

# NATIONAL GEOGRAPHIC Young Explorer!

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**Dear Educator:**

Happy New Year! After a restful break, I hope you are ready to continue to explore the world with the young minds in your classroom. We have an exciting issue this month so that you can get started doing just that.

Many parts of the country are covered in snow now. We thought a great way to start the New Year would be to highlight that wonderful white stuff. Our first article is about the world's largest land predator—the polar bear. Students will learn how this animal lives—and survives—in the cold and snowy world of the Arctic.

Next, we come in from the cold to celebrate Dr. Martin Luther King, Jr.'s birthday, Black History Month, and Presidents' Day by focusing on four great American Leaders—George Washington, Harriet Tubman, Abraham Lincoln, and, of course, Dr. King. Each of these leaders changed the course of this nation and shaped the world we know today.

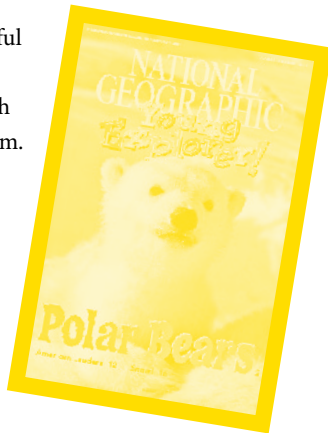
Finally, we head back outside to explore the different ways we can have fun in the snow, and the variety of the flakes that make up all that white stuff.

Brrr, who knew being cold could be so fun!

Sincerely yours,



Francis Downey  
Vice President and Publisher



## In This Issue

### POLAR BEARS

**Curriculum Connections**

Reading • Science • Social Studies

**Standards Correlations: Language Arts**

- Make predictions
- Make connections
- Ask questions
- Summarize
- Phonemic awareness

**Standards Correlations: Science**

- Animal life cycles
- Needs for survival
- Adaptations

**Standards Correlations: Social Studies**

- Democratic values from people and events
- Significant events in history

## Answer Key

**Snow Falls** • page 4  
yellow, snow, grow, blow

**Winter Words** • page 6  
cold, snow, ice, snowball

**What Do Polar Bears Do?** • page 8  
**in water:** swim, **for fun:** learn to fight,  
**eat:** seals

## Next Issue

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

**Stories:** Habitats, Spring Weather, Animal Houses, Where People Live

**Skills:** Predict/Infer, Making Connections, Compare/Contrast

# Polar Bears

**Sight Words:** are, do, eat, good, how, in, is, it, jump, on, the, there, they, this, walk

**Content Words:** Arctic, floe, melting, survive

## Lesson 1 PP. 2-9

### Polar Bears

#### Vocabulary

- Explain that polar bears live with lots of snow and ice. Write *survive* on the board. Have children suggest what polar bears might need to *survive*, or live.
- Write *ice* on the board. Have children describe ice and what it is like to walk on. Tell students that large pieces of ice floating in the ocean are called *ice floes*. Add *ice floes* to the board.

#### Before Reading

- On a globe or world map, point out the Arctic region (where polar bears live).
- Have children predict ways that polar bears might move across snow or ice.

#### Read and Discuss

- Begin reading together on page 2. Encourage students to ask questions as they read.
- After reading pages 4-5, ask children what questions they have so far. Discuss how to find answers in the text.
- On pages 6-7, have students tell some ways that polar bears travel on the ice. Point out how important ice is to polar bears.
- On page 9, discuss the polar bear's problem. What do polar bears need to live? Can a polar bear live in a place that doesn't have cold, ice, and snow?

## Lesson 2 PP. 10-11

### Suited to Survive

#### Vocabulary

- Ask children what they remember about how polar bears survive. (*Example: Polar bears survive by hunting seals and eating them for food.*) Explain that polar bears also have special body parts that help them survive.

#### Before Reading

- Have children tell what they would wear outside on a very cold day (*coats, earmuffs*). Explain that polar bears have warm coats made of thick fur and small, furry ears. The ears are small so they don't stick out and freeze.
- Have children name other body parts polar bears have that could help them survive in the cold.

#### Read and Discuss

- Ask children to read pages 10-11.
- Have children point to the polar bear body parts as you name them. Then read each sentence and ask students to name the right body part. (1.) This body part helps a polar bear stay warm (*fur*). (2.) This body part helps a polar bear smell food (*nose*). (3.) This body part helps a polar bear swim and catch food (*big paws*).

## Reinforcing Decoding Skills

**Initial consonants:** b, c, d, f, g, h, j, k, l, m, p, r, s, t, w

**Initial consonant blends:** cl, fl, pl, sm, sw

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

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

**Phonograms:** eal, ight, ide

### Lesson 3 PP. 12-15

## American Leaders

### Vocabulary

- Tell students that a *leader* is someone who directs or guides a group. Have children suggest examples of leaders (*teachers, scouting group leaders, coaches*). Help children list qualities of a good leader. Explain that *great* leaders often change things for many people.
- Ask what the leader of our country is called (*the President*).

### Before Reading

- Take a picture walk of pages 12-15.
- Have children predict what they will learn from reading “American Leaders.”

### Read and Discuss

- Read pages 12-15 together.
- On pages 12-15, read each leader’s name. Ask the group what they know about the leader.
- After reading, return to the class list of qualities of a leader. Add any new qualities you have learned and star the qualities that a great leader might have (*possible answers: being brave, wanting to help others*).
- Ask children if they have questions and direct them to where they can find more information about these and other great American leaders.

### Lesson 4 PP. 16-21

## Snow!

### Vocabulary

- Write *snow* on the board and invite children to share experiences they have had with snow.
- Ask for suggestions of fun ways to play in snow and write students’ ideas on the board. Be sure to include *making a snowman* and *sledding*.

### Before Reading

- Have children describe what snow looks and feels like. Ask if children have ever tried to catch a snowflake. If so, how? How did the snowflake look? What happened to the snowflake? Tell children that they will find out more about snowflakes during reading.

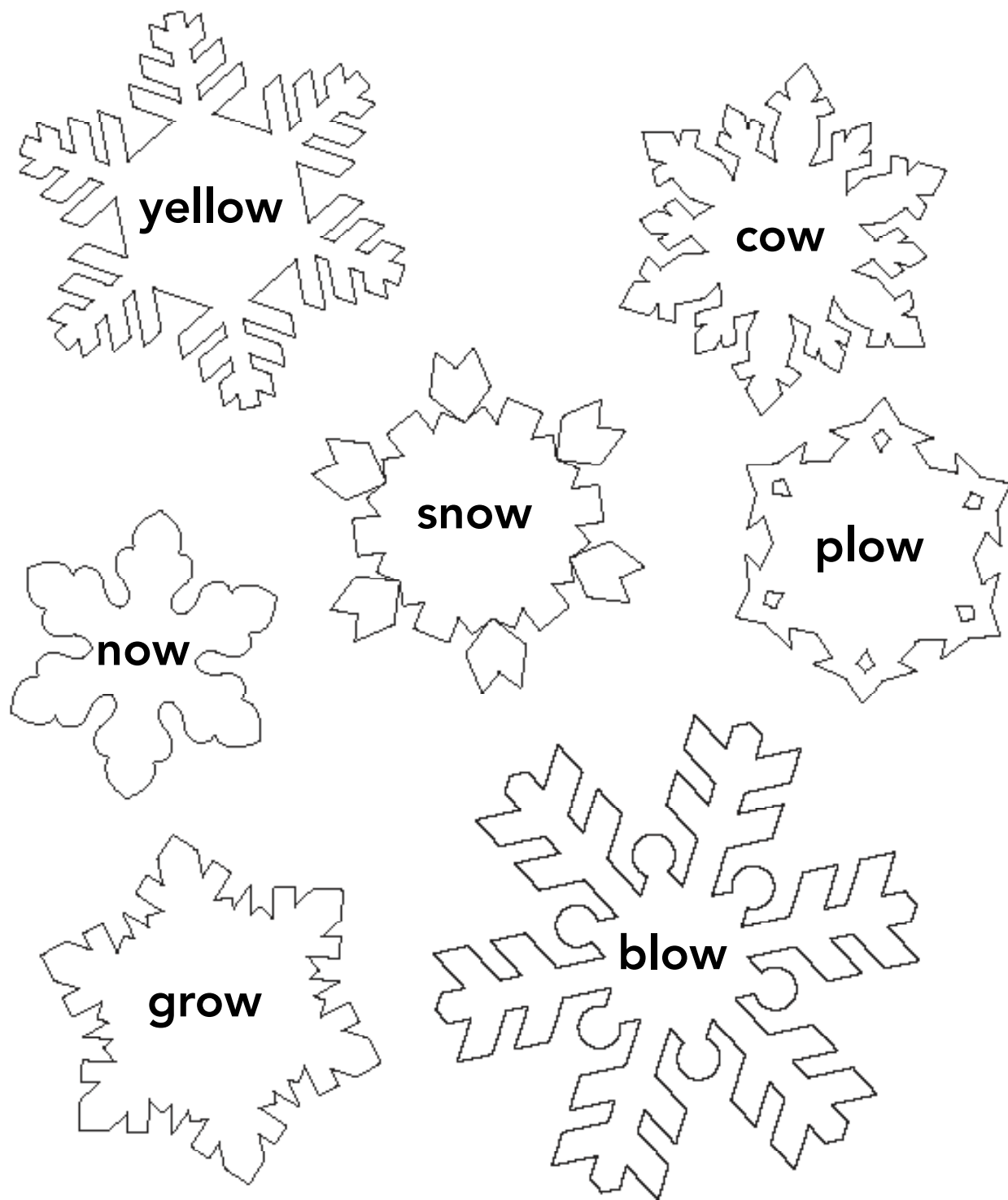
### Read and Discuss

- Read pages 16-19 together.
- Review the four seasons. Have children describe winter weather in the region where they live.
- After reading pages 20-21, have children describe the snowflakes shown. Explain that snowflakes look like this when they are viewed with a microscope (*explain magnification*).
- Symmetry: Have children fold paper in half and cut out a snowflake. String several snowflakes together to make mobiles for the classroom.

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

# Snow Falls

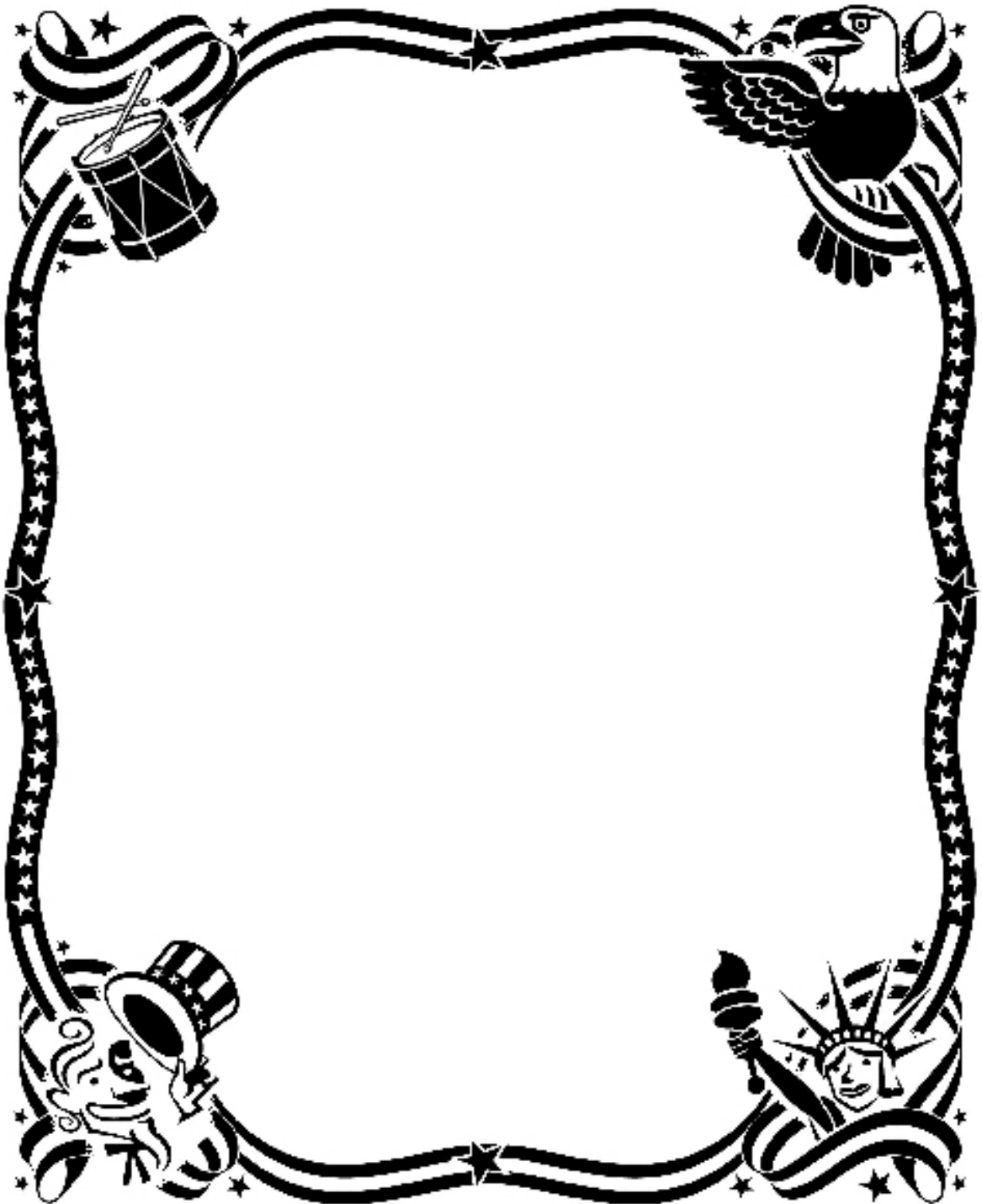
Color the snowflakes that have words that sound like the **o** in **no**.



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

# Great Leaders

Draw a picture or write a story about a leader you know.



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

# Winter Words

Draw lines from the cloud to words that tell about winter.

snowball

cold



snow

hot

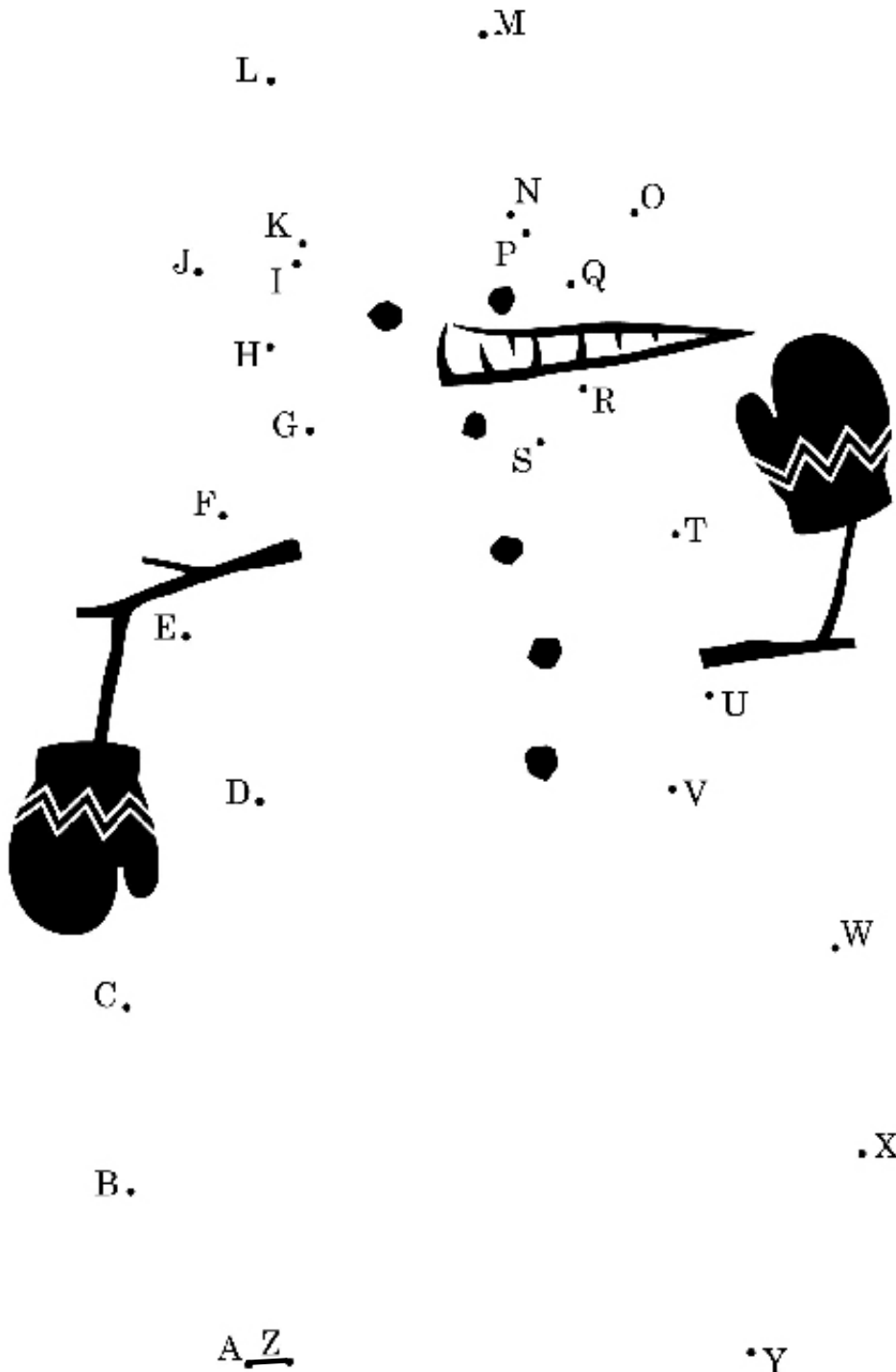
summer

ice

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

# Fun in the Snow

Connect the dots to make a picture.



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

# What Do Polar Bears Do?

Draw pictures or write words to fill in the web.

What do polar bears do for fun?

What do polar bears do in water?

**Polar Bear**



What do polar bears eat?