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## Dear Teacher:

I hope you had a great summer. We have an exciting year of exploring ahead of us. Each issue of NATIONAL GEOGRAPHIC YOUNG EXPLORER will take kids on amazing adventures. Along the way, they will practice literacy skills as well as learning important science and social studies content.

In this issue, students will learn what some animal groups are called. Some of these group names are alliterative, and students will have fun saying them. Students will then celebrate Hispanic Heritage Month with a story called "Fiesta!" Finally, since it is apple-picking season, they will learn how to make an apple pie. Yummy!

Sincerely yours,

Francis Downey

Vice President and Publisher

## This Issue

### ANIMAL GROUPS

#### Curriculum Connections

Reading • Science • Social Studies • Math

#### Standards Correlations: Language Arts

- Phonemic awareness
- Multiple-meaning words
- Simple sentences
- Vocabulary development through reading

#### Standards Correlations: Science

• Animal groups • Plants • Classifying

#### Standards Correlations: Social Studies

• World cultures

#### Literacy Skills

- Phonics: d, f, m, z sounds; pl, sw blends
- Nonfiction text feature: labels
- Describing words
- Text structure: Steps in a process
- Multiple-meaning words

#### Math Skills

• Patterning • Addition

## Answer Key

**Name the Group** • Teacher's Guide, p. 4  
herd, slither, kindle, mob

**Animal Talk** • Teacher's Guide, p. 5  
1. big; 2. stripes; 3. fur; 4. long; 5. swim

**P Is for Party** • Teacher's Guide, p. 6  
porcupine, pig, popcorn, penguin, pear, pencil

**What's Wrong?** • Teacher's Guide, p. 7  
filled in apple, fish with horizontal stripes, second snake, zebra

## Next Issue

Sept. **Oct.** Nov./Dec. Jan./Feb. Mar. Apr. May

**Bats**  
**Columbus and Other Explorers**  
**Fall Leaves**

# Animal Groups

**Sight Words:** and, are, at, have, in, live, look, of, some, the, they, what

**High-Frequency Words:** animals, groups

**Content Words:** herd, kindle, mob, prickle, school, slither, zeal

Week 1 PP. 2-5

## Animal Groups I

### Vocabulary

- Write the word *group* on the board. Point up and say: “I imagine a group of birds flying together in the sky.” Then ask: “What do we call a group of the same kind of birds?” (*flock*) Explain that there are special names for groups of animals.

### Before Reading

- Preview the whole selection, looking over the headline, text, and photos. On each page, ask: “What kind of animal is this?” Have children cover the label, guess, and check their answers. Ask children what they notice on these pages.

### Read and Discuss

- Guide children to read the word *groups* on page 3 in the headline and text. Then read the page together. Review the name for a group of elephants. (*herd*) Ask: “What other animals do you know of that live in herds?” (*horses, cattle*)
- As you read pages 4–5, point out that there are two describing words for each kind of animal on these two pages. The kittens are cute and cuddly. Have children find the two words that describe the prickle of porcupines. (*sharp, prickly*)
- Have children make up gestures for each pair of words, such as rocking a baby for cute and cuddly, and pulling a finger away abruptly for sharp and prickly. Reread pages 4–5, having children incorporate their gestures as they read the pages.

Week 2 PP. 6-9

## Animal Groups II

### Vocabulary

- Discuss the word *group*. To illustrate the word, have all the children wearing something blue form a group. Create another group with children who are wearing red. Explain that each group is made up of children who have something in common—they are wearing the same color. Have children review the photos on pages 6–9 and tell what the animals in each group have in common.

### Before Reading

- Write these animal group names on the board: *zeal of zebras, mob of meerkats*. Point out the repeated initial letter sounds in each word group. Have children practice the sounds. Tell children that the repeated sounds are fun to read and hear.

### Read and Discuss

- On pages 6–7, guide children to add more details to the descriptions of the animals, based on the photos. For example, zebras have pointed ears and black noses. Meerkats may stand up on their back legs.
- On page 8, point to the phrase *slither of snakes*. Explain that *slither* is the name for a group of snakes, but it is also a word that tells how snakes move. Have a volunteer demonstrate the slithering movement of a snake. On page 9, point to the group name for fish—*school*. Have children tell another important meaning for this word. (*A school is a place of learning.*) Explain that some words have more than one meaning.

## Reinforcing Decoding Skills: Fiesta!

**Initial consonants:** d, f, p, m

**Initial consonant blend:** pl, sw

**Initial vowels:** a, i, u

**Short vowels:** a, e, i, o, u

**Long vowels:** a, e, o, u

**Phonograms:** ance, ay, ing, un

### Week 3 PP. 10-15

## Fiesta!

### Vocabulary

- Have children read aloud in unison the name of the article: “Fiesta!” Ask what a fiesta is. Have children look through the photos on pages 10–15 and tell what the photos show about a fiesta. Then read together the first sentence on page 11—“A fiesta is a party.”

### Before Reading

- Ask children about parties they have attended. Ask: “What kind of music was played? Did people dance and sing? What games did the children play?”
- Invite children who have been to a fiesta to share their experiences and tell about exciting or interesting things that happened.

### Read and Discuss

- Have children talk about the photo on pages 10–11. How do they know that a party is taking place? (*party clothing, banners, smiling children*)
- On pages 12–13, have children describe the dancer’s skirt. What colors do they see? Ask them to picture the dancer twirling as she dances. How might the pattern on her dress change as she twirls? Ask how the dancer’s clothing is different from the clothing of the musicians. (*The dancer wears a skirt, the musicians wear pants; the dancer’s clothes are colorful, the musicians’ clothes are white.*)
- On pages 14–15, have children tell how each item is used. Be sure children know that a piñata is filled with toys and candy.

### Week 4 PP. 16-21

## Apples

### Vocabulary

- Write the word *apples* on the board. Tell children that apples come in different colors: red, green, and yellow. Add those words to the board. If possible, bring in apples in each of the three colors. Cut the apples into slices. Have children sample the apples and describe how different apples taste. Ask: “Are some apples sweet? Are other apples sour?”

### Before Reading

- Ask children what they know about apples. Have they ever picked apples? Have they ever helped with baking an apple pie? Invite them to share their experiences.

### Read and Discuss

- Read together pages 16–17. On page 17, have children point to the correct apple as you name a color.
- After reading pages 18–21, have children use the text of the article to help you list the steps for making an apple pie. (1. Pick the apples. 2. Cut the apples into slices. 3. Put the apple slices in a pie pan. 4. Bake the pie.)
- Talk about the pattern of the apple slices shown on page 21. Have children describe the pattern. Prepare and copy a page showing eight crescent shapes. The shapes represent apple slices. Have children cut out the “slices” and work with partners to arrange the slices in a pie pan or on a circular piece of paper. Encourage them to experiment with patterns and to present their patterns to other groups of children.

Name: \_\_\_\_\_

# Name the Group

Look at the pictures.

Draw a line from each group to its name.



kindle



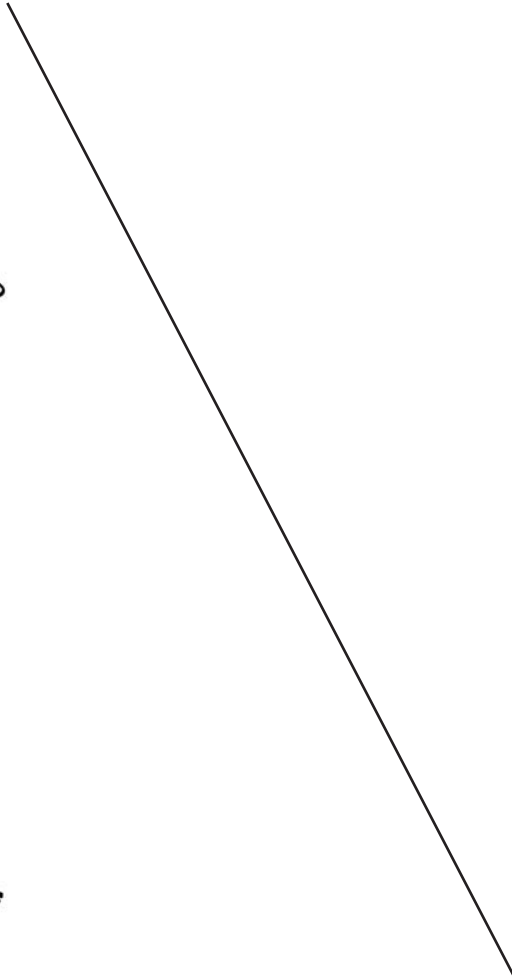
slither



mob



herd



Name: \_\_\_\_\_

# Animal Talk

Look at the photos in "Animal Groups."  
Complete the sentences.

stripes	fur
big	long
swim	

1. Elephants are big.

2. Zebras have \_\_\_\_\_.

3. Meerkats have \_\_\_\_\_.

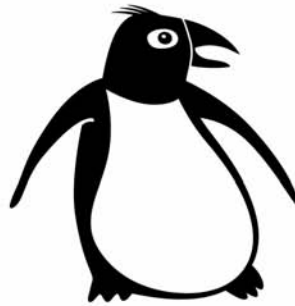
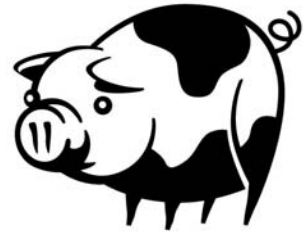
4. Snakes are \_\_\_\_\_.

5. Fish \_\_\_\_\_.

Name: \_\_\_\_\_

# P Is for Party

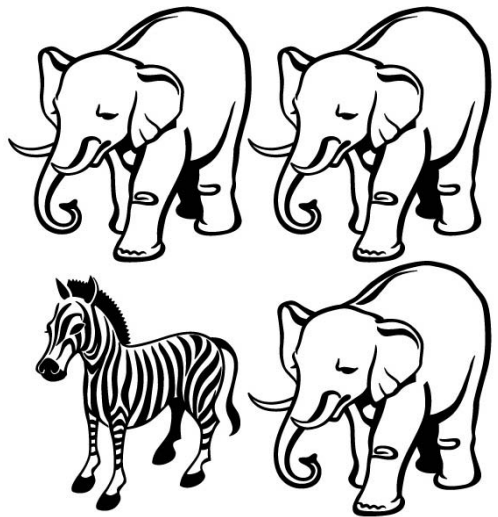
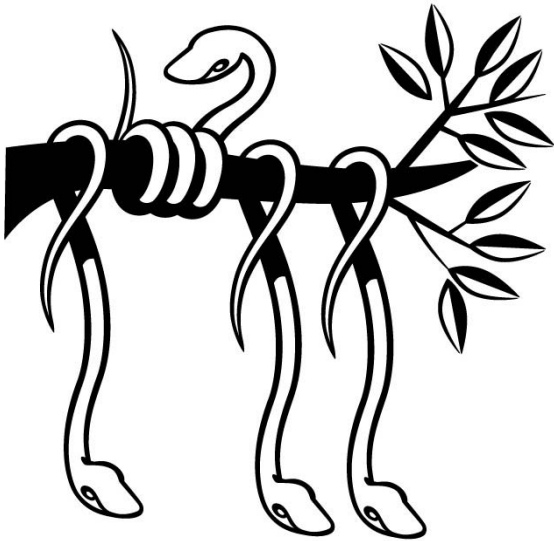
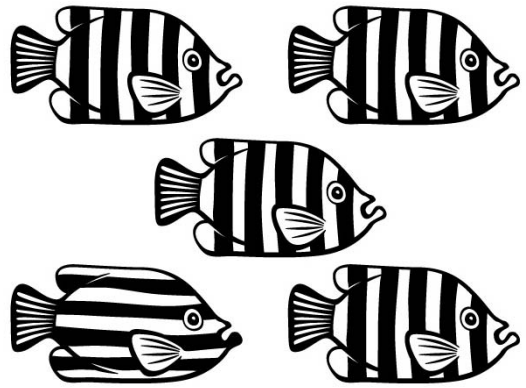
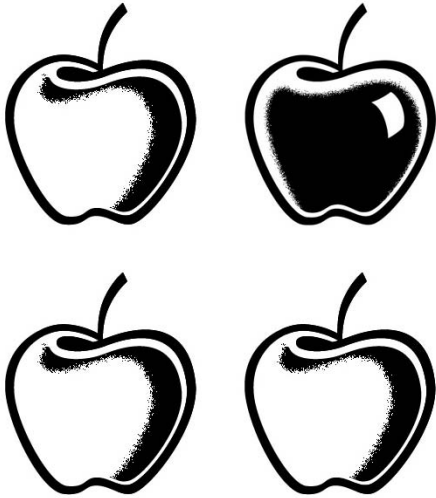
Circle words that start with the P sound.  
The first one is done for you.



Name: \_\_\_\_\_

# What's Wrong?

Circle what doesn't belong in each group.



Name: \_\_\_\_\_

# A Is for Apple

Trace each letter. Then write each letter.

