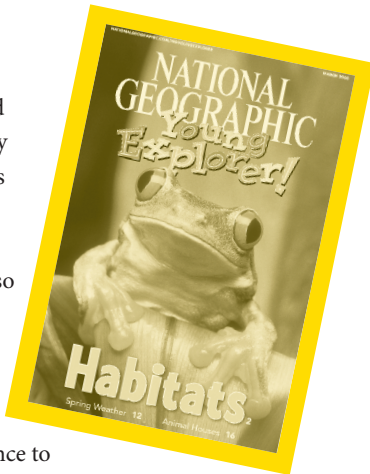


NATIONAL GEOGRAPHIC Young Explorer!

nationalgeographic.com/ngyoungexplorer

Dear Educator:

This month's issue explores different habitats and the world of animal homes. The first story focuses on four diverse habitats animals live in, while the other introduces some of the houses animals build or find. We've also included a short story about the signs of spring. In addition to opening up the world of habitats to your students, this issue also offers children a chance to practice their reading strategies and literacy skills.



"A Habitat Is Home" introduces children to the idea that a habitat is the large area or "neighborhood" where an animal lives. We've chosen four habitats that you can explore with your students.

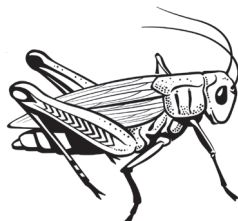
This month's second story describes ways we can tell that spring is around the corner. Our last story shows the different kinds of homes animals live in—from hives to lodges and even shells. Just as humans have different kinds of homes, so do animals in the natural world.

The poem about seasons on the back cover gives children an opportunity to think about what fun things they like to do each season, while reinforcing rhyming words.

Being able to see a connection between our lives and the lives of the plants and animals that we share the planet with is important. We hope this issue will help you further connect your students to the world. Enjoy!

Sincerely yours,

Francis Downey
Vice President and Publisher



In This Issue

A HABITAT IS HOME

Curriculum Connections

Reading • Science • Math

Standards Correlations: Language Arts

- Ask questions
- Preview and predict
- Make connections

Standards Correlations: Science

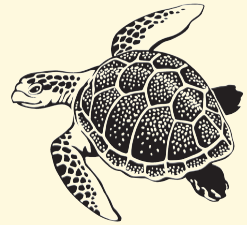
- Variety of habitats
- Plants and animals in habitats
- Animal homes

Literacy Skills

- Phonics: initial letter combinations
- Vowel pairs
- Reading poetry

Math Content Area

- Sequencing
- Patterns



Answer Key

A Habitat Is Home • page 4

1. grassy 2. underwater 3. rainy 4. dry

Animals I Read About • page 5

lizard, toucan, sea turtle, grasshopper, seahorse

Fun All Year Long • page 6

1. bl-blow 2. pl-play 3. th-throw
4. sn-snowman

Animal Homes • page 7

Animals That Build Homes – wasp, beaver
Animals With Shells – turtle, hermit crab, snail

Number Patterns • page 8

1. 1 2. 8 3. 4

Next Issue

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

Stories: Butterflies, Weather, Bird Eggs
Skills: Predict/Infer, Sequence of Events, Identify Details

Name: _____

Animal Homes

Cut out each animal. Paste it where it belongs in the chart.

Animals That Build Homes	Animals With Shells

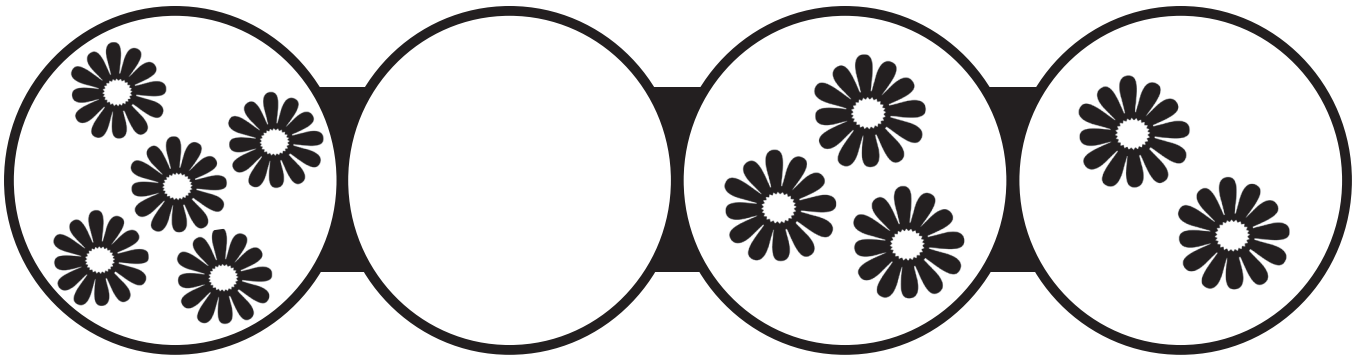
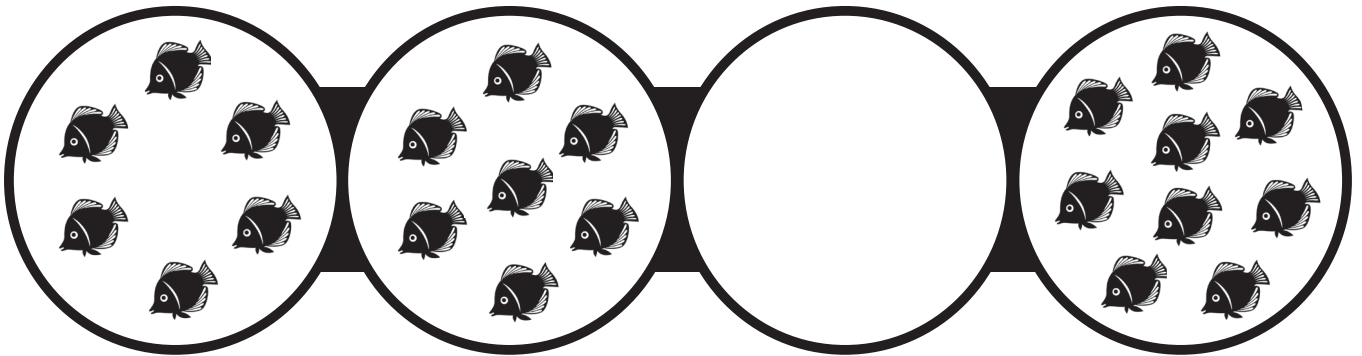
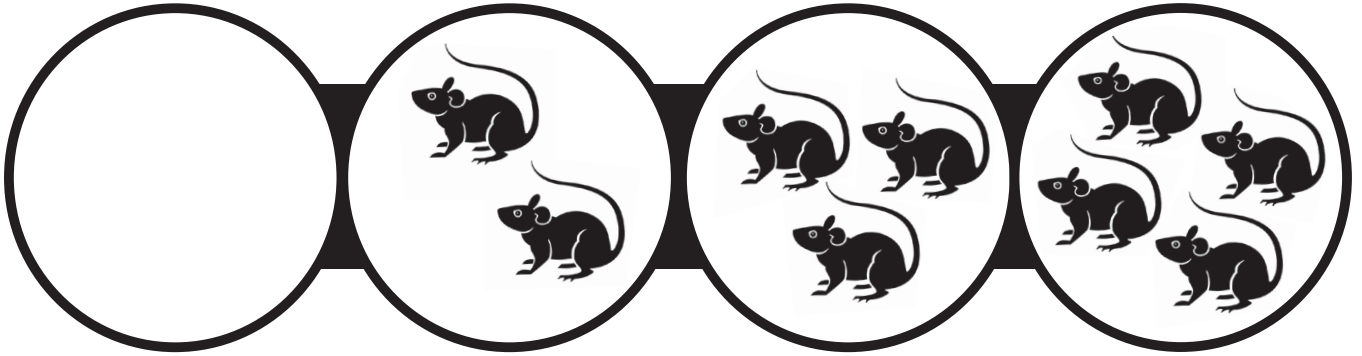


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Name: _____

Number Patterns

What number completes each pattern?
Write it below the circle. Then draw a picture.



Habitats

High-Frequency Words: a, and, at, find, in, into, is, little, live, now, of, the, this, to, what, where

Content Words: animals, cactus, desert, flowering, habitat, ocean, prairie, rain forest

Lesson 1 PP. 2–7

A Habitat Is Home I

Vocabulary

- Read aloud the title of the story on pages 2-3 of NATIONAL GEOGRAPHIC YOUNG EXPLORER and talk together about *habitats*, “places where animals live.”
- Ask children to name other habitats they have read about or visited.

Before Reading

- Have children look at the photos on pages 4-7 and describe the two habitats they will learn about. (*rain forest, desert*)

Read and Discuss

- Read page 3 with children.
- Ask: *Which animals live in the mountains?* Help children name the animals in the circles. Tell them that other animals and plants live here as well. Repeat this process for pages 4-7.
- After reading pages 4-5, ask children what they notice about the two animals pictured. Point out that the animals have bright colors.
- After reading pages 6-7 ask: *What kinds of plants grow in the desert?* Talk about animals’ need for water. Discuss with children how a woodpecker could get water from a cactus.

Lesson 2 PP. 8–11

A Habitat Is Home II

Vocabulary

- Briefly review the pages children read in the last session. Have them tell about the habitats they have read about—*rain forest, desert*. Explain that they will now learn about *ocean* and *prairie* habitats.

Before Reading

- Preview pages 8-9 and 10-11 with children. Help them name the animals pictured. Ask them to name other plants and animals that may also live in these habitats.

Read and Discuss

- Read pages 8-11 with children.
- On pages 8-9, point out the coral and explain that it is a good place for animals to hide. Point out that hiding can keep an animal safe from other animals that might want to eat it.
- On pages 10-11, have children predict what the grasshopper might eat. Have them describe what the prairie dog is eating. Talk about how all living things need food and water to stay alive.
- Review the whole story with children. Create a chart together with children that names the habitats you read about and describes each one.

Reinforcing Decoding Skills

Initial consonant blends: fl (flowers, flowering); pl (place, plants); sn (snowball, snowman)

Vowel pairs: ai (rain, snail, waits); ea (eat, leaf); ee (need, tree)

Word Families: all (snowballs, tall); ay (days, play); ow (grow, throw)

Digraphs: th (the, things, this, throw)

Lesson 3 PP. 16-21

Animal Houses

Vocabulary

- Find out what children know about types of animal houses. Start a list or concept map on the board of animal houses they may know (e.g., *nests*). As you read pages 16-21 together, add the new animal homes to the list.

Before Reading

- Preview pages 16-17 with children. Ask them to name the animal and its house. Talk about why animals need houses (*to stay warm and dry, to stay safe from other animals, to raise young*).

Read and Discuss

- Read page 17 and have children predict answers to the question.
- Read pages 18-19. Discuss how each type of animal might build its home.
- Read pages 20-21. Have children describe the animals and their shells. Point out that these shells are the animals' houses. Discuss how these animals protect themselves.
- Have children tell how the animals on pages 18-19 are different from the animals on pages 20-21. How are they the same? (*One group builds their homes, and the other grows or finds them; all of the animals need homes.*)

Lesson 4 back cover

In Each Season

Vocabulary

- Invite children to name the seasons.

Before Reading

- Preview the poem on the back page and help children identify the season in each illustration. (*spring, summer, fall, winter*)
- Ask what the weather is like for each season in the region where you live.
- Have children name activities they like to do in each season.

Read and Discuss

- Tell children that poems have a rhythm, or beat, like a song. Have children listen as you read the poem aloud, emphasizing the rhythm.
- Remind children that rhyming words have the same ending sound. Give examples. Read the first two lines and have children name the word that rhymes with *do*. Have children identify the remaining rhyming words.
- Introduce the following clapping pattern for the middle and end of each line: *Climb a tree* (clap, clap) *that is starting to bloom* (clap, clap). Divide the class into two groups. One group reads the poem with you while the other group claps. Switch groups.

Name: _____

A Habitat Is Home

Read each sentence. Write the missing word.

Word Bank

rainy

underwater

grassy

dry



1. A prairie is a ____ habitat.



2. An ocean is an ____ habitat.



3. A rain forest is a ____ habitat.

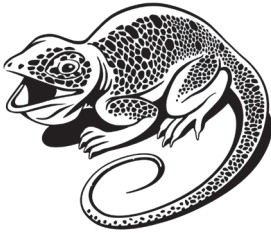


4. A desert is a ____ habitat.

Name: _____

Animals I Read About

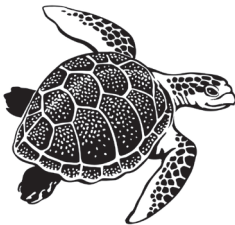
Draw a line from each picture to the animal's name.



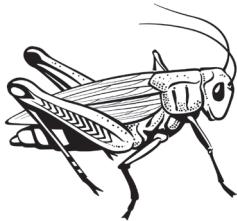
sea turtle



lizard



grasshopper



toucan



seahorse

Name: _____

Fun All Year Long

Read each sentence. Which letters are missing?
Write them on the lines.

Letter Combinations

th pl bl sn

Spring

You can ____ow bubbles in the breeze.

.....



Summer

You can ____ay baseball at the park.

.....



Fall

You can ____row leaves in the air.

.....



Winter

You can make a ____owman!

