

NATIONAL GEOGRAPHIC Young Explorer!

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Dear Educator:

In fall, days grow shorter, the air feels crisp, and leaves on some trees change color. Nature gives us signs that the season is changing. Our theme for this month, Patterns, reflects these rhythms of the natural world.

Our first story, "Web Weavers," shows how many spiders catch their food. By introducing different spiders and their webs, children can see how the patterns change, from web to web. The accompanying blackline master on page T4 offers children an opportunity to compare and contrast the different webs they read about.

In "Looking at Leaves," children will learn about leaves and their role in the life cycle of a tree. They will learn that leaves are different shapes and sizes and that some change color with the seasons. The blackline master on page T5 prompts children to think about how these features change in different seasons.

Our next story, "Spots and Stripes," takes children to the grasslands of Africa and the rain forest of South America. They meet animals with patterns that help them survive in the wild. Children can write a story about animals with spots or stripes using the blackline master on page T6.

Our last story tackles a topic that might seem scary on the surface: wildfires. In "Wildfires," children will learn about the many people who monitor wildfires, as well as protect people and property. But they will also see that some wildfires can actually be healthy for the forest ecosystem by promoting new growth. The blackline master on page T7 will help children recall the steps taken once a wildfire is spotted.

Of course, our "Explore New Words" poster offers many opportunities for building background and oral vocabulary. The accompanying blackline master on page T8 offers even more practice for emerging readers.

Dive in and explore the patterns of the natural world with your students. Enjoy!

Sincerely yours,



Jacalyn Mahler
Editor in Chief

In This Issue

WEB WEAVERS • LOOKING AT LEAVES • SPOTS AND STRIPES • WILDFIRES

Curriculum Connections

Science • Social Studies • Reading • Writing

Standards Correlations: Language Arts

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

Standards Correlations: Science

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

Standards Correlations: Social Studies

- Study people, places, and environments

Literacy Skills

- Initial sounds
- Short vowels

Answer Key

Web Weavers • page T4

Answers will vary based on the webs students compare. **Example:** The orb web is round. The net web is square.

Looking at Leaves • page T5

Possible details to compare:

Summer: Trees have many green leaves; trees seem bigger with leaves. **Fall:** Leaves on some trees change colors; leaves start to fall off the tree; trees appear smaller with fewer leaves

Spots and Stripes • page T6

Stories will vary.

Wildfires • page T7

1. wildfires
2. fire trucks; planes; hike
3. fire; burn

Explore New Words • page T8

One: spider, web, wildfire; **More than one:** firefighters, leaves, spots, stripes.

Sentences should show the correct usage of each new word.

Next Issue

Sept.	Oct.	Nov./Dec.	Jan./Feb.	Mar.	Apr.	May
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Stories: Sea Turtles, Wind Power, Powwow, Snow Monkeys

Skills: Make predictions, Note details, Identify sequence, Compare and contrast

Web Weavers
Leaves
Spots and Stripes
Wildfires

High-Frequency Words: can, for, have, how, in, is, let, many, on, other, some, they, to

Content Words: net, spider, sticky, trap, web; food, leaves, sunlight, trees; blend, spots, stripes; firefighters, grow, healthy, rangers, wildfires

LESSON 1

PP. 2-5

Web Weavers
Build Background

- Have children turn to pages 2-3. Invite them to identify the animal in the photo. Ask them what they know about spiders and their webs. (Possible responses: *Spiders make [big, round, small, white] webs; Spiders eat bugs; Spiders catch bugs in their webs.*) Record all reasonable responses.
- Next, read the title and deck on page 3. Ask children, *Why do spiders need food?* Lead the discussion in a way that emphasizes the fact that all living things need food to live.

Read and Discuss

- Preview the story with children, inviting them to describe what each photo shows. When describing the different webs, encourage children to use descriptive language, such as *round, sticky, white*. Create a word list of the descriptive words used. After previewing, read the story together.

After Reading

- Display the “Explore New Words” poster. Invite children to read the sentence that appears with the big picture. Then ask, *How are all spider webs the same?* (They are all used to catch food.) *How are the webs different?* (Different spiders make each web. Each web is a different shape.) *How do spiders use their webs?* (Some let bugs fly into the web. Others throw the web over bugs.)
- For further practice in comparing and contrasting, distribute copies of the blackline master on page T4. Tell children they will choose two of the three webs they read about to draw and compare. Prompt comparisons with these questions: *What shape is each web? Does it look like a flower? Does it look like a box? What does the web do?*

LESSON 2

PP. 6-11, POSTER

Looking at Leaves
Build Background

- Start a K-W-L chart about trees and their leaves. Prompt children to share what they know about leaves with the following questions: *Why do you think trees have leaves? Are all leaves the same [color, shape, size]?* Next, ask children what they want to learn about leaves. Record their responses. Tell children to keep these in mind as you read the story together.

Read and Discuss

- Preview the story with children. Ask them to describe the different leaves on pages 8-9. After previewing, read the story together.

After Reading

- Complete the last column of the K-W-L chart. Make sure children include these main ideas: leaves make food for trees; some leaves change as the seasons change.
- Next, display the “See How Some Trees Change” side of the poster. Read the poster aloud with children. Point out the different leaves and seasons represented on the poster.
- Display a word web for each kind of leaf. Encourage children to describe the different leaves from both the poster and the story. Fill in the word webs.
- Children can practice noting details using the blackline master on page T5. Explain that they will draw two pictures of a tree, one in summer and one in fall. Remind children to visualize what the trees will look like in these two seasons, noting that the details are different for each season. Children can work in pairs to complete this activity.

REINFORCING DECODING SKILLS

Short a: Africa, animals, catch, trap

Short e: get, help, less, net, rest, web

Short i: dinner, in, it, pick, trip

Short o: on, spot

Short u: bug, summer, trucks

LESSON 3 PP. 12-17

Spots and Stripes

Build Background

- Display the words *spots* and *stripes* and read them aloud. Ask children to name animals that have either spots or stripes. Record their responses under the appropriate headings. (Possible responses: *frog, ladybug, cheetah, skunk, zebra*) Invite children to explain why these animals might have spots or stripes. Display the word *camouflage* and read it aloud. Explain that this word describes how the animals' spots or stripes help them hide in their habitat, or the place where they live. They need these patterns in order to survive, or live, in the wild.
- Next, display a world map. Locate Africa and South America. Tell children that they will read about animals with spots or stripes that live in these places.

Read and Discuss

- Preview the story with children, inviting them to describe what each photo shows. After previewing, read the story together.

After Reading

- The blackline master on page T6 offers children an opportunity to write a story about an animal that has spots or stripes. Tell them they can choose an animal from either the story or the list created at the beginning of the lesson. Encourage children to think about the following questions to help them plan and write their story: *Why did you choose this animal? Does it have spots or stripes? How does it use its spots or stripes to hide? Is it big or little? Does it have legs? How many? Does it have a tail? Does it have wings? Where does it live?* Remind children that every story has a title. Help them think of a title that goes best with their story.

LESSON 4 PP. 18-23

Wildfires

Build Background

- Ask children, *How do you think fires start in the forest?* Record all reasonable responses. Explain that today, careless people start most wildfires. Brainstorm ways that manmade fires can be prevented. Record the ideas generated. (Possible responses: *Make sure campfires are completely out; Don't play with matches or lighters; Don't throw away charcoal from your barbecue.*)
- Next say, *Sometimes a forest fire can be good for a forest.* Some fires caused by lightning are "good" fires because they make room for new plants and trees to grow. This keeps the forest habitat healthy for animals that live there. But these fires must be watched closely to make sure they don't hurt people and their homes.
- Tell children they will read a story about the people who keep people safe from fires and help keep forests healthy.

Read and Discuss

- Preview the story with children, inviting them to describe what each photo shows. After previewing, read the story aloud with children. Next, tell them that they will reread the story. This time, they should think about the steps that the rangers and firefighters take when dealing with a wildfire.

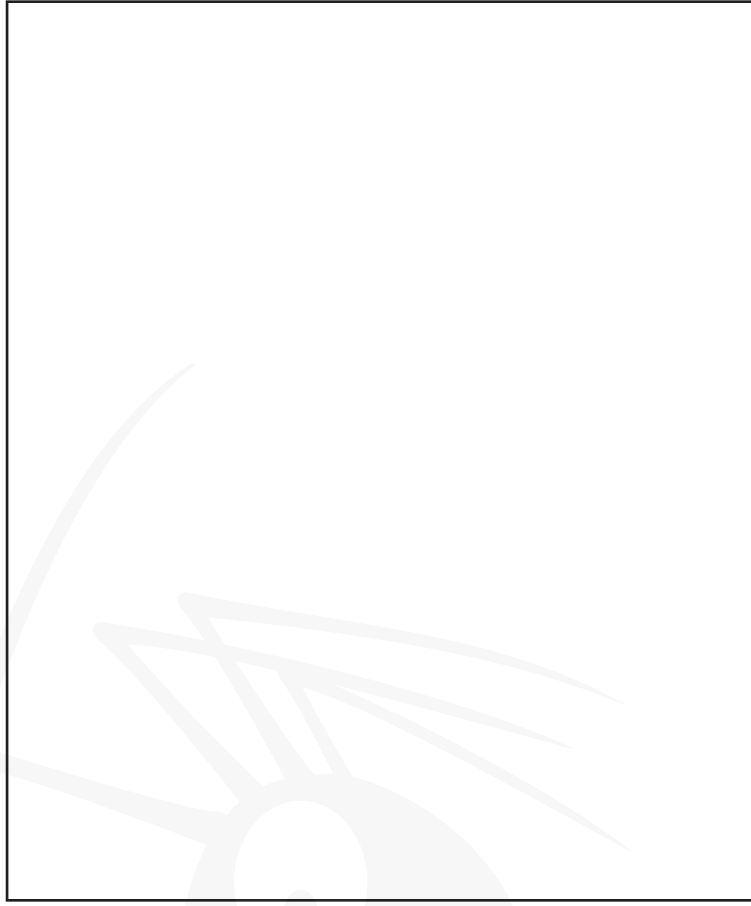
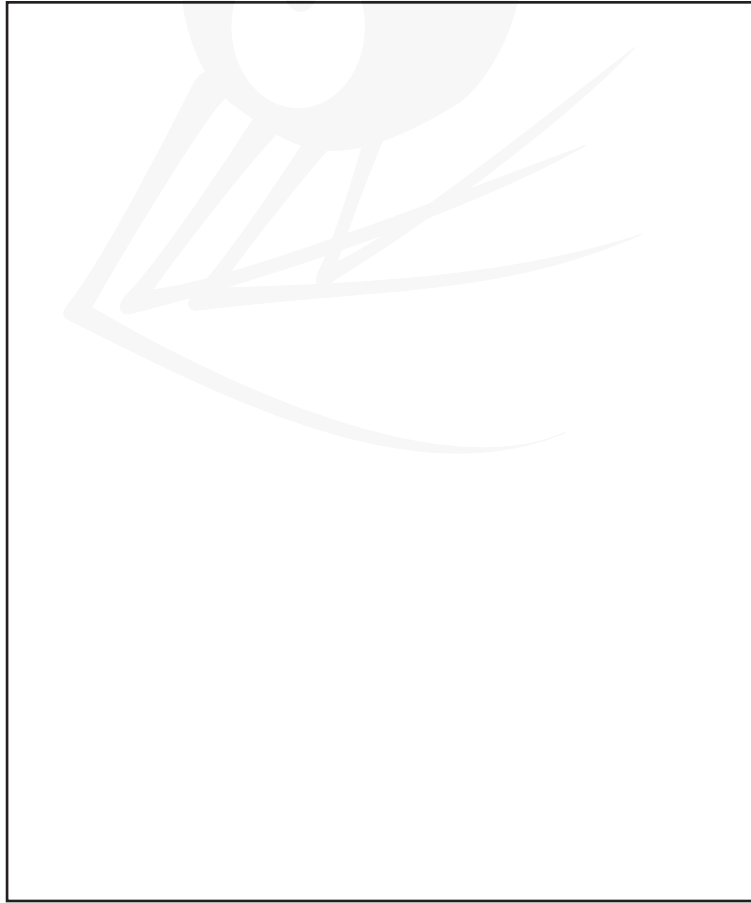
After Reading

- Ask children, *What do the rangers do first?* (Look for wildfires. Spot a wildfire.) *What happens next?* (Firefighters get to the fire.) *Then what do they do?* (Decide whether or not to put out the fire.) Children can practice sequencing events using the blackline master on page T7.

Name: _____

Web Weavers

Draw two webs. Label each one. Tell a friend how they are alike and different.



web

web

Name: _____

Looking at Leaves

Draw a picture of a tree in summer and fall. Show how it changes from one season to the other.

summer

fall

Name: _____

Spots and Stripes

Write a story about an animal with spots or stripes.
Then draw a picture to go with your story.



Name: _____

Wildfires

In each box, write what rangers and firefighters do when there is a wildfire.

1.

First, Rangers watch from a tower.

They look for _____ .

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2.

Firefighters can use _____

or _____ to reach the fire.

They can _____ , too.

3.

Firefighters may put the _____ out.

They may let a fire _____ .

Name: _____

More Than One?

Word Bank

firefighters	stripes
leaves	web
spider	wildfire
spots	

Write each word that tells about one person or thing.
Then write each word that tells about more than one.

One

More Than One

Now write a sentence. Use as many new words as you can.
