

NATIONAL GEOGRAPHIC Young Explorer!

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Dear Educator:

As children get used to their routines at school, things that seemed strange have become predictable. The school day has taken on a familiar pattern or cycle. This month's theme, *Cycles*, explores some predictable and exciting recurrences, both in our culture and in the natural world.

Our first story, "Sea Turtles," introduces children to the green sea turtle's world. By exploring the turtle's life cycle, children learn how disturbances at any point in the cycle impact the number of turtles. The accompanying blackline master gives children an opportunity to show what they learned, as well as stretch their thinking to make predictions about what happens next in the life cycle.

In "Wind Power," readers will learn how wind forms and different things wind can do. The blackline master on page T5 reinforces children's understanding of the key science concepts.


In "Powwow," children are invited to an important Native American celebration. They can connect celebrations in their own lives to the powwow. Using the poster, "Thanksgiving: Then and Now," children can make further connections between the first Thanksgiving and today's celebration. The blackline master on page T6 gives children a chance to write a story and practice making comparisons.

Our last story, "Snow Monkeys," takes readers to the snowy mountaintops of Japan to meet some monkeys that survive in a cold and snowy world. Use the story as a springboard for a larger class discussion about how, every winter, many animals must survive by hibernating, migrating, or adapting. The blackline master on page T7 allows children to sharpen their counting skills and check their comprehension.

Of course, you can build background, develop oral vocabulary, and teach word meaning with the "Explore New Words" poster and its accompanying blackline master.

As the cycle of the school year continues, we hope that both you and your students enjoy the cycles of the season and this issue of *YOUNG EXPLORER*.

Sincerely yours,



Jacalyn Mahler
Editor in Chief

In This Issue

SEA TURTLES • WIND POWER •
POWWOW • SNOW MONKEYS

Curriculum Connections

Science • Social Studies • Reading • Writing

Standards Correlations: Language Arts

- Improve decoding and word recognition
- Practice reading high-frequency words
- Relate prior knowledge to text
- Develop academic vocabulary
- Produce written work
- Preview and make predictions
- Compare and contrast

Standards Correlations: Science

- Characteristics of organisms
- Organisms and their environments
- Understand the life cycle of organisms

Standards Correlations: Social Studies

- Study culture and cultural diversity

Literacy Skills

- Initial sounds
- Short vowels

Answer Key

Sea Turtles • page T4

1. Green sea turtle starts as an egg.
2. Baby turtle hatches from egg.
3. Baby turtle scrambles to the water.
4. Baby turtle grows big.
5. Adult turtle lays eggs.

Wind Power • page T5

Check to make sure children label the wind diagram correctly.

Then and Now • page T6

Possible answers include: **Then:** meat, lobsters, oysters, cranberries, squash, pumpkins

Today: turkey, cranberry sauce, mashed potatoes, pumpkin pie

Thanksgiving memories may include a favorite game, a favorite food, or a favorite person.

Snow Monkeys • page T7

1. 3
2. 8
3. 11
4. thick coats
5. hot springs
6. huddle

Explore New Words • page T8

1. hatch
2. energy
3. sun
4. drum
5. Sentences should show the correct usage of the word selected from the Word Bank.

Next Issue

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

Stories: The Lynx, Snowflakes, Olympics, U.S. Monuments

Skills: Cause and effect, Note details, Sequence, Write sentences, Counting

High-Frequency Words: can, green, help, in, is, it, live, of, people, some, they

Content Words: egg, grow, hatch, ocean; energy, land, sun, water, wind; celebrate, dance, drum; Japan, mountains, troops

LESSON 1

PP. 2-9

Sea Turtles
Build Background

- Display and read aloud the words *Life Cycle*. Explain to children that all animals have life cycles that include being born, growing into adults, and having babies. Prompt children to share what they know about the life cycles of different animals such as a butterfly, bird, or frog. Using the examples above, say, *These animals have things in common. First, they all start from an egg. What do you think happens next?* (They hatch from the egg. They grow big. They lay eggs.) Tell them that they will read about the life cycle of a green sea turtle.

Read and Discuss

- Preview the story with children, inviting them to describe what each photo shows. Pause at the inset photo on pages 8-9 and explain that the sea turtle is getting help. Ask them to think about why the turtle might need help as you read the story together.

After Reading

- Ask children, *Why do you think not many green sea turtles are left? What do you think happens if: The turtle's eggs are hurt; The turtle can't make it to the water; The turtle doesn't grow big?* (There are fewer turtles.) Explain that people sometimes help sea turtles by protecting their eggs and helping baby turtles reach the water.
- Next, have children use what they know to make predictions about what happens after a female green sea turtle grows big. (*It lays eggs and baby turtles hatch.*) Children can use the blackline master on page T4 to recall the stages in a green sea turtle's life cycle.
- Children can learn more about conservation efforts for sea turtles at www.cccturtle.org.

LESSON 2

PP. 10-15

Wind Power
Build Background

- Begin a word web with *wind* in the center. Prompt children to share what they know about wind. Emphasize that air must move in order for it to be wind. Ask, *How does wind feel? How does it sound? What are some signs of a windy day?* Next, ask children what they would like to learn about wind. Record their responses.
- Next, create a word web with *energy* in the center. Prompt children to share what they know about energy. Ask, *How does the sun help plants grow?* (Plants use light from the sun to grow.) *How does a lamp make light?* (It uses electricity, or energy.) *What gives you energy to run and play?* (food) Record children's responses. Together, create a definition for energy. (Example: *The power to make things move or work.*) Explain that they will read a story about wind and how people use it.

Read and Discuss

- Preview the story with children. After previewing, read the story together. Pause on page 13 and talk through the wind diagram. Invite volunteers to explain how wind forms.

After Reading

- Direct children's attention to the diagram on page 13. Ask, *How does wind start?* (Wind starts with the sun.) *What does the sun do?* (The sun warms the land and the air.) *What happens when the sun warms land and air?* (Warm air rises and cooler air rushes in. This is wind.)
- To further reinforce how wind forms, children can complete the blackline master on page T5.

REINFORCING DECODING SKILLS

Short e: egg, get, left

Short i: big, in, sing, wind

Short u: drum, fun, must, sun

Consonant Blends: Clusters with *r* (drum, green, groups, grow, troops); Clusters with *s* (scramble, skin, snow, springs, starts, swim)

LESSON 3 PP. 16-19, POSTER

Powwow

Build Background

- Ask children, *What are some things you celebrate?* (birthdays, holidays) Point out that different people celebrate different things. There are many kinds of celebrations. Tell children they will read a story about a powwow, a type of Native American celebration. Many Native American tribes take part in this celebration.

Read and Discuss

- Read the story aloud with children.

After Reading

- Say, *You've just learned about one way people celebrate. Which American holiday do we celebrate in November?* (Thanksgiving) *What are some ways your family celebrates Thanksgiving?* Explain that Native Americans played an important role at the first Thanksgiving. They taught the Pilgrims what foods they could grow, hunt, and catch.
- Next, display the "Thanksgiving: Then and Now" side of the poster. Invite volunteers to read it to the class. Ask children, *What kinds of games do you play at Thanksgiving?* (Examples: cards, tag, football) Tell them that some children from different Native American tribes play a game that helps them think about and observe their natural world. Describe the game "Pebble Patterns." Children gather pebbles with different colors and sizes. One player creates a pattern or design out of the pebbles. The second player studies the design. Then the design is taken apart. The second player must put the original design back in place. Ask children if they can think of a similar game that they might play (*Memory*).
- Children can use the blackline master on page T6 to further compare and contrast Thanksgiving in the past and today.

LESSON 4 PP. 20-23

Snow Monkeys

Build Background

- Display a world map or globe and locate Japan. Tell children that they will read about some monkeys that live only in Japan.
- Say, *Many animals must live, or survive, in cold weather. How do you think bears might survive in cold weather?* (live and sleep in a den) *How do you think wood frogs might survive in cold weather?* (freeze their bodies; hibernate) *How do you think geese might survive in cold weather?* (fly to a warmer place; migrate) *How do you think monkeys might survive in cold weather?* (grow a thick coat; adapt) Record all reasonable responses. Tell children they will read the story to find out how some monkeys survive in cold weather.

Read and Discuss

- Read the story aloud with children. Next, tell them that they will reread the story on their own. This time, they should think about the ways the snow monkeys stay warm when the weather is cold. Encourage them to use the photos and text.

After Reading

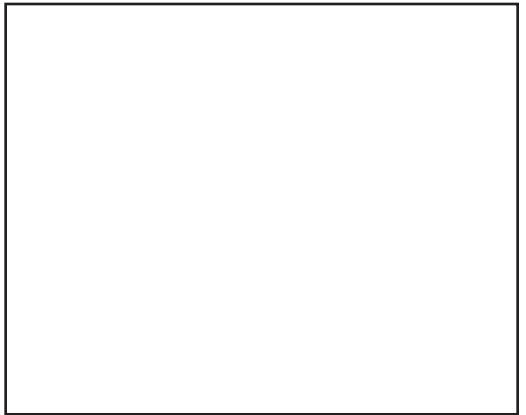
- Ask children, *How do snow monkeys stay warm in winter?* (Their thick coats help keep them warm. They huddle together to keep warm. They jump into hot springs to keep warm.)
- The blackline master on page T7 offers children an opportunity to practice counting. It also gives them a chance to recall three ways the snow monkeys stay warm. Children can complete these activities in pairs. They can share and compare their answers with the class.

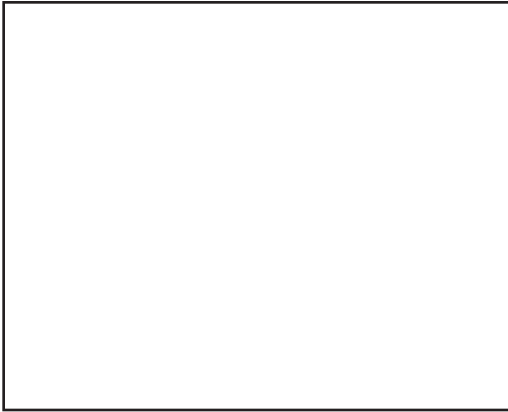
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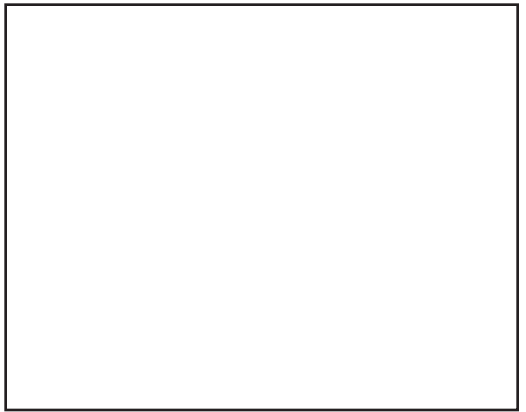
Sea Turtles

Write or draw the stages of a green sea turtle's life.

1. 

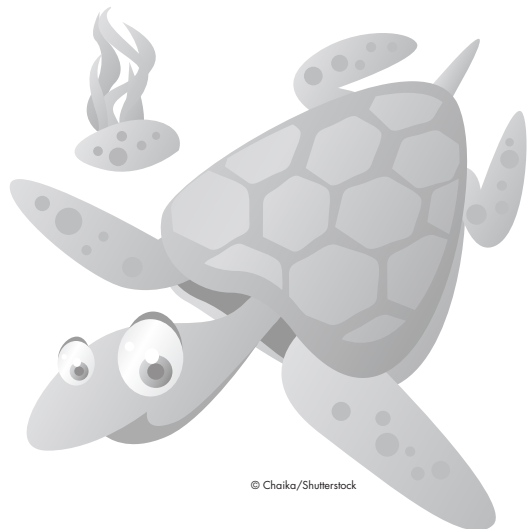
2. 

3. 

4. 

What do you think happens next?

5. 



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Name: _____

What Is Wind?

Cut out the labels. Paste them on the picture to show how wind forms. Then color the picture.

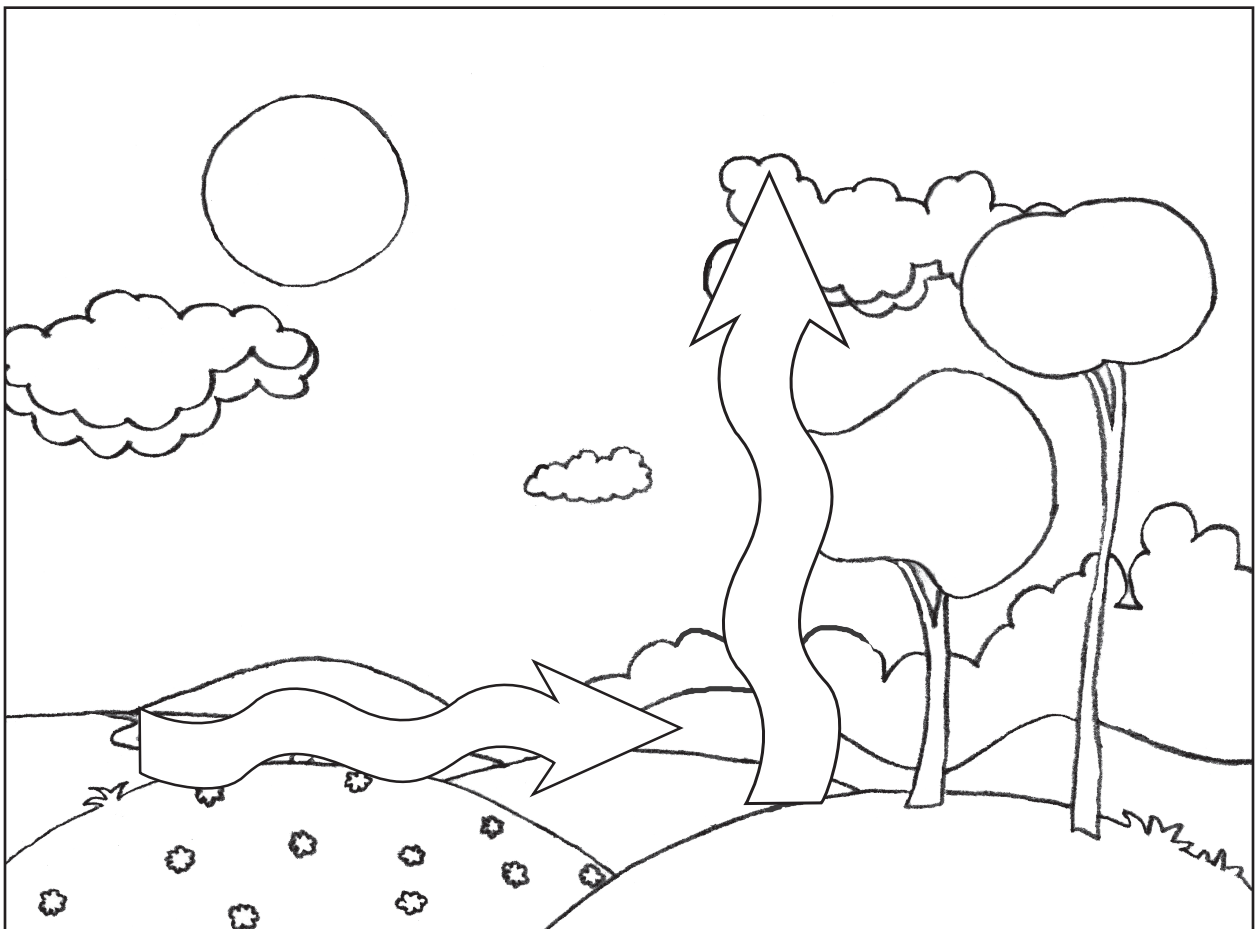
1. sun

2. water

3. land

4. Warm air rises.

5. Cool air rushes in.



Name: _____

Then and Now

Name things people ate at the first Thanksgiving.
Then name things we eat today.

Then

Today

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

Write about a happy Thanksgiving memory.

Name: _____

Snow Monkeys

Look at your magazine. Count the monkeys.

1. How many snow monkeys do you see on page 21?

2. How many snow monkeys do you see on pages 22 and 23?

3. Now count all of the monkeys together. How many do you see?

Think about how snow monkeys stay warm. Fill in the blanks.

4. Snow monkeys have _____
to keep them warm.

5. They jump into _____.

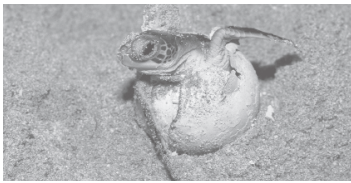



6. Also, snow monkeys _____ together to stay warm.

Name: _____

Explore New Words

Choose a word to complete each sentence.

<p style="text-align: center;">Word Bank</p> <p style="text-align: center;">dance drum energy hatch</p> <p style="text-align: center;">powwow sun turtle</p>

1.	 <small>© JASON EDWARDS/GETTY IMAGES</small>	Turtles _____ from eggs.
2.	 <small>© T. J. FLORIAN/RAINBOW/AGE FOTOSTOCK</small>	Wind is _____.
3.	 <small>© TRIUNG STUDIO LTD./SHUTTERSTOCK</small>	The _____ warms land and water.
4.	 <small>© BILL PERRY/SHUTTERSTOCK</small>	The _____ is very important at a powwow.

5. Choose a word from the Word Bank. Write a sentence with the word.

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