

NATIONAL GEOGRAPHIC Young Explorer!

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Dear Educator:

Welcome to a new school year! It's the perfect time for children to explore and—with your guidance—to try new things. With Interdependence as our September theme, young explorers will learn how living things are connected and how they depend on each other.

This year we are including the "Explore New Words" feature on the classroom poster. You can display it before children read the stories to introduce key concepts, build background, and develop oral vocabulary. It is also an excellent tool for improving phonological awareness and practicing phonics skills. Use the picture glossary to clap out syllables, play rhyming games, and reinforce letter-sound correspondences.

Eager readers will want to dig right into the magazine with "Garden Helpers." Children may think of bugs and worms as harmful pests, but in the story they will meet some garden residents that we depend on to keep soil and plants healthy.

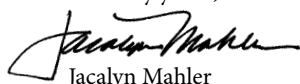
Our next story, "Farm to Market," teaches children how an important food crop gets from the field to the store. They will learn how farmers depend on the land and how we all depend on farmers for food.

Our last story, "Odd Couples," offers children a different view of animals in the wild. Readers will meet some unlikely animal pairs that help each other survive.

We also have some news for you this year. Teachers told us they'd like to get the teacher's guide a month early. They'd also like a more in-depth guide. So, to help meet instructional and planning needs, we are developing an even better guide that will be available only online. Starting with our October issue, you'll find the teacher's guide posted online a month before the issue date. As of the January-February 2010 issue, teacher's guides will be available online only. This will help you prepare, and it will help the environment, too. During your visit to our online teacher's page, also look for a new link to lessons we've developed for use with an interactive whiteboard. As of this issue, you will have free access to in-depth whiteboard content for each issue. And don't forget to check our website for the calendar of upcoming stories.

This is shaping up to be an exciting new school year. We look forward to helping you explore the world with your students!

Sincerely yours,



Jacalyn Mahler
Editor in Chief

In This Issue

GARDEN HELPERS • FARM TO MARKET • ODD COUPLES

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

Standards Correlations: Science

- Understand life cycle of plants

Standards Correlations: Social Studies

- Production, distribution, and consumption

Literacy Skills

- Initial sounds
- Short vowels
- Compare and Contrast

Answer Key

Explore New Words • page T4

1. market 2. garden 3. harvest 4. seed

Garden Helpers • page T5

1. Worms 2. bugs 3. praying mantid 4. web

Step by Step • page T6

Correct sequence: Photo of planting seeds - Step 1. Photo of plants growing - Step 2. Photo of harvesting corn - Step 3. Photo of shipping corn to the market - Step 4. Photo of selling corn at market - Step 5.

Odd Couples • page T7

Animal comparisons will vary.

Use New Words • page T8

Student responses will vary. Sentences should show the correct usage of each new word. Stories should reflect the new content learned.

Next Issue

Sept.	Oct.	Nov./Dec.	Jan./Feb.	Mar.	Apr.	May
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Stories: Spiderwebs, Leaves, Camouflage, Fire

Skills: Compare and contrast, Note details, Sequence, Write sentences

Explore New Words
Garden Helpers
Farm to Market
Odd Couples

High-Frequency Words: a, all, and, are, can, in, its, of, on, so, some, the, this, when, you, your

Content Words: garden, plants, worm, soil; buy, farm, grow, harvest, market, seeds, sells; animals, clean, protect, healthy

LESSON 1 POSTER

Explore New Words

Before Reading

- Before you read the stories with children, use the “Explore New Words” side of the poster to introduce them to key content words. First, direct their attention to the three rows of photos and ask them what they notice about each one.
- If children name the key word, point to the word on the poster. If they do not, identify the word for them. Then develop the meaning. For example, say: *This is a garden. A garden is a place where flowers and plants grow. Many people like to grow flowers and vegetables in a garden. Would you like to have a garden? What animals would you see in a garden?*
- Follow this process, providing several examples of the word in context and prompting children to use it orally. To introduce *protect*, explain that the animals in the background are sea anemones. They have stingers so most fish stay away from them. The stingers don’t hurt the clownfish, though. So the anemones protect the clownfish from other fish.
- After you develop the meaning of a word, point to the first letter. Invite volunteers to name it and say its sound. Model blending the sounds to read through the word. Have children repeat it after you.
- Finally, guide children in reading the sentence that appears with the big picture. Discuss with children how the scarecrow protects the garden.

After Reading

- For more word practice, children can work in pairs to complete the blackline masters on pages T4 and T8.

LESSON 2 PP. 2–7

Garden Helpers

Build Background

- Have children turn to pages 2-3. Invite them to name the beetle. (*ladybug*) Ask them where it might live. (*in a garden*)
- Next, read aloud these statements:
 1. *All bugs are bad for a garden.* (False)
 2. *All bugs eat flowers and plants.* (False)
 3. *Earthworms are good for a garden.* (True)Ask children to show thumbs up or down to indicate if they think the statement is true or false. Record their answers. Tell them they will have a chance to revisit their responses after reading the story.

Read and Discuss

- Read pages 2-3 aloud with children. Explain: *Some bugs are pests. They eat the plants in a garden. But some bugs are good for a garden because they eat the bugs that hurt the plants.*
- As you read the story together, suggest that children think about the ways the garden helpers keep gardens healthy.
- As you continue reading, pause at the end of each page and ask, *How does [name of animal] help a garden grow?*

After Reading

- Reread the three statements from the Build Background activity. Ask children if they would like to change their answers based on what they learned in the story. If so, invite children to explain why they want to change their answer.
- To check for understanding, have children complete the blackline master on page T5. Encourage them to refer back to the story to find the answers.

REINFORCING DECODING SKILLS

Short a: at, can, crab, past, plant, snack

Short i: fish, hippo, in, it, is, picks, rich, ships, skin

Short e: get, help, pests, red, sells, smell, when

Short o: hops, odd, on

LESSON 3 PP. 8–15

Farm to Market

Build Background

- Invite children to share what they had for dinner last night. Ask them where they think their food came from. Encourage them to think about where the food was before it arrived at the store, or market.
- Record any key concept words children mention such as *farm, grow, pick, store, sell, buy*. Use the words to summarize what children share before reading. Explain that in this story, they will learn how corn gets from a farm to the market.

Read and Discuss

- Preview the story with children, inviting them to describe what each photo shows. After previewing, read the story together. At the end of each page ask, *Where is the corn? What does it look like?*

After Reading

- Remind children that it takes many steps to get food to the market. Ask, *What is the first step in getting corn to the market?* (The farmer **plants** a seed.) *What is the second step?* (The seed **grows** into a corn plant.) *What is the third step?* (The farmer **harvests**, or picks, the corn.) *What is the fourth step?* (The farmer **ships** the corn to the market.) *What is the last step?* (The farmer **sells** the corn at the market. You buy the corn.) Display the key action words shown in bold in the examples above. Ask children to hold up the photo in the story that goes with each key word.
- Use the blackline master on page T6 to reinforce students' understanding of the sequence of events. Volunteers can use the completed page to retell the story.

LESSON 4 PP. 16–23

Odd Couples

Build Background

- Display the word *help* and read it aloud. Ask children what they think of when they hear this word. (Possible responses: *to do someone a favor, to make something better*) Lead children to describe how they have helped someone. Then, work together to come up with a definition for *help*. (“to give or do something that is needed or useful”)
- Tell children they will read a story about animals that help other animals.

Read and Discuss

- Page through the story with children. Invite them to identify the animals in each photo. After previewing the story, read it together. At the end of each page ask, *How does the [name of animal] help the [name of animal]?*

After Reading

- Ask children, *How are the sea anemone and the clownfish alike?* (Both live in water.) Next, help children use size- and color- words to tell how the animals are different. (Sample responses: *A sea anemone is small. The clownfish is bigger. The clownfish is yellow and white, but the sea anemone is green and purple.*)
- Distribute copies of the Y diagram on page T7 for children to complete in small groups. Model how to fill in the Y diagram for the sea anemone and the clownfish. Groups may choose *any* two animals from the story to compare. They can draw or write their answers. Invite them to share and compare their completed diagrams with the class.

Name: _____

Explore New Words



Cut out each picture. Match it with the picture on the poster. Write the word.

1.



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2.



© JAN DAIY/SHUTTERSTOCK

3.



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4.



PHOTODISC



Name: _____

Garden Helpers

Read the story. Draw or write the answers.

1. _____ make soil rich and healthy.

2. A ladybug eats small _____ .

3. A _____ eats any bug it can catch!

4. A spider catches bugs in its sticky _____ .

Name: _____

Step by Step

Look at each photo. Write which step it shows. The first and last steps have been done for you.



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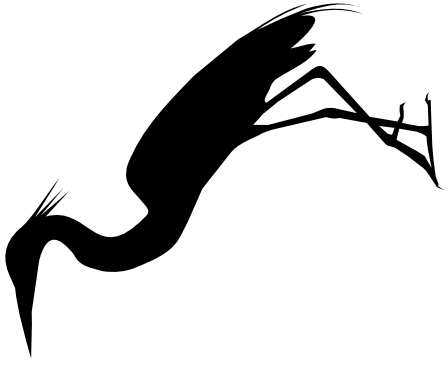

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Name: _____

Odd Couples

Compare some animal pairs. Write or draw your answers.

<p>_____</p> <p>(animal)</p>	
<p>_____</p> <p>(animal)</p>	
<p>Both</p>  	

Name: _____

Use New Words

Write or tell a story. Use as many new words as you can. Then draw a picture to go with your story.

