

# NATIONAL GEOGRAPHIC Young Explorer!

[nationalgeographic.com/ngyoungexplorer](http://nationalgeographic.com/ngyoungexplorer)

## Dear Fellow Educator:

I have watched with appreciation and excitement as YOUNG EXPLORER has evolved from an idea to a powerful reality. Its enticing visuals and intriguing content invite our youngest learners to explore language while inquiring about their world.

As you investigate this issue with your children, you may want to take advantage of the following possibilities to enhance their understanding and appreciation of this beautiful magazine.

Before you read "Busy Bees," dramatize being a bee by pushing your head into a flower to gather the sweet nectar, then flying to your hive to deposit the nectar so it can become honey. As you read the story, encourage children to ask questions, to identify things they recognize, and to connect to their earlier dramatization.

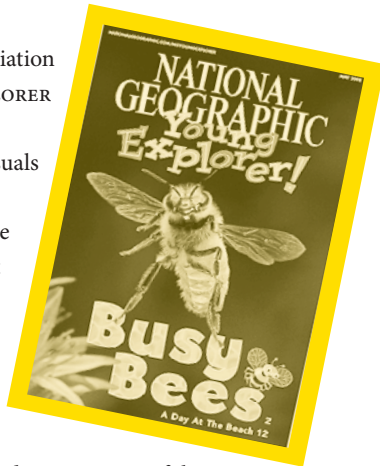
For "A Day at the Beach," invite students to talk about experiences they may have had with sand and water. Encourage them to share stories about visiting a lake, a swimming pool, or a bathtub! Help them to identify sensory memories related to their experiences, such as the smell of water in a swimming pool or the sound of splashing in a bathtub.

NATIONAL GEOGRAPHIC YOUNG EXPLORER offers a wealth of opportunities for building world knowledge, expanding oral language capacity, and extending concepts of print. I can't wait to read next year's stories! Don't forget to renew so that you can, too!

Sincerely yours,



Linda Hoyt  
Nationally renowned literacy consultant and author of  
*Make It Real! Strategies for Success with Informational Texts*



## In This Issue

### BUSY BEES

#### Curriculum Connections

Reading • Science • Math

#### Standards Correlations: Language Arts

- Cause and effect
- Preview and predict
- Note details
- Sequence

#### Standards Correlations: Science

- Organisms and environments

#### Literacy Skills

- Base words
- Digraphs
- Vowel pairs

#### Math Content Area

- Adding and subtracting



## Answer Key

### Busy Bees • page 4

Answers will vary.

### A Bee's Life • page 5

1. To find food. 2. To show worker bees where to find flowers. 3. Because it collects nectar. 4. Because bees spread pollen.

### At the Beach • page 6

**See:** little crabs; dead fish; seagulls; ocean

**Taste:** salty water **Hear:** seagulls crying

**Touch:** cool water **Smell:** dead fish

### Your Five Senses • page 7

1. nose, smell 2. tongue, taste 3. eyes, see  
4. ears, hear 5. toes, feel

### Math Fun • page 8

1. 14 2.  $3+2=5$  3.  $5+2=7$  4.  $7-3=4$

## Next Issue

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

Have a great summer!

NATIONAL GEOGRAPHIC YOUNG EXPLORER  
will begin an exciting new year in  
September.

# Busy Bees

## A Day at the Beach

**High-Frequency Words:** are, around, find, five, from, know, like, our, out, they, yellow, your

**Content Words:** beach, flower, hive, honeybee, ocean, pollen, rough, smooth

### Lesson 1 PP. 2-11, 22

## Busy Bees

### Building Background

- Tell children they are going to learn about honeybees. Use Words to Explore (page 22) to spark a discussion about what children already know and want to know about honeybees. Record the information in a K-W-L chart. Tell children you will add to the chart after you read the story.

### Before Reading

- Read aloud the title and introduction. Invite children to page through the story and predict what they will learn (*why honeybees are so busy*).

### Read and Discuss

- Read the story aloud. Ask children: Did you learn what you wanted to learn? As you help children recall what they learned, fill in the last column of the K-W-L chart. Ask: Is there anything else you wanted to learn? (*How is honey made?*) Ask them to guess how bees might make honey. (*Bees deposit nectar in the hive where it turns to honey.*)

### After Reading

- Children can work together on the work sheet (page 4) and then read aloud their completed sentences.

### Lesson 2 PP. 2-11

## Busy Bees

### Before Reading

- Explain that one way good readers understand and enjoy a story is to think about what is happening in the story and why it happened.

### Reread and Discuss

- Invite children to read along with you as you reread the story aloud. Hand out the work sheet (page 5). Explain that you will go through the story together to find out why things happened.
- Turn to page 6 and ask: What happened? (*The scout bee leaves its hive to find food.*) Why? (*to find flowers and nectar to eat*) Turn to page 8 and ask: What does the scout bee do when it returns to the hive with nectar and pollen? (*It dances.*) Why? (*The dance works like a map. It tells other bees where to find the food.*)

Continue in this way for the remainder of the story or challenge children to complete the rest of the work sheet independently.

### After Reading

- To reinforce the skill, invite children to tell what happened and why in previous issues of NATIONAL GEOGRAPHIC YOUNG EXPLORER.

## Reinforcing Decoding Skills

**Consonant blends:** ch (beach, each); sh (shows, shells); th (the, then, they, this); wh (what, where)

**Variant vowel digraphs:** ou (about, around, loud, scout, without, you)

**Vowel Pairs:** ea (beach, breathe, each, hear); ee (bee, feel, see, seeds, sweet)

**Base word and endings:** s (bees, flowers, plants, seeds)

### Lesson 3 PP. 12-21, 23

## A Day at the Beach

### Building Background

- Tell children that they are going to learn about the beach. Turn to Words to Explore (page 23). Read the words aloud and have children repeat them after you. For *smooth*, ask: Why do you think the picture shows a shell? (*The word describes how the shell feels in your hand.*)

### Before Reading

- Ask children if they have ever seen or read about a beach. Invite them to describe what it was like. Record their responses in a web.

### Read and Discuss

- Read the story aloud. Ask children to share examples from the story of how their five senses help them learn about the beach. (**taste** salty water; **smell** seaweed; **hear** waves crashing; **feel** hot sand, rough and smooth shells; **see** crabs)
- Ask for volunteers to retell the story to the class.

### After Reading

- Have children work in pairs to read the story “At the Beach” on the work sheet (page 6). Partners can fill in details from the story on the story web.

### Lesson 4 PP. 12-21

## A Day at the Beach

### Before Reading

- Remind children that describing words tell readers how things sound, look, smell, taste, and feel. Create a word web with the following categories: **Sound; Look; Smell; Taste; Feel.**

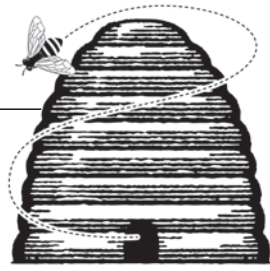
### Reread and Discuss

- Explain that as you reread the story aloud, children should look for describing words.
- When you come to the word *salty*, pause and ask: What does this word describe? (*How the water tastes.*) Write *salty* in the web. Ask for examples of other words that describe how things taste and add them to the web. Repeat with the words *crashing*, *hot*, *rough*, and *smooth*. Then ask children for examples of words that describe what they see at the beach. (*Examples: long beak; blue water; small crabs; white clouds*)

### After Reading

- Children can complete the work sheet (page 7) in pairs. Have pairs read the sentences aloud to check their answers. Have them circle the describing word in each sentence.
- For a math review, children can complete the math work sheet on page 8.

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



# Busy Bees

Write two sentences about bees. Use words from the hive.



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

# A Bee's Life

Explain why each thing happens. You can write or draw your answer.



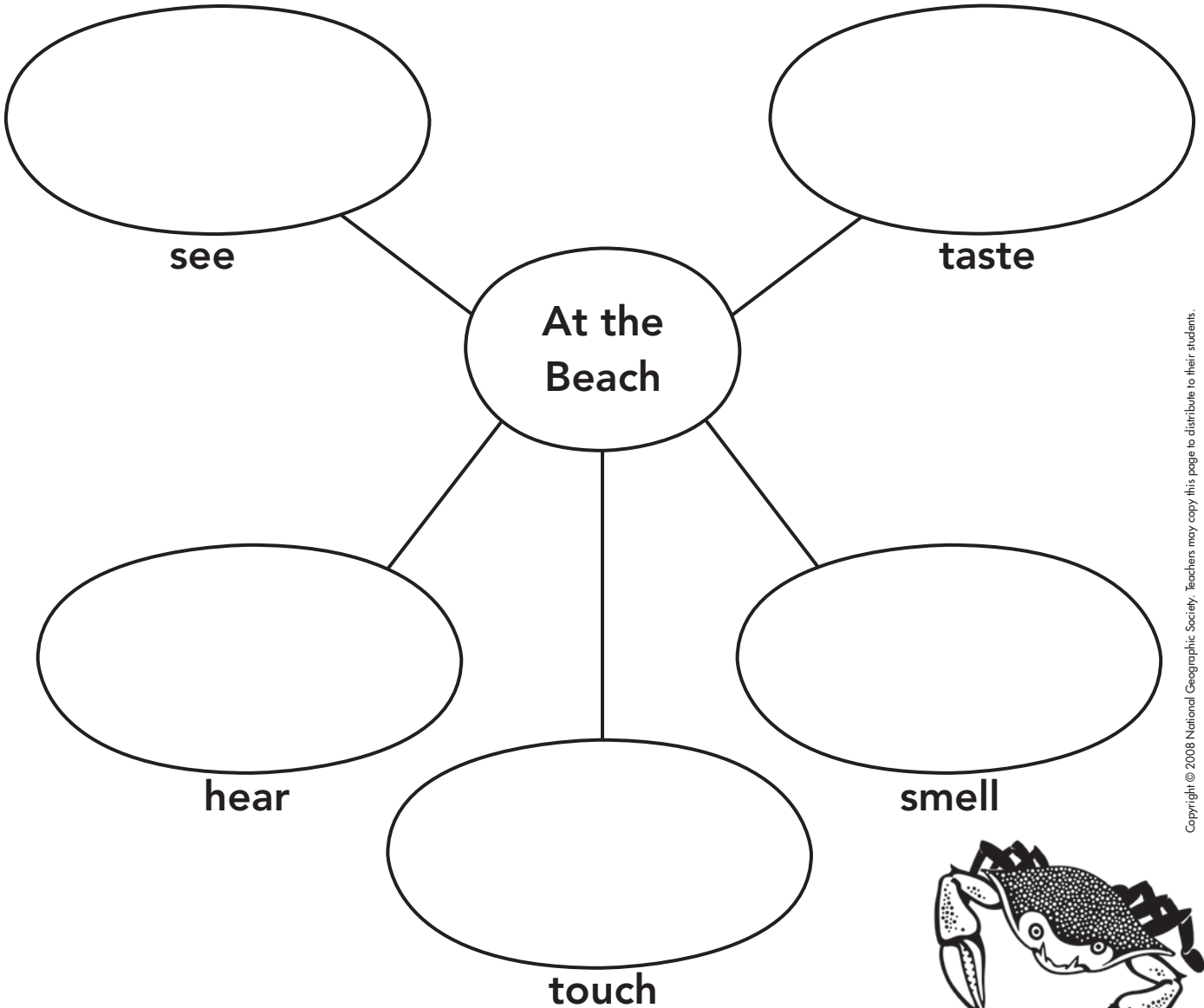
What Happens?	Why?
A scout bee leaves the hive.	
A scout bee does a dance.	
Pollen covers the worker bee.	
Plants make seeds.	

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

Read the story. Then fill in the story web.

# At the Beach

I went to the beach on a hot summer day. I could hear seagulls crying. I ran to a puddle. Cool water touched my toes. I saw little crabs running everywhere! There was also a dead fish. Ewww! I swam in the water. Wow, it was salty!



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



# Your Five Senses

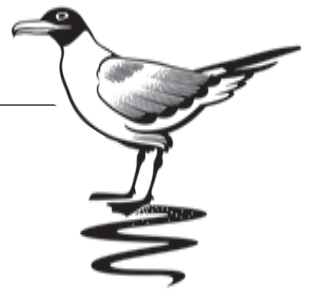
Complete each sentence. Use words from the Word Bank.

## Word Bank

ears      tongue      toes      nose      eyes  
see      smell      feel      hear      taste

1. With your \_\_\_\_\_, you can \_\_\_\_\_ the seaweed.
2. With your \_\_\_\_\_, you can \_\_\_\_\_ the salty water.
3. With your \_\_\_\_\_, you can \_\_\_\_\_ the funny crabs.
4. With your \_\_\_\_\_, you can \_\_\_\_\_ the waves crashing.
5. With your \_\_\_\_\_, you can \_\_\_\_\_ the hot sand.

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

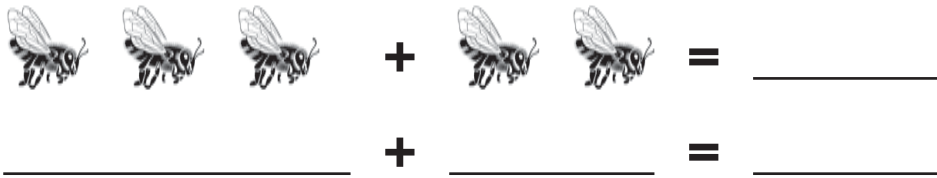


# Math Fun

1. How many shells? Write the number.



2. Add the bees. Then write the numbers.



4. Subtract the bees. Then write the numbers.

