From seahorses to emperor penguins, readers will learn about how these animal dads are number one when raising their offspring.

## **About the Author:**

Ami Dobelle has had an extensive career at zoos and aquariums. She has studied animals and animal behavior for over twenty years. Ami is an experienced educator and animal trainer, who has appeared as an animal expert on multiple television shows. Her hands-on work with animals inspired her to write *Animal Dads*. Please visit her website at: [www.amidobelle.com](http://www.amidobelle.com)

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Curriculum written by Ami Dobelle, a high school teacher and a creator and contributor to the curriculum for the Paramus Catholic High School in Paramus, New Jersey.



## Math Lessons

### Pre-reading Discussion Questions:

Before reading this book, launch a discussion with students and invite them to engage in the story's theme.

- Look at the cover of this book and predict what it will be about. Do you think this story will be fiction or non-fiction? Why?
- As the book is read, pause and ask the students about all of the different types of animals that are seen in the book. Did any animals surprise you?

### Activities:

#### Animal Dads Sorting

**Math (Grades K-1) Standards** CCSS.MATH.CONTENT.K.G.B.4 - Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

**Objectives & Outcomes:** Students will be able to create and appropriately sort items into at least three different category sets with 80 percent accuracy.

**Materials:** Print out the sortable images on pages 4-5. These can then be laminated to prevent damage after using multiple times. It is suggested to print in color for easier sorting.

**Procedure:** Have students gather in the front of the room. Have boys stand on one side and girls stand on the other. Ask students what you have just done. (You have sorted, grouped, or categorized) Ask students if there are other ways to sort the class (and take their suggestions). \*If you cannot think of ways to sort try tennis shoes/other shoes, long sleeves/short sleeves, pants/shorts/dresses, hair color, eye color.\*

Explain to students that almost anything can be sorted in several ways and that is what you are going to do today. Offer students a variety of the printed pictures and ask them to sort them (color or size, depending on what objects you have chosen). Allow students time to sort all items and do a visual check of work. If students are struggling, walk them through the thought process: Is this red or blue? Big or small? Etc. Now that students have sorted into the group you chose, ask if someone can think of another way the items could be sorted. Allow students to sort in this manner. Tell students that they are so good at sorting and categorizing that you know they can come up with one more way to sort the items. Allow students to choose a category of their own (each person can be different) and sort the animals. Ask students how they are sorting.

**Assessment & Evaluation:** Students will show understanding by sorting into specific categories with at least 80% accuracy.

**Modification & Differentiation:** Some students may benefit from simplified categories overall.

## **Activities:**

### **Feed the Crocodile Dad**

**Math (Grades 2-4) Standards** CCSS.MATH.CONTENT.K.G.B.4 - Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

**Objectives & Outcomes:** Students will be able to successfully identify greater than, less than, and equal to in sets of numbers with at least 80% accuracy.

**Materials:** Index cards (each card should have a three digit number on it, have at least 10 cards per student) Crocodile set (one per student) printed from page 6. There are two sets on the page.

**Procedure:** Students will compare numbers with three or more digits using visual cues. Ask students if they know/remember what the words greater than, less than, and equal to mean. Give the following examples to check for understanding: (Write each problem and solution on the board).

Is 50 greater than or less than 75?

Is 92 less than or greater than 22?

Is 453 less than, equal to or greater than 453?

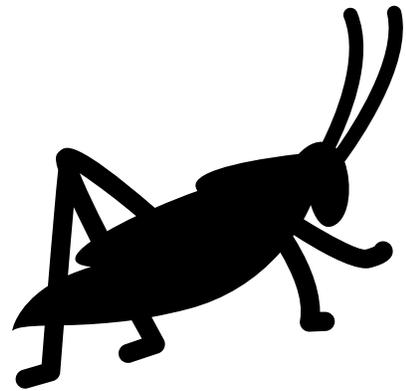
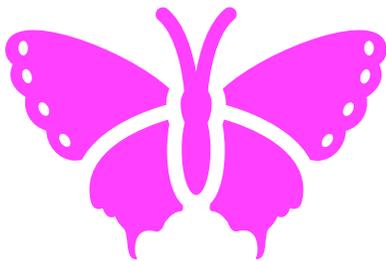
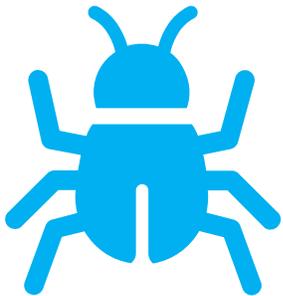
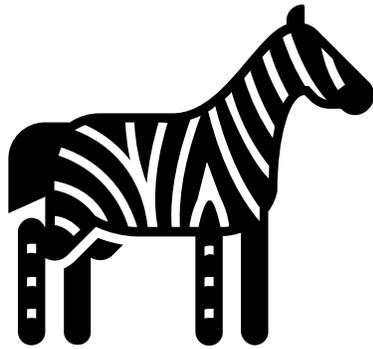
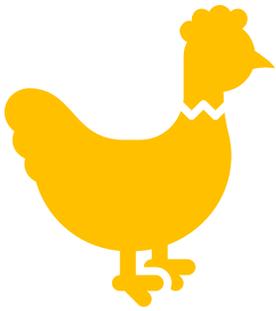
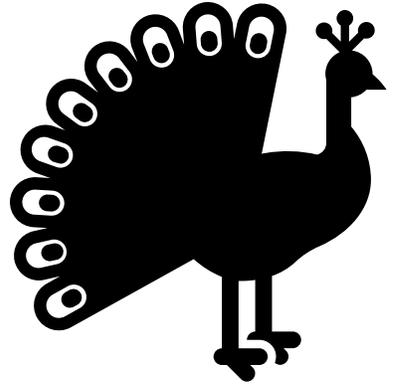
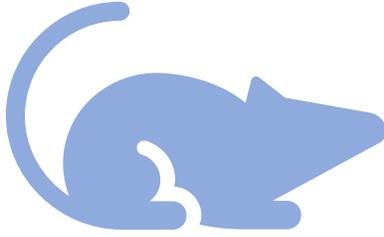
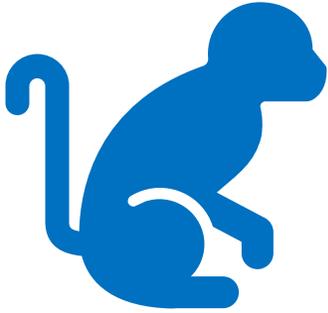
Is 679 less than, equal to, or greater than 758?

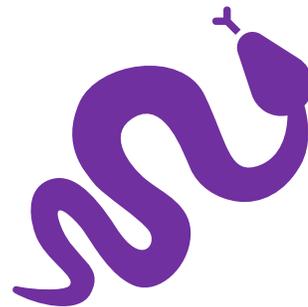
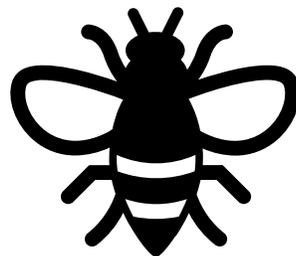
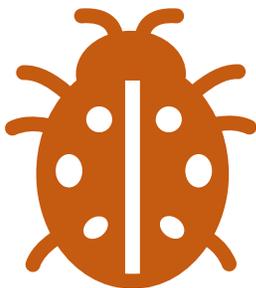
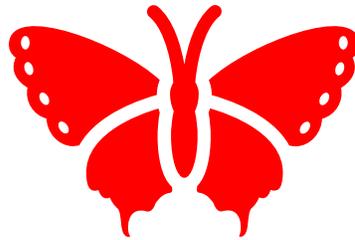
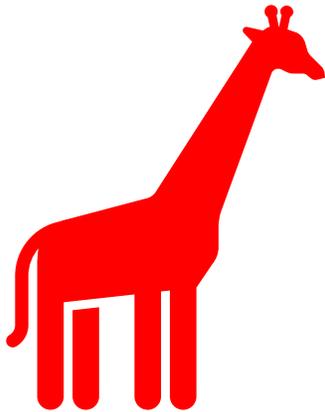
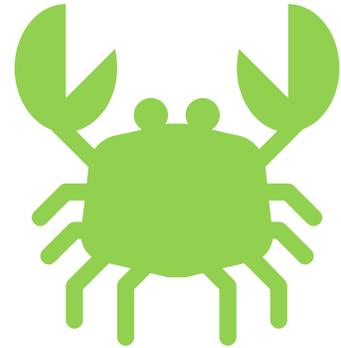
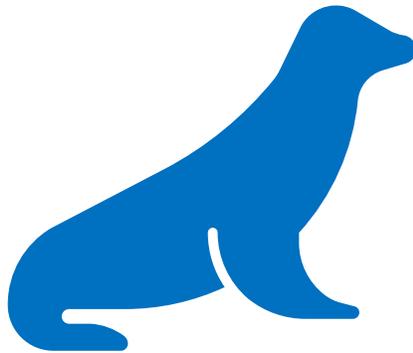
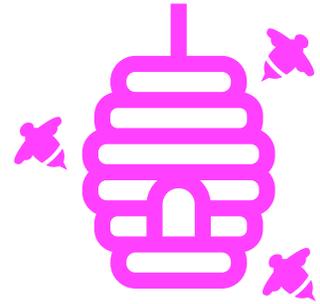
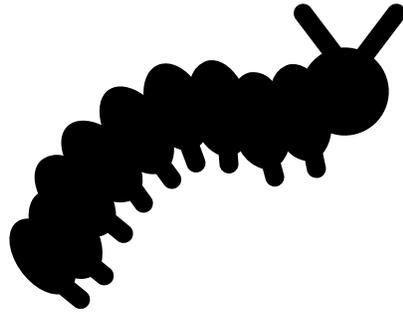
Point to the symbols on the board (the answers). Tell students that the symbol for less than or greater than looks like a crocodile ready to eat the bigger number. Crocodiles love to eat the biggest thing available. When the numbers are equal the equal sign is used, meaning the crocodile does not want either number or is confused about which to eat. Have a stack of index cards with three digit numbers ready for each student. Give each student at least 10 cards. The cards should be different for each student. Tell students to lay out a pair on their desk and place the correct alligator between them. Check each student before doing the next set. Tell students that they are going to try a few more on their own. The last few problems will be displayed one by one on the board. Choose a random set of three digit numbers and write them on the board. Have students hold up the correct alligator to solve the problem. Repeat for as many numbers as necessary to make sure students understand.

**Assessment & Evaluation:** Students will show understanding demonstrate a knowledge of less than, greater than, and equal to with three digit numbers on either side.

**Modification & Differentiation:** Use simplified numbers for struggling students.

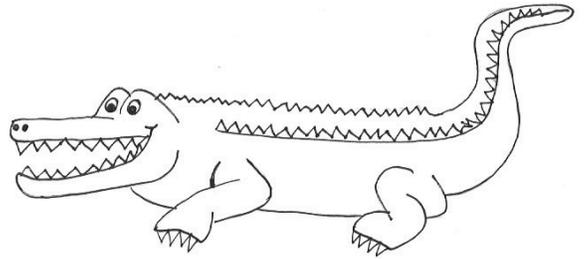
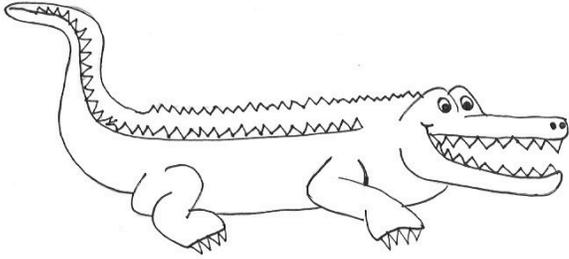
Animal Dads Sorting Pages



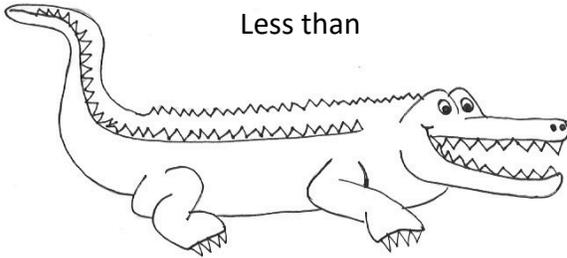


# Feed the Crocodile

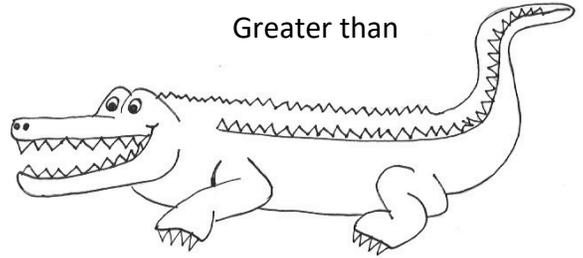
Equal To



Less than

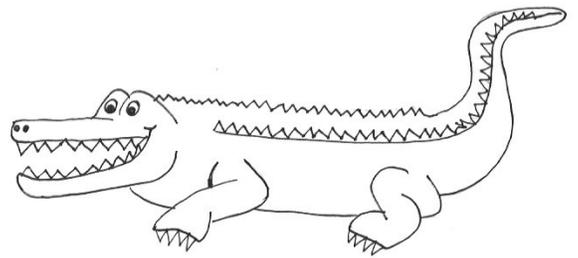
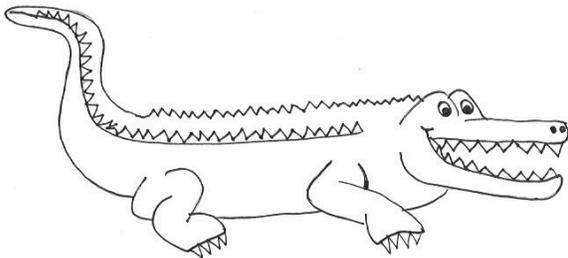


Greater than

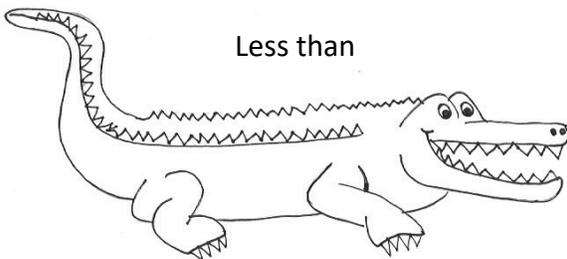


-----Cut along line-----

Equal To



Less than



Greater than

