

NATIONAL GEOGRAPHIC Young Explorer!

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Dear Educator:

Now that the weather is colder, leaves have turned colors and started to fall. Many people are thinking about winter. This month's issue of NATIONAL GEOGRAPHIC YOUNG EXPLORER has a winter theme.

We start the issue by looking at how a penguin chick grows. A penguin chick begins life in some of the coldest areas of the world. After the chick hatches, the father cares for, feeds, and keeps his chick warm. The mother then takes over. As the chick grows, it learns how to survive in the cold.

After reading about penguins, students will learn about one of the downsides of colder weather—colds. Students will learn about some of the causes of colds. They will also learn what they can do to prevent colds.

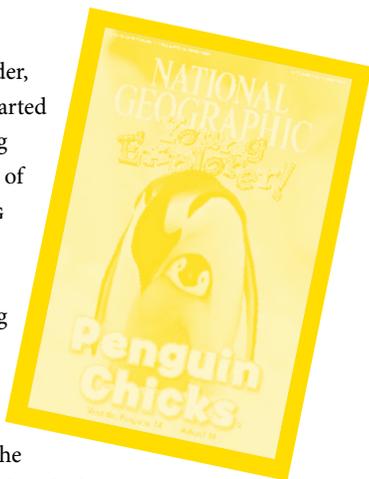
Winter is also a time for holidays. Many people around the world celebrate different holidays at this time of year. In this month's poster, students will learn about some of these holidays.

We are sure that you will find this issue as educational as we did putting it together. Everyone who works on YOUNG EXPLORER learns something new with each issue. Until the next issue, happy exploring!

Sincerely yours,



Francis Downey
Vice President and Publisher



In This Issue

THE PENGUIN CHICK

Curriculum Connections

Reading • Science • Math

Standards Correlations: Language Arts

- Preview and predict
- Sequence
- Visualize
- Make inferences
- Compare and contrast
- Phonemic awareness

Standards Correlations: Science

- Animal life cycles
- Growth and development
- Variations within species
- Health

Standards Correlations: Math

- Addition
- Creating number sentences

Answer Key

Adding Up Fish • page 4

1. 5, 2. 3, 3. 6

Which Happens First? • page 5

1. The father penguin keeps the egg warm.
2. A penguin hatches from its egg.
3. The father penguin feeds the chick.
4. The penguin chick gets bigger.

Alike or Different? • page 6

1. alike, 2. different, 3. alike,
4. different, 5. alike

G Is for Germs • page 7

Circled words: giraffe, gym, bridge, engine

Next Issue

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

Stories: Polar Bears, Leaders, Snow

Skills: Summarizing, questioning, and connecting

The Penguin Chick

Sight Words: and, are, be, for, good, has, his, in, is, it, like, live, look, new, now, of, one, run, take, the, there, these, that, to, walk, with

High-Frequency Words: chick, egg, father, penguin, mother

Lesson 1 PP. 2-9

The Penguin Chick I

Vocabulary

- Write the word *chick* on the board. Tell kids this story is about a penguin chick. Ask: What animals have chicks? (*birds*)

Before Reading

- Invite kids to share what they know about penguins and penguin chicks.
- Discuss places where most penguins live. (*Antarctica, very cold places, places with lots of ice and snow*)
- Preview pages 2-9 and ask what kids think they may learn.

Read and Discuss

- Ask kids to turn to page 2. Begin to read together.
- Before reading page 4, discuss the picture. Ask kids what they think the mother does once the egg is laid. Then read the page. Point out that the kids made a prediction. Did their prediction turn out as they expected?
- Before turning to page 6, ask kids to predict what the penguin chick will look like. Turn the page and have children check their predictions. Talk about how the father helps the chick. (*He keeps the chick warm, feeds it.*) How does the chick change? (*The chick grows and can walk and run.*)

Lesson 2 PP. 10-15

The Penguin Chick II

Vocabulary

- Review what the children read in the last session.
- Have kids recall the new things that the penguin chick can do so far. (*walk, run*) What other skills might a penguin need? (*sliding on its stomach, swimming*)
- Write these motion words on the board: *walk, run, slide, swim.*

Before Reading

- Preview beginning at page 10, having kids comment on the text, pictures, and words that catch their eye. Encourage them to share what they notice and make predictions about what they may learn.

Read and Discuss

- Ask children to turn to page 10 of their copies of NATIONAL GEOGRAPHIC YOUNG EXPLORER. Begin to read together.
- Have children describe the picture of the penguins diving into the water.
- Discuss the different penguins shown in “Meet the Penguins.” Which kind of penguins were pictured in “The Penguin Chick”? (*emperor*)

Reinforcing Decoding Skills

Initial consonants: c, f, h, p, w

Initial consonant blends: gr, sl, sn,
st, sw

Initial vowels: a, e, i, o

Short vowels: a, e, i, o, u

Long vowels: a, e, i, o

Phonograms: ay, eed, ick, ide, ow

Lesson 3 PP. 16-21

Achoo!

Vocabulary

- Have kids share experiences with having a cold. Ask volunteers to demonstrate a sniffle and a sneeze. Add *sniffle* and *sneeze*, as well as other words describing a cold, to the board.
- Talk about where colds come from. Write the word *germs* on the board.

Before Reading

- Preview pages 16-21. Have children comment on what they see on the pages.
- Ask kids if they have ever seen a germ with a microscope. Talk about using a microscope to see things that are too small for us to see with our eyes.

Read and Discuss

- Have kids turn to page 16. Begin to read together.
- Ask what the boy is about to do. Will he spread germs when he sneezes? How? (*The force of his sneeze will send many germs into the air.*)
- Have kids describe the germs shown on page 20. Point out that these are views of germs through a microscope.
- Have kids review the cold-prevention tips on page 21. Invite them to share other ideas for staying healthy.

Lesson 4 Poster

Holidays

Vocabulary

- Write *holiday* on the board. Ask kids if they can tell you what a holiday is. Explain that it is a special time for a group of people.

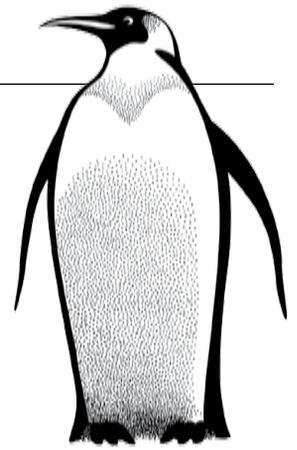
Before Reading

- Invite students to share about any holidays their families celebrate during November and December. Ask: What is your favorite holiday? Why?

Read and Discuss

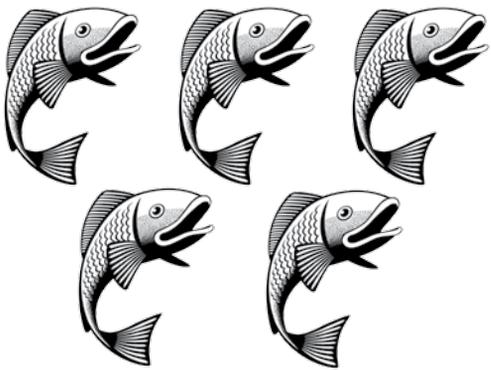
- Read the poster aloud. After reading each section, ask students to share any additional details they might know about the holiday.
- Hang the poster in the middle of a blank wall or bulletin board. Direct students to draw a picture of people celebrating one of the holidays covered on the poster. Hang their drawings around the poster.
- Spur critical thinking by inviting students to imagine that your class is creating a holiday of its own. Ask: What should we call our holiday? How should we celebrate it?

Name: _____

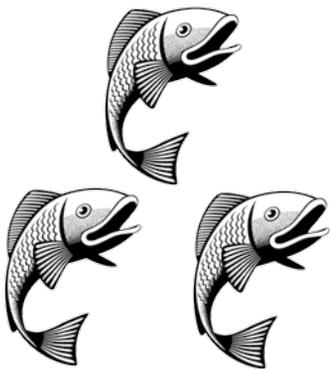


Adding Up Fish

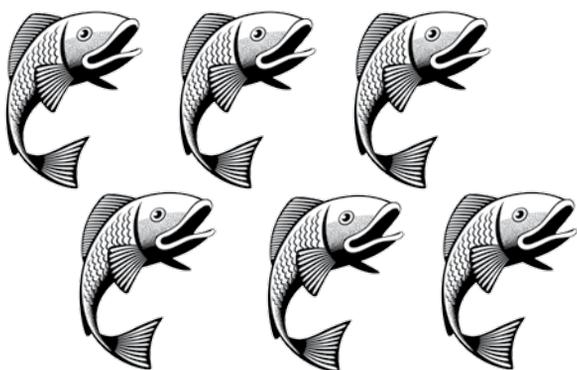
Count the fish in each group.
Color your answer.



$$= \textcircled{5} \textcircled{4} \textcircled{3}$$



$$= \textcircled{6} \textcircled{2} \textcircled{3}$$

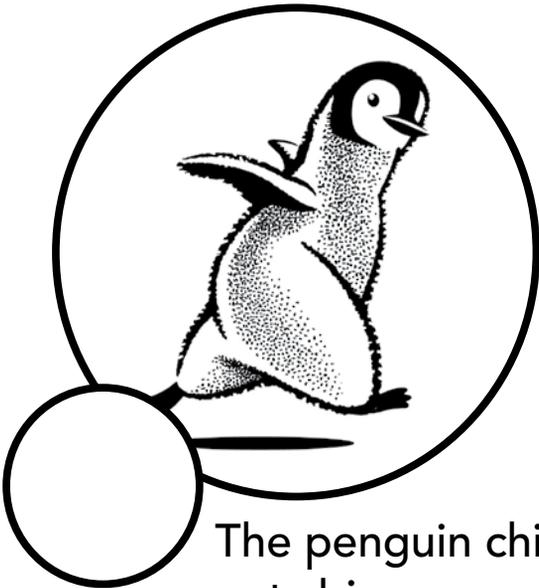


$$= \textcircled{4} \textcircled{6} \textcircled{3}$$

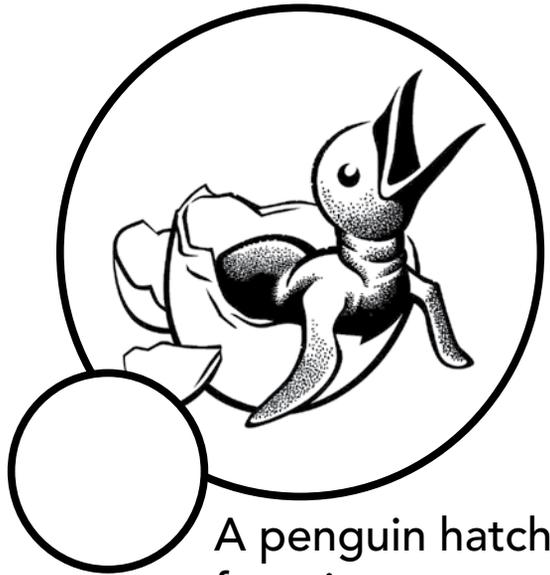
Name: _____

Which Happens First?

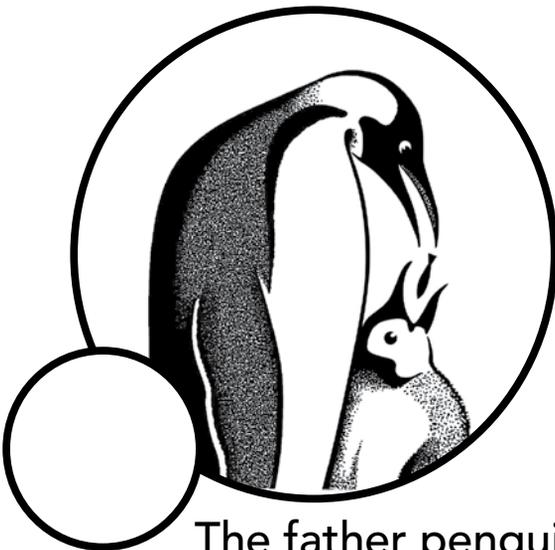
For each picture, write the number 1, 2, 3, or 4.
Show what happens first, second, third, and fourth.



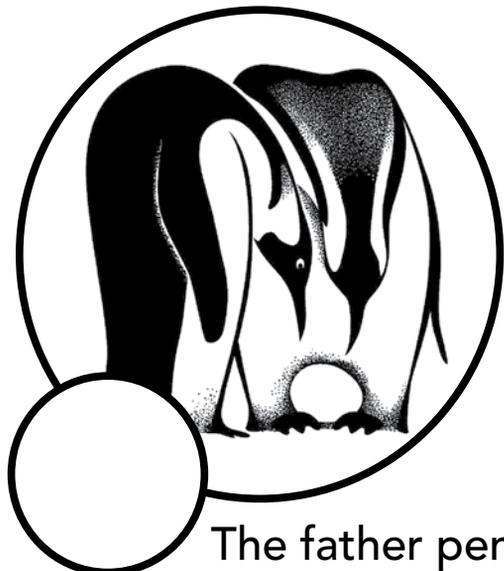
The penguin chick gets bigger.



A penguin hatches from its egg.

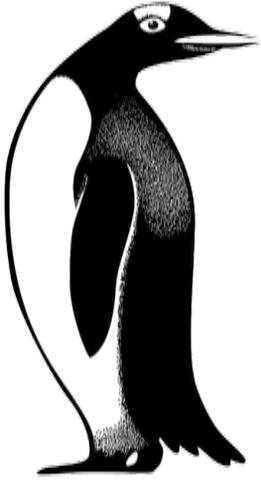


The father penguin feeds the chick.



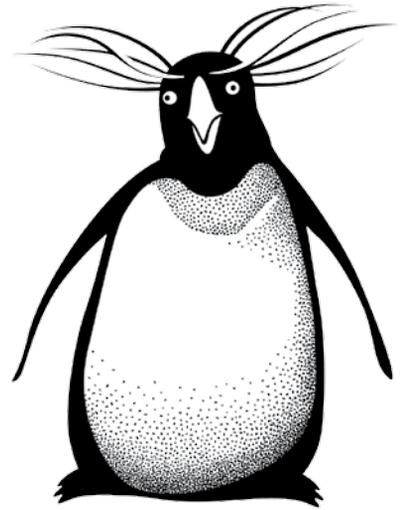
The father penguin keeps the egg warm.

Name: _____



Alike or Different?

Look at the rockhopper penguin and the gentoo penguin on pages 14 and 15.



Read each sentence below.
Mark an X under *Alike* or *Different* for each sentence.

	Alike	Different
1. The penguins' beaks are	X	
2. The penguins' eyes are		
3. The penguins' chest color is		
4. The penguins' heads are		
5. The penguins' back color is		

Name: _____

G Is for Germs

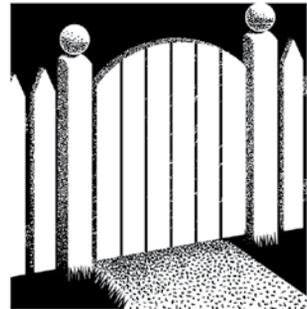
One sound for **g** is like the **g** in *germs*.
The other sound for **g** is like the **g** in *game*.
Circle the words that have the sound of **g** as in *germs*.



giraffe



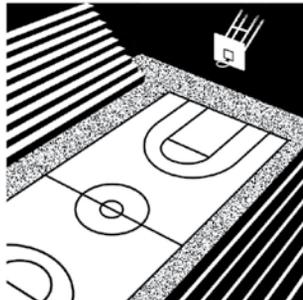
garden



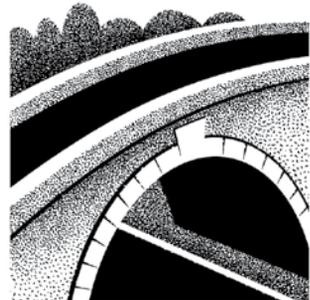
gate



gas pump



gym



bridge



dog



engine



wagon

Name: _____

Staying Well

Draw a picture of a kid doing something to stay well.

