In This Guide
In this guide, you will find language arts, science, and social studies lessons for the articles in this issue of Young Explorer Scout.

Young Explorer Magazine
Young Explorer classroom magazines for kindergarten and grade 1 develop young readers’ literacy skills through engaging informational text. Great storytelling and stunning photographs teach students about our planet and the people, plants, and animals that live on it. Encourage your students to read and explore our world with Young Explorer magazines.

Scout
The Scout edition is written for kindergarten students. Some articles with characteristics of emergent text will be easier for students to read. You may find that other articles are better suited for teacher read-alouds.

Visit Young Explorer’s website, NatGeo.org/explorermag-resources, to find additional resources for extending your students’ learning.

Your Subscription Includes:
• Magazines  • Classroom Posters  • Projectable Magazine
• Interactive Whiteboard Lesson  • Teacher’s Guide  • Interactive Edition  
  (additional subscription required)
Life in a Pride

LANGUAGES ARTS

Objective
• Students will ask and answer questions about words in a text.

Resources
• Language Arts Master (page 4)

Summary
Lions live in a group called a pride. They work as a team. They take care of the young lions, or cubs. They hunt other animals for food. Living in a pride keeps the lions safe and strong.

WORD WORK
Sight Words: in, a, the, is, see, this, he, to, away, are, they, too, and, play, run, will, up, in, for, good, it

BUILD VOCABULARY AND CONCEPTS
• pride • male
• cub • female

The words above are used in the article and may be new to students. Pronounce the words for students. Have pictures available that will help students understand the meaning of the words, or use the pictures in the article. Use student-friendly definitions to explain the meanings of the words.

Post the words along with pictures on a classroom word wall. Refer to the word wall throughout discussion of the article, and remind students to use these words as they talk about the article with each other and with the class.

The Language Arts Master for this article has word cards of the vocabulary words for students to cut out. You can use these for many vocabulary activities. One example is to have students work with partners to combine their cards to play a matching game. Have students “shuffle” their cards and place them face down on a desk or table. Partners can take turns turning over the cards looking for matching words.

READ AND DISCUSS
Read the article “Life in a Pride” aloud to students as they follow along. You may want to read the entire article first, and then reread the article, taking time to stop and discuss each two-page spread.

Pages 2–3 Read the title and the text aloud to students. After reading the text on page 2 ask: What is a group of lions called? (a pride) What do you think we will learn about the pride? What questions do you have that you would like to have answered as we continue reading? Listen to the questions students have. You may want to write down the questions on chart paper or on the board. Let students know that good readers ask questions as they read. Continue by explaining: However, not all questions will be answered. Good readers sometimes have to find answers by continuing to research and read.

Pages 4–5 Ask: What does a male lion do? (He protects the pride.) How does he keep other lions away? (He roars.) How do female lions help the pride? (They are hunters, and they take care of the young lions, or cubs.) Have students look at the pictures of the male lion, the female lions, and the cubs. Ask: How do these lions look alike and different? (Students should note the differences in size and appearance among the different lions. The male has a mane, and the females do not. The cubs look similar to the females, but smaller. Students may also notice some differences in the cubs’ fur.)

Pages 6–7 Ask: What do cubs do? (They grow, learn, play, and run.) Let students know that this playing and running helps them learn the skills they will need to protect themselves and hunt when they are older. Ask: How do lions work as a team? (They hunt in groups for food.)

Pages 8–9 Ask: What do lions do after they hunt (rest) What do lions do most of the day? (sleep) Why is living in a pride good for lions? (It keeps them safe and strong.)

You may want to revisit some of the questions students had as you began reading. If all of their questions have not been answered, you may want to find out more about lions by researching and reading as a class.

TALK AND WRITE
Students can respond to the article by talking and writing. Use the following prompts to guide them. You might also want to use the Language Arts Master for this article.

• Talk about something you learned about a pride.
• Write or draw something you learned about lions.
**Life in a Pride**

**SCIENCE**

**Objective**
- Students will learn that some animals live in groups.

**Resources**
- Big Cats poster (Teacher’s Edition)
- “Saving Lions” article (Projectable magazine)
- Science Master (page 5)

**Science Background**
Lions are one of a number of big cats that include cheetahs, tigers, and snow leopards. They are social animals and are the only big cats that live in groups, or prides. The size of a pride varies depending on the availability of food and water: Some prides can have as few as 3 or as many as 40 lions. Most of the members of a pride are females and cubs. African lions are threatened by loss of habitat, hunting, and various diseases.

Visit “Big Cats in the Classroom” at http://nationalgeographic.org/projects/big-cats-initiative/education to learn more about the National Geographic Big Cats Initiative. There you will find photos, videos, and activities to help students understand more about big cats and efforts to save them.

**ENGAGE**
To engage students, spend some time gathering pictures of lions. Post the pictures around the room and have students talk about lions by looking at the pictures and describing what they see.

**EXPLORE**
Most students know what lions look like, but they may not know much about them. Ask the following questions and explore what students already know about lions. For the questions they do not know the answers to, research and answer them together as a class.

- How big are lions?
- Where do lions live?
- What sounds do lions make?
- What do lions eat?
- What are young lions called?

**EXPLAIN**
Read the article to students.

After reading, have students discuss with a partner what they learned about lions. Ask students to talk about what they learned by using the pictures in the article. Say: **With a partner, take turns doing a picture walk through the article. Look at all of the pictures and tell what they show and the information you learned about lions.**

**ELABORATE**
Refer to the Big Cats poster to explore more about big cats, which include lions, cheetahs, snow leopards, and tigers. Read the information on the poster to students. Then, with students, look at each of the pictures on the poster. Ask: **What do you notice about each of these big cats?** You may want to make a class chart to record the information students mention about each of the big cats. Ask students to note how the cats are alike and different. Students may mention that each of the cats has four legs and a tail, and, as the text states, all are large and powerful. Some differences may include the color, length, and markings of the fur.

BONUS CONTENT: You can find the article “Saving Lions” at the end of this issue’s projectable magazine. The article tells the story of National Geographic Emerging Explorer and lion biologist, Thandiwe Mweetwa. Thandiwe grew up in Zambia, Africa. Today she works to help stop the number of Zambian lions from declining. Thandiwe tracks lions in order to study them. She also teaches students and adults about lions.

Project the article “Saving Lions” and read it aloud to students. After reading, encourage students to think about how Thandiwe’s actions can help save lions.

**EVALUATE**
Assess students’ understanding with the Science Master for this article. You might also use the following prompts.

- What is a pride?
- How do lions take care of their cubs?
**LANGUAGE ARTS: Words to Explore**

Cut out the words. Write or draw what the words mean on the back.

- pride
- cub
- male
- female
SCIENCE: Lions Live in a Pride

Draw a picture of a pride.
Objectives

• Students will read and understand common high-frequency words
• Students will describe the relationship between photos and text.

READ AND DISCUSS

Read the article “Houses” aloud to students as they follow along. You may want to read the entire article first, and then reread the article, taking time to stop and discuss each two-page spread.

Pages 10–11 Read the title and the text aloud to students. After reading the text on page 10 ask: How would you describe these houses? What is different about each of them? What is the same? (Students will most likely mention that the houses are different colors and some are taller than others. Students might mention that these houses have similar shapes, and they all have doors, windows, and roofs.)

Pages 12–13 Ask: What are these houses made of? (clay and wood) How would you describe these houses? (Accept all reasonable descriptions. Students may mention shape, color, and size in their descriptions.)

Pages 14–15 Ask: What did we learn about these houses? (One house sits on stilts. The other house sits on a boat.) What else do you notice about these houses? (They are on, near, or in the water.)

Pages 16–17 Ask: What did we learn about these houses? (One house is in a tree. The other house is in a cave.) What else do you notice about these houses? (Accept all reasonable responses. Students might mention that these houses are in unusual locations.)

You might want to have students work with partners to take turns reading pages of the article to each other. This will give students practice with reading and understanding the common high-frequency words that appear in this article: there, are, in, this, is, on, a, do, you, like.

TALK AND WRITE

Students can respond to the article by talking and writing. Use the following prompts to guide them. You might also want to use the Language Arts Master for this article.

• Talk about something you learned about houses.
• Draw one kind of house you learned about.

Resources

• Language Arts Master (page 8)

Summary

There are many different kinds of houses. They are made in different ways and from different materials. People use natural resources such as wood and clay to build houses.

WORD WORK

Sight Words: there, are, in, this, is, on, a, do, you, like

BUILD VOCABULARY AND CONCEPTS

• house/houses
• clay
• wood
• stilts
• cave

You may want students to expand their knowledge of the vocabulary words by working in pairs. Let students know that each pair will become experts on one of these words. Assign a word to each pair. Have students use a piece of paper and draw a line down the page, or fold it in half. Label each half as indicated in the example below. Ask pairs to fill in each of the boxes as shown in the example. After pairs have completed their work, ask them to share their word and their work with another pair or with the class. Some pairs may have the same word, and the class can discuss how each pair’s work is alike and different. Afterwards, have students place their work on the classroom word wall.

Word

desert

Picture

[picture of desert]
Houses

ENGAGE
Engage students in a discussion about houses. Ask the following questions.

• How would you describe a house?
• What do the houses you’ve seen look like?
• How are some houses different from one another?
• How are they alike?

EXPLORE
If you have time and are able to, explore around the school neighborhood. Take time to walk with the class to notice different types of houses or homes. These might include single family homes and apartment buildings. Notice what they are made of. Some might be made of brick or stone. Others might have wood siding. Talk with students about these different types of homes and the materials they are made of.

EXPLAIN
Read the article to students.

Ask students to retell what they learned about houses. What are the houses they read about made of? Ask them to tell what is unique or unusual about each house. They might also discuss some of the houses they see in their neighborhood or on their way to school. Ask: How are the houses you are familiar with like the houses we read about? What do you think the houses you have seen are made of?

ELABORATE
Research with students other types of houses that use natural resources near where people live. Talk about why people use those materials to build houses. Guide students to understand that people use natural resources that are near where they live to build houses and other buildings.

EVALUATE
Assess students’ understanding with the Science Master for this article. You might also use the following prompts.

• What are some different kinds of houses?
• What are some things houses are made of?

Science Background
People use natural resources found around them for building homes and other structures. Common natural resources used for building include wood and clay. Wood is cut from trees to make lumber for siding and flooring. Clay, mud, silt, and sand found in the Earth are used to make adobe bricks. People can also create shelters and homes in unusual ways, using natural resources, such as trees and caves.

Objective
• Students will understand that people use natural resources to build houses.

Resources
• Science Master (page 9)
LANGUAGE ARTS: Color the Words

Read the words in the houses. Color the trees with matching words.

- is
- me
- to
- is
- is
- in
- to
- in
- or
- be
- on
- on
- at
- see
- on
- do
- I
- of
- do
- all
SCIENCE: Build a House

Draw a house. Write what the house is made of.
What Is the Weather Like?

LANGUAGE ARTS

Objectives
- Students will ask and answer questions about words in a text.

Resources
- Language Arts Master (page 12)

Summary
There are special words that tell about the weather. Words such as windy, cloudy, rainy, and snowy tell us what the weather is like.

WORD WORK
Sight Words: you, can, to, the, it, is, on, a, in, look, at, and, like

BUILD VOCABULARY AND CONCEPTS
- weather
- sun/sunny
- wind/windy
- clouds/cloudy
- rain/rainy
- snow/snowy

Work with students to use these sentence frames to tell about the weather.

- When the sun is out, it’s sunny.
- When the wind blows, it’s windy.
- When clouds are out, it’s cloudy.
- When there is rain, it’s rainy.
- Where there is snow, it’s snowy.

READ AND DISCUSS
Read the article “What Is the Weather Like?” aloud to students as they follow along. You may want to read the entire article first, and then reread the article, taking time to stop and discuss each two-page spread.

Pages 18–19 Read the title to students. You may want to ask them what the weather is like where you are today. Let students know that there are special words we use to tell about the weather. Point out the icon on page 19 and read the label “sunny.” Ask: What about this little drawing helps us know what it means, even if we can’t read the label? (It shows a small drawing of the sun.)

Pages 20–21 Ask: What do we learn about windy, cloudy, rainy, and snowy weather on these pages? (Windy means the air is moving. Cloudy is when clouds fill the sky. Rainy is when water falls from clouds. Snowy is when snow falls on the ground.) Ask students about the icons on these pages and what the drawings show.

Pages 22–23 Read the heading and the text on these pages. Work with students to help them understand how the map key and the map are used. Ask: What is the weather like near the town? (sunny) How do you know? (The sunny picture is nearest the town.) What is the weather like in the mountains? (snowy) What is the weather like in the fields? (cloudy)

TALK AND WRITE
Students can respond to the article by talking and writing. Use the following prompts to guide them. You might also want to use the Language Arts Master for this article.

- Talk about something you learned about weather.
- Write about or draw one kind of weather.
What Is the Weather Like?

**SCIENCE AND SOCIAL STUDIES**

**Objectives**
- Students will identify different kinds of weather.
- Students will read and answer questions about a map.

**Engage**
Even the youngest students know about weather. Simple observation on a day-to-day basis offers all of us insight into weather. Start with talking about the weather today. Ask some of the following questions to engage students in conversation about the weather.

- What was the weather like outside when you came to school this morning?
- Did you have to wear any special clothing because of the weather?
- What is your favorite kind of weather? Why?

**Explore**
Explore what weather is like in different seasons. Some areas of the country and the world have more variation in weather than others. Explore what weather is like during the different seasons where you live, and then ask: Do any of you know people who live in areas of the country or world where the weather is different than it is here? Ask students to discuss in what ways the weather is different in these other places.

**Social Studies Background**
A weather map is different from other kinds of maps. It can show the temperature or the weather in a place. Weather maps are important. They help people understand and make a plan for how the weather may affect their day. Many people check the weather and look at maps on the television or internet sites. These maps show current and future weather projections for local places and other places around the world.

**Explain**
Read the article to students.

Ask students to describe and explain how the pictures on pages 18–21 show the different types of weather.

Have students work with partners to review the weather map on pages 22–23. Have them consider the following as they explore the map.

- Where is the map key on the map? (on the left side)
- What does the map key tell you? (The key tells different types of weather that might appear on the map.)
- How many types of weather are shown on the map? (three) How do you know? (because there are three of the icons/pictures on the map--snowy, sunny, and cloudy)

**Elaborate**
Use the What Is the Weather Like Today? poster to explore more about the weather. Read and explain the information on the poster. You can use this poster to talk about the weather every day. Ask students “What Is the Weather Like Today?” and then go to the poster to have students determine what the weather is like. You can also talk about temperature by determining what the temperature is on any given day. Is it hot, warm, cool, or cold?

You can visit “Create a Weather Map” at [http://nationalgeographic.org/activity/create-weather-map/](http://nationalgeographic.org/activity/create-weather-map/) to find an activity to create a weather map. The activity includes instructions, objectives, a materials list, vocabulary, pictures, maps, and a graphic organizer to create, assess, and extend learning about weather in your area. Additional resources and websites are also provided.

**Evaluate**
Assess students’ understanding with the Science and Social Studies Master for this article. You might also use the following prompts.

- How can you describe different kinds of weather?
- What is your favorite kind of weather?

**Resources**
- What Is the Weather Like poster (Teacher’s Edition)
- Science Master (page 13)
Write the weather words to complete the sentences.

cloudy  rainy  sunny  snowy  windy

1. I will use an  . Today is  ________________________________

2. I need my  . Today is  ________________________________

3. There are  in the sky. It is  ________________________________

4. I need my  . Today is  ________________________________

5. I will fly my  . It is  ________________________________
SCIENCE AND SOCIAL STUDIES: Weather Tracker

Keep track of the weather. Use the symbols to draw each day’s weather.

Sunny  Cloudy  Windy  Rainy  Snowy

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Math & Graphs

MATH

Objectives
• Students will read and understand a tally chart.
• Students will create a tally chart.

Resources
• Math Master (page 15)

FAVORITE WEATHER
Turn to the back cover. Read the title “Math & Graphs” and the directions to students. Say: Let’s look at the tally chart. This tally chart shows the favorite kind of weather a class voted for. Look at the three different columns.

• What does the first column show? [different kinds of weather] What are some of the different kinds of weather? [cloudy, rainy, snowy, sunny, windy]
• What does the second column show? [tally marks for each kind of weather] Be sure students understand what tally marks are. Each tally mark represents one number. One vertical line is made for each of the first four numbers. The fifth number is a diagonal line drawn across the previous four. Have them count each tally mark.
• What does the third column show? [the total number of votes for each kind of weather]
• Which type of weather got the most votes? [sunny]

FAVORITE BIG CAT
You may want to create a large tally chart on chart paper or on a board. Write the title “Favorite Big Cat.” Make a chart with three columns and five rows. In the first column, write “Big Cats” as the header and list the names of the four big cats; in the second column, write “Tally Marks” as the header; in the third column, write “Total” as the header. Have the class vote on their favorite big cat, using tally marks to show votes. After the tally marks and totals have been added to the chart, ask: Which big cat got the most votes?

TALLY CATS
Assess students’ understanding with the Math Master for this article. Students can fill in the tally chart on page 15.
# MATH: Tally Cats

Count the big cats. Add tally marks and totals.

<table>
<thead>
<tr>
<th>Big Cats</th>
<th>Tally Marks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>tigers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>snow leopards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cheetahs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Young Explorer - Scout

ANSWER KEY

Life in a Pride
Language Arts: Words to Explore, page 4
Students should cut out the words and write or draw the definitions on the back.

Science: Lions Live in a Pride, page 5
Students should draw a picture of a pride of lions.

Houses
Language Arts: Color the Words, page 8
Students should color in the trees with words that match the words on the left.

• is: me to is is
• in: to in or be
• on: on at see on
• do: I of do all

Science: Build a House, page 9
Students should draw a house and write what they would use to build it.

What Is the Weather Like?
Language Arts: Weather Words, page 12
Students should write the words to complete the sentences.

1. rainy
2. sunny
3. cloudy
4. snowy
5. windy

Science and Social Studies: Weather Tracker, page 13
Students should keep track of the weather for 5 days.

Math & Graphs
Math: Tally Cats, page 15
Students should count the big cats and add tally marks and totals for each cat.

tigers, II, 2
snow leopards, III, 5
cheetahs, I, 6
lions, II, II, 10