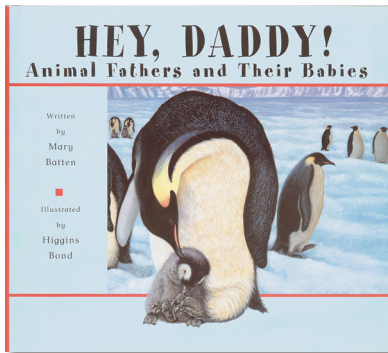


TEACHER'S GUIDE



Hey, Daddy!

Animal Fathers and Their Babies

Written by Mary Batten | Illustrated by Higgins Bond

HC: 978-1-56145-272-9

Ages 6–10 | Informational

AR • RC • Lexile • F&P • GRL N; Grade 3

ABOUT THE BOOK

Hey Daddy! is about animal fathers and the roles they play in the rearing of their offspring. The book introduces familiar and unfamiliar animals to young readers and describes the various jobs animal fathers do as the young grow up. The author acknowledges the mother's importance in childbearing and responsibility, but has selected animals in which the father participates in child care, ranging from a limited role as helper or babysitter to the full care of the young in the mother's absence. The book concludes with the human experience of fathers and their children.

THEMES

- Fathers
- Families
- Relationships
- Responsibilities
- Babies

BEFORE YOU READ

- Distribute copies of the Anticipation Guide included on page 6 of this guide. Instruct the students either to agree or disagree with each statement. Collect the completed guides and keep them for reuse after you have read the book with the students.
- Copy and hand out the following vocabulary list for the story. (Or, write the words and the definitions on the board.) Discuss verbs—words that show action. Have students think of examples of verbs—things they do every day, such as play, run, eat, sleep. Read the verbs on the list aloud to your students. Ask them

to repeat the words. Explain that these verbs, things that fathers may do, will appear in the story. (*Note: The words are listed in alphabetical order, not in order of appearance in the book.*) Discuss the meanings of the words.

Vocabulary List:

- **adopt:** to take something and make it yours. Adults sometimes adopt children who have lost their parents; then they become the new parents.
- **babysit:** to stay home and take care of small children.
- **groom:** to clean the body by brushing or combing or removing dirt.
- **guard:** to protect something so that nothing bad happens to it.
- **hatch:** to break out of an egg like a baby bird breaks the eggshell to be born.
- **huddle:** to stand very closely with others so that you make a tight group.
- **mate:** to find a partner and have children together.
- **nurse:** when a mother feeds her milk to the baby.
- **shelter:** to cover up something so that the weather can't hurt it. Your house shelters you from the weather.
- **tend:** to watch over something to make sure it has everything it needs.

AS YOU READ

- Ask older students to use the Reading Organizer on page 7 of this guide to post information from the

story as they read. Information from the organizer can then be used to answer comprehension questions or compiled into charts, sentences, or reports.

- Have students keep a reading journal as the book is read. When they come across one of the vocabulary words on the list, they can write down.
- Ask younger students to raise their hands when they hear one of the vocabulary words during the reading.

AFTER YOU READ

Ask students to do one or more of the following activities:

- Review their answers on the Anticipation Guide. Would they now change some of their responses?
- Vocabulary Challenge! Use the questions on page 7 of this guide to review verbs from the story.
- Venn Diagram Comparison: Choose two animals from the book to compare, or choose one animal and compare with humans. Then lead students to complete a Venn Diagram showing differences and similarities in the animals and their daddies.
- Use the comprehension questions on page 8 of this guide to review student understanding of *Hey, Daddy!* (An Answer Key is provided on page 9.)

CURRICULUM CONNECTIONS

LANGUAGE ARTS

- List all the names the students can think of for fathers, such as Dad, Daddy, Pop, Papa, etc. Then have the students create acrostic poems using words that show characteristics of fathers. *Example:*
F funny
A athletic
T tall
H heavy
E easy-going
R real
- *Early grades:* Give students the sentence starter: “A good daddy_____.” Have students complete the sentence with their thoughts and illustrate. Display the sentences around the room.
Upper grades: Use the same sentence starter, but have students develop their thoughts into a paragraph by listing examples, experiences, or things they wish for. Again, ask students to illustrate their paragraph, and display their work throughout the room.
- Write the following list of animals from *Hey, Daddy!*

on the board. Ask students to write the names in a column on a sheet of paper. Then have them make a second column in the center, placing all the names in alphabetical order. Finally, have them make a third column, writing the plural name of each animal in the list.

- blue jay
- mallee fowl
- phalarope
- Emperor penguin
- Darwin’s frog
- giant waterbug
- mountain gorilla
- seahorse
- California mouse
- beaver
- baboon
- human
- Japanese macaque
- titi monkey
- marmoset
- Have students do the “Daddy Animals Word Search” (page 10 of this guide) containing the names of father animals. (Younger students will enjoy the puzzle alone, while older students may want to know to what animals the names refer. Challenge students to use a dictionary to find as many as they can. The answers are listed below.)
billy: goat
boar: pig, beaver, raccoon, guinea pig
buck: deer, antelope, rabbit
bull: cow, alligator, elephant, moose
cob: swan
drake: duck
drone: bee
gander: goose
gobbler: turkey
jack: donkey
musket: sparrow hawk
ram: sheep
rooster: chicken
stallion: horse
tom: cat, turkey

SCIENCE

- Discuss animals with backbones (vertebrates) and animals without backbones (invertebrates). As a group or individually, ask students to research and classify each animal mentioned in the book as having or not having a backbone.

Answers:

Vertebrates: blue jay, mallee fowl, phalarope, Emperor penguin, Darwin's frog, sea horse, California mouse, beaver, baboon, Japanese macaque, marmoset, titi monkey, mountain gorilla, human

Invertebrate: giant waterbug

- Use the following categories and group the listed animals into their proper group:
 - Birds
 - Fish
 - Mammals
 - Amphibians
 - Insects

Answers:

Birds: blue jay, mallee fowl, phalarope, Emperor penguin

Fish: sea horse

Mammals: California mouse, beaver, baboon, Japanese macaque, marmoset, titi monkey, mountain gorilla, human

Amphibians: Darwin's frog

Insects: giant waterbug

- Ask students to use the following list of habitats and research information about the different environments. Invite them to write sentences or a paragraph about the assigned area. Do this as a written assignment or report the findings orally. (Ask your school librarian to pull books having to do these topics if your students are just beginning to learn research skills.)
 - mountains of Japan/highlands
 - central Africa
 - east Africa
 - ponds
 - grasslands
 - arctic regions
 - bird's nest
 - ocean
 - rainforest

MATH

- Give students the following list of animals and ask them to look up the average heights and weights of adult males in a reference book or on the Internet. Help them to use the list of adult animal heights and/or weights to create a bar graph. Then compile the data into a chart and create the graph.
 - blue jay
 - mallee fowl

- phalarope
- Emperor penguin
- Darwin's frog
- giant waterbug
- mountain gorilla
- seahorse
- California mouse
- beaver
- baboon
- human
- Japanese macaque
- titi monkey
- marmoset

- Give each student a copy of the "Papa Problems" handout on page 11 of this guide. The questions emphasize writing math sentences and grouping. Encourage older students to see the relationship between adding and multiplying, and between subtracting and dividing.

SOCIAL STUDIES

- Provide each student with a blank map of the world. Help them fill in the names of the continents. Then have them write in or draw each animal listed from the book onto the correct continent.
- Children usually find foreign names and words interesting. Assign each student a different country. Tell students that they may use the library, the Internet, their parents, books, or any other reliable source to find out what fathers are commonly called in that country. Perhaps there is a formal name for father and a more affectionate name. Ask students to report their findings the next day, including where they got their information.

ART

- Make a simple pattern of a hat, tie, shoe, shirt, and pants. Have each student use the pattern to trace and cut out one object using art paper, craft paper, construction paper, wallpaper, or newspaper. Glue that object on a large sheet of paper. Ask the student to draw a father around the object. Hang the pictures around the room and have students guess who did which picture.
- Provide each student or a pair of students with a shoebox. Tell them to choose one scene from the book and recreate it as a 3-D scene within the box. Students may use construction paper, clay, or recycled objects to create the elements of the scene. Make sure students don't forget the sides of the box!

These make a nice display in the library or showcase.

- Make a mural using the fathers and their young drawn or painted in their natural habitats. Work in groups or assign individual animals.

Higher Order Thinking Activities (Based on Bloom's Taxonomy)

Assign the following questions or use them to create a project list and allow the students to choose and then develop the idea into a project.

- Make a list of every animal in the book. Use this list to group the animals into categories. Each student or group must decide on the categories. Write a heading and list the animals that go into each group under the appropriate heading. Then write a sentence explaining why you put those animals together. (analysis)
- Choose one animal. Compose a letter to a scientist who studies that animal and ask questions about the animal that would help you design a habitat if that animal were coming to a zoo in your area. (synthesis)
- Invent a new animal. Write about your animal and explain why the daddy is the one who takes care of these babies. As you write, include information about the father and what he does that helps him care for the young. Draw a picture of your animal with his babies. (synthesis)
- Rank the father animals mentioned in the book from the one that does the most work to the one that does the least work of caring for its young. (evaluation)
- Compare a daddy animal from the book who does most of the work looking after the young with a daddy animal from the book who helps care for the young but does not do the majority of the work. Decide if one father is more important than the other. Write a paragraph explaining why you made the decision you did and telling what made you think that way. (evaluation)
- Conduct a debate with another student. Choose one animal to discuss. One person argues that the mother is more important to the young. The other person argues that the father is more important to the young. Support your answers from information in the book. (evaluation)
- Choose two of your favorite animals from the book. Write to compare and contrast the jobs of the fathers of those two animals. (comprehension)
- Name the seven continents. Write the name of each animal discussed in the book under the correct continent. (application)
- Choose one animal. Imagine and describe a change in the environment that could possibly occur. (Climate got colder, rainfall increased, pollution entered the pond, etc.). Predict what might happen to that animal if these environmental changes took place.
- Write a "Father of the Year" recommendation for a very good father. Tell about his characteristics and why he is a good father. Explain the things he does and give examples. Try to convince the judges in the contest that the father you are writing about is the best father and that he should win the award. (evaluation)

RELATED READING

Here are some other books about fathers that you may want to read aloud or make available to your class:

- ***Daddy Play with Me***, Shigeo Watanabe
- ***The Daddy Book***, Ann Morris
- ***Hop on Pop***, Dr. Seuss
- ***Daddy Makes the Best Spaghetti***, Anna Grossnickle Hines
- ***Daddy Has a Pair of Striped Shorts***, Mimi Otey
- ***Daddy and Me***, Jeanne Moutoussamy-Ashe (a photographic essay about the tennis player Arthur Ashe and his daughter)

REVIEWS

“...a welcome addition to most libraries.”

—**Booklist**

“Bond’s realistic watercolor paintings nicely reflect the text and do an excellent job of showing a loving relationship between the animal dads and their young against a backdrop that shows their natural habitat... a lovely book...”

—**School Library Journal**

“Big, realistic, vivid art instantly captivates the reader. And the text grips him with the strange parenting habits of mammals, birds, and reptiles.”

—**Science Books & Films**

“This book would be exceptionally valuable in a science class where the roles of each animal family member are taught, especially the unusual roles of animal fathers.

Highly Recommended.”

—**Library Media Connections**

AWARDS

- Young Hoosier Book Award (nominee, picture book)
—Association for Indiana Media Educators
- Children’s Crown Gallery Award (nominee)
—National Christian School Association

ABOUT THE AUTHOR

Mary Batten, is an award-winning writer for television, film, and publishing. Her many writing projects have taken her into tropical rainforests, scientific laboratories, and medical research centers. She was nominated for an Emmy for her work on the Children’s Television Workshop’s science series *3-2-1 Contact*, and she has written more than fifty nature documentaries for television series, including the syndicated *Wild Wild World of Animals*. Mary is also the author of many children’s books, among them *Baby Orca*, *Baby Wolf*, *Aliens from Earth*, *Please Don’t Wake the Animals*, and *Anthropologist: Scientist of the People*.

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ABOUT THE ILLUSTRATOR

Higgins Bond, who has illustrated books for children for more than twenty-five years, attended Phillips University in Oklahoma and received a BFA from the Memphis College of Art. She has also created illustrations for magazines and posters, calendars, ads, brochures, figurines, dolls, and individual paintings for various companies. Her school visit presentation, “Yes, It Is Possible to Make a Living as an Artist,” is perfect for aspiring artists of any age.

www.higginsbond.com

Peachtree Teacher’s Guide for
HEY, DADDY!

prepared by Shirley Smith Duke and Rebecca McKee

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Name _____

Anticipation Guide

Before you read this book about dads, answer the survey. There are no right or wrong answers. Just indicate whether you agree or disagree with the statements.

Write Agree or Disagree

Mothers are more important than fathers.	
All babies come from the mother's body.	
Some fathers do most of the work caring for the children.	
Animal fathers bring most of the food to the babies.	
Father birds sit on the eggs in the nest.	
Father animals help keep the babies warm.	
Many fathers carry the babies.	
Some animals stay together for life.	
Caring for children is a lot of work.	
Human fathers spend more time with their children than any other animal.	

Reading Organizer

Have students look through the book and find an animal they would like to learn more about. Have students answer the question as below on their own, or in a small or whole group setting. Students may draw the animal and write their answers on the back of the page or around their picture. Teachers may want students to give a short oral report of their animal of choice. Make sure a report is done for each animal in the book.

What's the animal?

Where does it live?

How does the daddy help the baby?

How long does the daddy help?

Draw a picture of the animal.

Vocabulary Challenge

Have students look back at the verbs in the vocabulary list on page 1 of this guide and answer the following questions. Teachers may write these questions on chart paper or on the board and have students answer verbally or in writing.

Which words are verbs that people do?

What are three ways that you groom yourself?

Tell about something that you tend to at your home.

Why do people or animals huddle together?

Draw a picture of something hatching.

Comprehension Questions

Throughout the book, ask students the following questions to check for comprehension. Teachers may want to copy these questions and cut each one out in strips of paper to hand out before reading the book. As the story is being read, have students signal when their question strip becomes relevant to the section of the book and answer their question. Make sure students can read and understand their question before starting the book.

1. Name three examples of parents who do not care for their babies right after birth.
2. How does the daddy blue jay help the mother bird?
3. How old are blue jays when they leave the nest to find mates and have their own babies?
4. In what country does the mallee fowl live?
5. Describe what a mallee fowl nest looks like.
6. Which mallee fowl parent takes care of the eggs?
7. How does the mallee fowl keep the eggs at the right temperature?
8. What is a phalarope and where do they live?
9. What do the daddy phalaropes do for their babies?
10. What do penguins have instead of wings?
11. What happens to the father penguin while he sits on the nest?
12. What protects the penguin eggs from the cold?
13. Where does the Darwin's frog keep his babies?
14. Why can't the daddy Darwin's frog make a sound when he has the babies?
15. Where does the giant waterbug carry his babies?
16. How does the father seahorse give birth to the baby seahorses?
17. What do California mice daddies do to help the mothers?
18. How long do beaver babies stay with their parents?
19. When the mother baboon is hunting food, what does the father do with the babies?
20. What is another name for Japanese macaques?
21. Who carries baby marmosets and why?
22. What do titi monkeys do with their tails?
23. What animal is the largest primate?
24. Which babies need the longest time in the care of their parents?
25. Tell some things human daddies do with their children.

Answer Key on page 9.

Comprehension Questions (Answer Key)

1. fish, snakes, insects
2. helps build the nest, brings the mother food while sitting on the nest
3. one year
4. Australia
5. a mound shaped like a volcano made of leaves, twigs, moss, and sand
6. the father
7. opens the nest to cool or open the nest to let the sun warm them
8. shorebird; Alaska
9. keeps them warm, leads them to ponds for food, warns them of enemies
10. flippers
11. loses half his body weight
12. the father penguin's feet, skin and feathers on his belly
13. in a vocal sac in his throat
14. his throat is too full of frogs
15. on his back
16. the mother lays her eggs in a special pouch in the father's abdomen; they hatch and stay there until strong
17. share the work
18. two years
19. babysits, carries it, protects it from enemies
20. snow monkeys
21. the father; because the babies are so large when born
22. they hold tails like people hold hands
23. mountain gorilla
24. humans
25. love, carry, play, feed, protect, and teach them

Daddy Animals Word Search

The words listed below are names of different daddy animals. Find them in the word search.

K	R	X	V	R	E	T	S	O	O	R	E	N
I	A	Y	B	U	L	L	R	L	N	Q	O	F
J	O	A	L	G	S	V	Y	A	A	I	E	M
P	B	D	K	A	U	N	I	C	L	Y	M	H
H	K	R	F	N	L	K	Q	L	L	J	O	X
L	M	U	V	D	D	Y	A	L	K	I	E	R
M	U	R	W	E	B	T	I	D	T	U	E	Z
T	S	S	U	R	S	B	P	O	R	L	S	K
H	K	C	B	U	C	K	M	R	B	O	U	B
L	E	X	D	R	A	K	E	B	W	H	N	Q
O	T	P	C	H	Y	G	O	B	B	C	V	E
J	L	F	J	V	P	G	Q	A	E	X	O	H
H	G	M	A	R	I	G	J	A	C	K	S	B

billy
boar
buck
bull
cob
drake
drone
gander

gobbler
jack
musket
ram
rooster
stallion
tom

Papa Problems

1. A papa blue jay needs to find worms for his babies to eat. If he has 4 babies, and each baby needs 3 worms every day, how many worms must the papa find? Write an addition problem to show how you got the answer.
2. A papa penguin weighs 16 pounds before he sits on his eggs. After his chicks hatch, he only weighs 8 pounds. Write a subtraction problem to show how much weight he lost.
3. A papa beaver has 4 babies when he is 2 years old. He has 5 babies when he is 3 years old, and he has 4 more babies when he is 6 years old. On his seventh birthday, he wants to invite all of his children to his party. Write an addition problem to show how many children he will invite to his party.
4. On the top half of the back of this page, draw five baby titi monkeys.
5. Now, go back and draw a papa and a mama next to each baby. How many families of titi monkeys do you have? _____ How many titi monkeys are there in all? _____
6. A papa waterbug can carry 100 eggs on his back. On the bottom half of the back of this paper, draw a group of 100 eggs in the way they might look on the waterbug's back.