

# Carry Me!

## Animal Babies on the Move

Written and Illustrated by  
Susan Stockdale

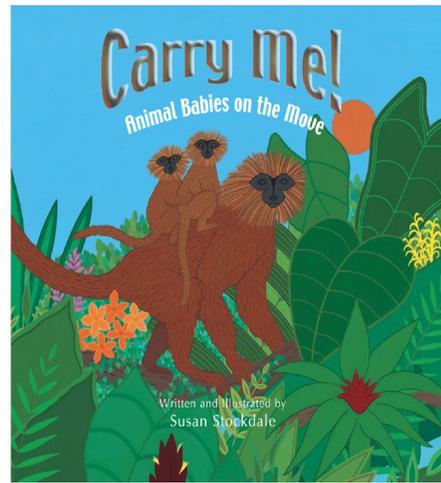
ISBN: 978-1-56145-328-3 | HC | \$15.95

ISBN: 978-1-56145-449-5 | PB | \$7.95

Ages 2 – 6 | Nature | Nonfiction

### Book Level Scores

Fountas & Pinnell | Level: D | Grade: 1



### ABOUT THE BOOK

*How were you carried as a baby? Tucked beneath your mother's arm? Propped atop your father's feet? Probably not, but that's how some animals are carried!*

In *Carry Me!*, Susan Stockdale portrays a variety of ways in which animals carry around their young, keeping them protected and making them feel safe. Stockdale places animals in their natural habitats and ends with a human mother holding her child closely to her chest. Parents and children will enjoy this comforting book about the carrying behavior of animals around the world.

### THEMES

- Animals
- Characteristics of animals
- Habitats
- Adjectives
- Verbs
- Collage Art

### AWARDS

- 📖 Best Children's Books of the Year —*Bank Street College of Education 2006*
- 📖 NSTA Recommends —*National Science Teachers Association 2005*
- 📖 Parents' Choice Approved Award —*Parents' Choice Foundation 2005*
- 📖 The Original Art —*Society of Illustrators 2005*

### REVIEWS

“A beautifully sweet look at how babies are carried, from insects and birds, to mammals and fish, and ultimately to how your own mother carried you... The illustrations are perfect for young readers. Featuring simple lines and vibrant colors, they complement the text by focusing on the interaction between the parent and child. Sure to become a calm and soothing bedtime favorite.” —**Kirkus**

“The facts of zoology are both exciting and cuddly in this science picture book with clear, bright acrylic illustrations... A bibliography will lead to more fun reading about animals. The focus on movement as well as the physical immediacy in words and pictures make this a good choice to introduce science to the very young.” —**Booklist**

### NATIONAL EDUCATION STANDARDS\*

#### LANGUAGE ARTS K-12

[Language Arts Standards provided by the NCTE.]

#### NL-ENG.K-12.1 READING FOR PERSPECTIVE

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

#### SCIENCE Grades K-4

[National Science Education Standards provided by the National Academies of Science.]

#### NS.K-4.3 LIFE SCIENCE

As a result of activities in grades K-4, all students should develop an understanding of the characteristics and life cycles of organisms and organisms [in relation to] their environments.

#### MATH Grades PreK-12

[National Mathematics Standards provided by the NCTM.]

#### NM-PROB.PK-12.3 PROBLEM SOLVING

Apply and adapt a variety of appropriate strategies to solve problems.

#### TECHNOLOGY K - 12

[National Technology Standards provided by the International Society for Technology in Education.]

#### NT.K-12.5 TECHNOLOGY RESEARCH TOOLS

Use technology to locate, evaluate and collect information from a variety of sources. Use technology tools to process data and report results. Evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

## BEFORE YOU READ

1. Ask students if they can tell you the difference between pets and wild animals. Tell them to listen as you read and think about whether the animals in this book are pets or live in the wild.
2. Ask students about the ways they were carried when they were babies or the ways they have seen younger children being carried around.
3. Mention to students that some animals live in very cold places and others live in very hot places. Have students think about the different climates these animals might live in as the book is read.

## AS YOU READ

1. Write the name of each animal on the board as you come to it in the book.

Giant Anteater  
Baboon  
Emperor Penguin  
Golden Lion Tamarin  
Wolf Spider  
African Jacana  
Bat  
Sea Otter  
Coyote  
American Alligator  
Kangaroo  
American Cichlid  
Great Crested Grebe  
European Beaver

2. Point out to students that several of the animals' names provide clues about where the animals live in the wild. **Example:** African Jacana, American Alligator, European Beaver.
3. Help students locate some of these animals' homes on a world map.

## AFTER YOU READ

1. Ask students if this book was about pets or wild animals. Ask them to describe and give examples of the differences between a pet and a wild animal.
2. Go back through the book and discuss the animals that are featured and where they live.
3. Review the many ways in which animal parents carry their young.
4. Discuss which carrying behavior surprised them the most. Was it the cichlid fish carrying its babies in its mouth? The bat carrying its babies clutched to its breast while in flight?

## CLASSROOM ACTIVITIES

### LANGUAGE ARTS

1. Have students list the animals in alphabetical order.
2. Ask them to pick their favorite animal in the book and write an imaginary story about a day in the life of that animal.
3. Ask the students to remember a time when they enjoyed being carried as a young child by a parent. Have them write about their experience and how it made them feel.
4. **Synonyms:** Discuss what a synonym is, and how a thesaurus can help them find synonyms. Review synonyms for the verb "carry" that are used in the book, e.g. gripped, grasped, gathered, nestled. Ask students which synonym in the book they like best, and why.
5. **Adjectives:** Have the students review *CARRY ME!* and use adjectives to describe the animals in the pictures. Make a web chart of the animals with the adjectives and allow students to choose one animal to draw and then color. Have them write one to three sentences about the animal, using two to five adjectives in all. **Example:** The grey alligator swam in the murky, muddy, brown water.
6. **Verbs:** Make a list of verbs used in the book, e.g. perched, propped, carted, clutched. Have students look through magazines to find pictures of people or animals in action. Have them cut out three pictures and paste them on writing paper. Then have them write a sentence about each picture, underlining the verb. **Example-** The girl eats ice cream. The cheetah runs fast.

### MATH

List the names of each animal in the book on the board. Tell the students that different animals can have different numbers of babies at one time. Point out that often the smaller the animal, the bigger the litter. Ask the class why they suppose this is the case. Check the Internet for the typical number of babies in a single litter for each animal in the book. Have students graph the number of babies in a litter. **Example:** Emperor Penguin (1), Beaver (4), Golden Lion Tamarin (2).

## SCIENCE

1. Discuss the various habitats featured in the book, e.g. tropical rain forest, ocean, lake, African plain, marsh, desert, and tundra. What are their characteristics?
2. Have class choose an animal from the story that they are interested in learning more about. Collect books from the media center on the animal. Read those books each day during the Science lesson and discuss facts from the books. Create fact charts about the animals and have students draw a picture of the animal in its natural habitat. **Example:** Kangaroo  
Have students raise their hands when they hear the following information mentioned in the story:
  - Habitat
  - Diet
  - Caring for babies (young)
  - Life span
  - Other interesting facts
3. **Climates:** Discuss how different climates can be around the world: cold, hot, warm and moderate. Locate these climates on a world map. Ask students which animal in *Carry Me!* lives in a very cold climate? Which animals live in a warm climate? Have students draw a picture of an animal that lives in a cold climate and a warm climate. Share.

## SOCIAL STUDIES

Using a world map, have students locate the continent or ocean where each animal lives. Provide pictures of the animals or cards with the animal's name printed on it and allow students to stick the picture or card on the appropriate area of the map.

- Anteater- Central and South America
- Baboon- Africa
- Tamarin- South America
- Penguin- Antarctica
- Wolf Spider- All parts of the world
- Jacana- East, Central, and Southern Africa
- Bat- All parts of the world
- Sea Otter- Pacific Ocean
- Coyote- North and Central America
- Alligator- Southeastern United States
- Kangaroo- Australia and New Guinea
- Cichlid- Central Africa
- Grebe- All parts of the world
- Beaver- Northern Europe and North America

## ART

1. Have the students pick out their favorite animal and draw a picture of it. Feature the pictures on the wall of the classroom or combine the students' pictures into a mural.

2. Have the students build a replica of their favorite animal's habitat and then display them throughout the classroom for the students and their parents to see.

3. **Torn Paper Collage:** Use book to introduce lesson on collage art. Have students look closely at pictures in book. Provide students with a coloring sheet that has been enlarged to fit an 11 x 17 (ledger size) paper. Instead of coloring the picture, allow students to create patterns using torn paper in this collage activity. Provide students with a few different pieces of construction paper in different colors and have them tear small pieces of the paper to fill in white spaces on the coloring sheet. You can relate this activity to real life experience where people use tiles or patches of cloth to create multicolor pattern effects in projects.

## JUST FOR FUN!

**Memory Game:** Write the names of all the animals mentioned in the book on separate index cards. Next, write the names of all the locations and/or habitats mentioned in the book on separate index cards, so that you now have two sets of 8 cards with animal names and their habitats. Shuffle the two decks together. Create a simple 4 x 4 grid on the board with numbers 1-5 down the left side, and letters A-D at the top of the grid, from left to right. Using gummy tack, magnets, or tape, place the cards with their blank sides showing and play *Carry Me!* Memory Game.

**Example:**

|   | A | B | C | D |
|---|---|---|---|---|
| 1 |   |   |   |   |
| 2 |   |   |   |   |
| 3 |   |   |   |   |
| 4 |   |   |   |   |

Place students into small teams and call on teams to choose two cards to reveal. **Example:** Cards A, 2 and C, 4. Students must choose an animal and either its habitat or its correct location to win the cards. The team with the most cards wins the game.

## RELATED READING

The following books go into more detail about several animals mentioned in *Carry Me!*

1. *All About Alligators* by Jim Arnosky
2. *About Mammals* by Cathryn Sill
3. *About Marsupials* by Cathryn Sill
4. *About Reptiles* by Cathryn Sill
5. *About Birds* by Cathryn Sill
6. *About Fish* by Cathryn Sill
7. *About Arachnids* by Cathryn Sill
8. *Animals and Their Young* by Malcolm Penny
9. *Fish* by Steve Parker
10. *Spiders* by Seymour Simon
11. *Those Amazing bats* by Cherly Halton
12. *Beavers* by Lynn Stone
13. *The Bird Atlas* by Barbara Taylor
14. *Kangaroos* by Denise Burt
15. *The Wonderful World of Young Animals* by Cathy Kilpatrick
16. *Otters* by Emilie U. Lepthien
17. *Penguins!* by Gail Gibbons

## ABOUT THE AUTHOR



### **Susan Stockdale**

has written and illustrated a number of children's picture books, including *Fabulous Fishes* and *Bring On the Birds*. Her books celebrate nature

with grace and cleverness and have won awards from Parents' Choice, the National Science Teachers Association and Bank Street College of Education. Stockdale lives in Maryland, and speaks frequently at schools and conferences. Visit her website at [www.susanstockdale.com](http://www.susanstockdale.com).

**We have authors and illustrators who visit schools and libraries! For more information regarding author appearances, visit our website or contact us:**

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Peachtree Pointers for *Carry Me!* was prepared by Kenya and Kenyette Kilpatrick and Jason Hoelscher.

Peachtree's Teachers Guide order #: 978-1-56145-328-3 -TG  
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Updated 1.19.11