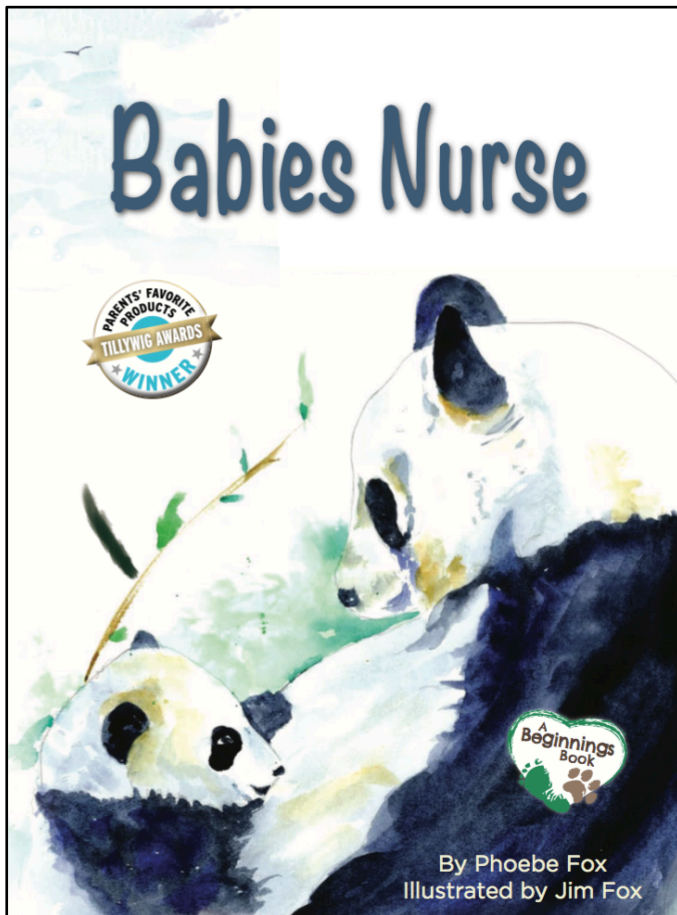


Babies Nurse

Published by Platypus Media, 2018
Hardback 978-1-930775-61-9 | Paperback 978-1-930775-71-8
Ages 4-7 | Grades preschool-2nd



This beautiful collaboration between a children’s librarian and an NBA-player-turned-watercolor-artist introduces the most natural and loving act—mothers nursing their young. Winner of a Parents’ Favorite Products Award, the book gives children a glimpse into the worlds of 13 different mammal babies through its luminous illustrations and lyrical text. Compelling childhood facts also broaden the reader’s knowledge about each animal.

The book’s overarching theme of breastfeeding inspires conversations about parenting, biology, habitats, survival, and more, making this book an engaging choice for young children as well as elementary school readers.

Articulated to the Next Generation Science Standards

There are no national science standards for kids in preschool, but that does not mean that young kids are not expected to talk about science or conduct science investigations. The early years are a fertile time to begin the process of turning that natural curiosity into the beginnings of more rigorous scientific inquiry and conceptual understanding.

This book comes with a free downloadable Teacher’s Guide which contains activities that extend and expand the science content of the book to the classroom. This guide articulates each activity to the NGSS.



1-877-PLATYPS
(1-877-752-8977)

Info@PlatypusMedia.com

Articulation of NGSS to Activity: What Is A Mammal?

NGSS > K-LS1-1 > Science and Engineering Practices > Analyzing and Interpreting Data > Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

NGSS > K-LS1-1 > Science and Engineering Practices > Connections to Nature of Science > Scientific Knowledge is Based on Empirical Evidence > Scientists look for patterns and order when making observations about the world.

NGSS > K-ESS3-3 > Science and Engineering Practices > Obtaining, Evaluating, and Communicating Information > Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.

NGSS > 3-LS4-1 > Science and Engineering Practices > Analyzing and Interpreting Data > Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.

NGSS > K-ESS3-1 > Disciplinary Core Ideas in Earth and Space Sciences > ESS3.A: Natural Resources > Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.

NGSS > 3-LS4-1 > Disciplinary Core Ideas in Life Sciences > LS4.A: Evidence of Common Ancestry and Diversity

NGSS > 3-LS1-1 > Disciplinary Core Ideas in Life Sciences > LS1.B: Growth and Development of Organisms > Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.

NGSS > 3-LS3-1 > Disciplinary Core Ideas in Life Sciences > LS3.B: Variation of Traits > Different organisms vary in how they look and function because they have different inherited information.

NGSS > K-LS1-1 > Crosscutting Concepts > Patterns > Patterns in the natural and human designed world can be observed and used as evidence > Use observations to describe patterns of what plants and animals (including humans) need to survive.

NGSS > 3-LS3-1 > Crosscutting Concepts > Patterns > Similarities and differences in patterns can be used to sort and classify natural phenomena > Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

Articulation of NGSS to Activity: Newborn Mammal Classification

NGSS > K-ESS3-1 > Science and Engineering Practices > Developing and Using Models > Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. Use a model to represent relationships in the natural world.

NGSS > K-LS1-1 > Science and Engineering Practices > Analyzing and Interpreting Data > Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

NGSS > K-LS1-1 > Science and Engineering Practices > Connections to Nature of Science > Scientific Knowledge is Based on Empirical Evidence > Scientists look for patterns and order when making observations about the world.

NGSS > K-ESS3-3 > Science and Engineering Practices > Obtaining, Evaluating, and Communicating Information > Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.

NGSS > 3-LS4-1 > Science and Engineering Practices > Analyzing and Interpreting Data > Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.

NGSS > K-LS1-1 > Disciplinary Core Ideas in Life Sciences > LS1.C: Organization for Matter and Energy Flow in Organisms > All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.

NGSS > K-ESS3-1 > Disciplinary Core Ideas in Earth and Space Sciences > ESS3.A: Natural Resources > Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.

NGSS > 3-LS1-1 > Disciplinary Core Ideas in Life Sciences > LS1.B: Growth and Development of Organisms > Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.

NGSS > 3-LS2-1 > Disciplinary Core Ideas in Life Sciences > LS2.D: Social Interactions and Group Behavior > Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size. (Note: Moved from K–2).

NGSS > 3-LS3-1 > Disciplinary Core Ideas in Life Sciences > LS3.B: Variation of Traits > Different organisms vary in how they look and function because they have different inherited information.

NGSS > 3-LS3-2 > Disciplinary Core Ideas in Life Sciences > LS3.B Variation of Traits >
The environment also affects the traits that an organism develops.

NGSS > K-LS1-1 > Crosscutting Concepts > Patterns > Patterns in the natural and human designed world can be observed and used as evidence > Use observations to describe patterns of what plants and animals (including humans) need to survive.

NGSS > 3-LS3-1 > Crosscutting Concepts > Patterns > Similarities and differences in patterns can be used to sort and classify natural phenomena > Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

NGSS > 3-LS2-1 > Crosscutting Concepts > Cause and Effect > Cause and effect relationships are routinely identified and used to explain change > Construct an argument that some animals form groups that help members survive.

NGSS > 3-LS4-3 > Crosscutting Concepts > Cause and Effect > Cause and effect relationships are routinely identified and used to explain change > Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

NGSS > 3-LS3-2 > Crosscutting Concepts > Cause and Effect > Cause and effect relationships are routinely identified and used to explain change > Use evidence to support the explanation that traits can be influenced by the environment.

Articulation of NGSS to Activity: What's at the End of Your Arm?

NGSS > K-ESS3-1 > Science and Engineering Practices > Developing and Using Models > Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. Use a model to represent relationships in the natural world.

NGSS > K-LS1-1 > Science and Engineering Practices > Analyzing and Interpreting Data > Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

NGSS > K-LS1-1 > Science and Engineering Practices > Connections to Nature of Science > Scientific Knowledge is Based on Empirical Evidence > Scientists look for patterns and order when making observations about the world.

NGSS > K-ESS2-2 > Science and Engineering Practices > Engaging in Argument from Evidence > Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s). Construct an argument with evidence to support a claim.

NGSS > K-ESS3-3 > Science and Engineering Practices > Obtaining, Evaluating, and Communicating Information > Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.

NGSS > 3-LS4-1 > Science and Engineering Practices > Analyzing and Interpreting Data > Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.

NGSS > 3-LS3-2 > Constructing Explanations and Designing Solutions > Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems > Use evidence (e.g., observations, patterns) to support an explanation.

NGSS > K-LS1-1 > Disciplinary Core Ideas in Life Sciences > LS1.C: Organization for Matter and Energy Flow in Organisms > All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.

NGSS > K-ESS3-1 > Disciplinary Core Ideas in Earth and Space Sciences > ESS3.A: Natural Resources > Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.

NGSS > K-ESS2-2 > Disciplinary Core Ideas in Earth and Space Sciences > ESS3.C: Human Impacts on Earth Systems > Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.

NGSS > 3-LS1-1 > Disciplinary Core Ideas in Life Sciences > LS1.B: Growth and Development of Organisms > Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.

NGSS > 3-LS3-1 > Disciplinary Core Ideas in Life Sciences > LS3.B: Variation of Traits > Different organisms vary in how they look and function because they have different inherited information.

NGSS > 3-LS3-2 > Disciplinary Core Ideas in Life Sciences > LS3.B Variation of Traits > The environment also affects the traits that an organism develops.

NGSS > K-LS1-1 > Crosscutting Concepts > Patterns > Patterns in the natural and human designed world can be observed and used as evidence > Use observations to describe patterns of what plants and animals (including humans) need to survive.

NGSS > 3-LS3-1 > Crosscutting Concepts > Patterns > Similarities and differences in patterns can be used to sort and classify natural phenomena > Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

NGSS > 3-LS4-3 > Crosscutting Concepts > Cause and Effect > Cause and effect relationships are routinely identified and used to explain change > Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

NGSS > 3-LS3-2 > Crosscutting Concepts > Cause and Effect > Cause and effect relationships are routinely identified and used to explain change > Use evidence to support the explanation that traits can be influenced by the environment.

Articulation of NGSS to Activity: Habitat Classification

NGSS > K-ESS3-1 > Science and Engineering Practices > Developing and Using Models > Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. Use a model to represent relationships in the natural world.

NGSS > K-LS1-1 > Science and Engineering Practices > Analyzing and Interpreting Data > Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

NGSS > K-LS1-1 > Science and Engineering Practices > Connections to Nature of Science > Scientific Knowledge is Based on Empirical Evidence > Scientists look for patterns and order when making observations about the world.

NGSS > K-ESS2-2 > Science and Engineering Practices > Engaging in Argument from Evidence > Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s). Construct an argument with evidence to support a claim.

NGSS > K-ESS3-3 > Science and Engineering Practices > Obtaining, Evaluating, and Communicating Information > Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.

NGSS > 3-LS4-1 > Science and Engineering Practices > Analyzing and Interpreting Data > Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.

NGSS > 3-LS3-2 > Constructing Explanations and Designing Solutions > constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems > Use evidence (e.g., observations, patterns) to support an explanation.

NGSS > K-LS1-1 > Disciplinary Core Ideas in Life Sciences > LS1.C: Organization for Matter and Energy Flow in Organisms > All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.

NGSS > K-ESS3-1 > Disciplinary Core Ideas in Earth and Space Sciences > ESS3.A: Natural Resources > Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.

NGSS > K-ESS2-2 > Disciplinary Core Ideas in Earth and Space Sciences > ESS3.C: Human Impacts on Earth Systems > Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.

NGSS > 3-LS1-1 > Disciplinary Core Ideas in Life Sciences > LS1.B: Growth and Development of Organisms > Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.

NGSS > 3-LS3-1 > Disciplinary Core Ideas in Life Sciences > LS3.B: Variation of Traits > Different organisms vary in how they look and function because they have different inherited information.

NGSS > 3-LS3-2 > Disciplinary Core Ideas in Life Sciences > LS3.B Variation of Traits > The environment also affects the traits that an organism develops.

NGSS > K-LS1-1 > Crosscutting Concepts > Patterns > Patterns in the natural and human designed world can be observed and used as evidence > Use observations to describe patterns of what plants and animals (including humans) need to survive.

NGSS > 3-LS3-1 > Crosscutting Concepts > Patterns > Similarities and differences in patterns can be used to sort and classify natural phenomena > Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

NGSS > 3-LS4-3 > Crosscutting Concepts > Cause and Effect > Cause and effect relationships are routinely identified and used to explain change > Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

NGSS > 3-LS3-2 > Crosscutting Concepts > Cause and Effect > Cause and effect relationships are routinely identified and used to explain change > Use evidence to support the explanation that traits can be influenced by the environment.

Articulation of NGSS to Activity: Lactation Among Mammals

NGSS > K-ESS3-1 > Science and Engineering Practices > Developing and Using Models > Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. Use a model to represent relationships in the natural world.

NGSS > 3-LS1-1 > Science and Engineering Practices > Developing and Using Models > Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions. Develop models to describe phenomena.

NGSS > K-LS1-1 > Science and Engineering Practices > Analyzing and Interpreting Data > Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

NGSS > K-LS1-1 > Science and Engineering Practices > Connections to Nature of Science > Scientific Knowledge is Based on Empirical Evidence > Scientists look for patterns and order when making observations about the world.

NGSS > K-ESS2-2 > Science and Engineering Practices > Engaging in Argument from Evidence > Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s). Construct an argument with evidence to support a claim.

NGSS > K-ESS3-3 > Science and Engineering Practices > Obtaining, Evaluating, and Communicating Information > Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.

NGSS > 3-LS4-1 > Science and Engineering Practices > Analyzing and Interpreting Data > Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.

NGSS > 3-LS3-2 > Constructing Explanations and Designing Solutions > Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems > Use evidence (e.g., observations, patterns) to support an explanation.

NGSS > K-LS1-1 > Disciplinary Core Ideas in Life Sciences > LS1.C: Organization for Matter and Energy Flow in Organisms > All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.

NGSS > K-ESS3-1 > Disciplinary Core Ideas in Earth and Space Sciences > ESS3.A: Natural Resources Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.

NGSS > 3-LS1-1 > Disciplinary Core Ideas in Life Sciences > LS1.B: Growth and Development of Organisms > Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.

NGSS > 3-LS3-1 > Disciplinary Core Ideas in Life Sciences > LS3.B: Variation of Traits > Different organisms vary in how they look and function because they have different inherited information.

NGSS > 3-LS3-2 > Disciplinary Core Ideas in Life Sciences > LS3.B Variation of Traits > The environment also affects the traits that an organism develops.

NGSS > 3-LS3-2 > Disciplinary Core Ideas in Life Sciences > LS3.A: Inheritance of Traits > Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.

NGSS > K-LS1-1 > Crosscutting Concepts > Patterns > Patterns in the natural and human designed world can be observed and used as evidence > Use observations to describe patterns of what plants and animals (including humans) need to survive.

NGSS > 3-LS3-1 > Crosscutting Concepts > Patterns > Similarities and differences in patterns can be used to sort and classify natural phenomena > Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

NGSS > 3-LS3-2 > Crosscutting Concepts > Cause and Effect > Cause and effect relationships are routinely identified and used to explain change > Use evidence to support the explanation that traits can be influenced by the environment.