TEACHER’S GUIDE
SCOUT AND VOYAGER  |  VOL. 20 NO. 2

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LEXILE® FRAMEWORK LEVELS
SCOUT
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.

VOYAGER
Spiders at Work ................................................................. 290L
Making Pasta ................................................................. 340L
Hiding in Corals ............................................................... 400L

STANDARDS SUPPORTED
• Common Core State Standards (CCSS)
• Next Generation Science Standards (NGSS)
• C3 Framework for Social Studies State Standards (C3)
See each lesson for the specific standard covered.

Educational consultant Stephanie Harvey has helped shape the instructional vision for this Teacher’s Guide. Her goal is to ensure you have the tools you need to enhance student understanding and engagement with nonfiction text.

Visit EXPLORERMag.ORG to access digital issues of Explorer magazine in English and Spanish. Engage students with digital read-alouds, videos, and interactive activities.
BACKGROUND
Since 1888, the National Geographic Society has funded scientists and explorers and shared their findings with the world. To support educators who use our resources, we have created a Learning Framework, which lays out what we believe students should learn from their experiences with the Society.

PURPOSE
The Learning Framework was designed to convey the Society’s core beliefs and values. It is built around a set of attitudes, skills, and knowledge that embody the explorer mindset.

To determine the learning outcomes within the Learning Framework, we dug deep into national standards in key subject areas. We also sought advice from subject matter and child development experts, along with the combined expertise of NG instructional designers, researchers, and content developers. To learn more, go to: https://www.nationalgeographic.org/education/learningframework/.

IMPLEMENTATION
Each article in this magazine has a knowledge-based link to the Learning Framework.

NATIONAL GEOGRAPHIC LEARNING FRAMEWORK
INTRODUCTION

MINDSET OF AN EXPLORER: KEY FOCUS AREAS

ATTITUDES
CURIOUSITY An explorer remains curious about how the world works throughout his or her life. An explorer is adventurous, seeking out new and challenging experiences.
RESPONSIBILITY An explorer has concern for the welfare of other people, cultural resources, and the natural world. An explorer is respectful, considers multiple perspectives, and honors others regardless of differences.
EMPOWERMENT An explorer acts on curiosity, respect, responsibility, and adventurousness and persists in the face of challenges.

SKILLS
OBSERVATION An explorer notices and documents the world around her or him and is able to make sense of those observations.
COMMUNICATION An explorer is a storyteller, communicating experiences and ideas effectively through language and media. An explorer has literacy skills, interpreting and creating new understanding from spoken language, writing, and a wide variety of visual and audio media.
COLLABORATION An explorer works effectively with others to achieve goals.
PROBLEM SOLVING An explorer is able to generate, evaluate, and implement solutions to problems. An explorer is a capable decision maker—able to identify alternatives and weigh trade-offs to make a well-reasoned decision.

KNOWLEDGE
THE HUMAN JOURNEY An explorer understands where we came from, how we live today, and where we may find ourselves tomorrow.
OUR CHANGING PLANET An explorer understands the amazing, intricate, and interconnected systems of the changing planet we live on.
WILDLIFE AND WILD PLACES An explorer reveals, celebrates, and helps to protect the amazing and diverse creatures we share our world with.
LANGUAGE ARTS
Read, Listen, and View with a Question in Mind

Kindergarten Standard Supported
• CCSS Reading Informational Text: With prompting and support, describe the relationship between illustrations and the text in which they appear. (K-7)

First Grade Standard Supported
• CCSS Reading Informational Text: Use the illustrations and details in a text to describe its key ideas. (1-7)

CONNECT & ENGAGE (5 minutes)
Display page 11 of the digital magazine.

Let’s take a look at the picture. What do you notice about this picture? Turn and talk about what you see and about what seems familiar or unfamiliar.

Kids turn and talk, and a few share out. They might mention that the people in the picture are making something or are making some kind of food. They might mention that the way the people are dressed is a little different from what they are used to seeing.

Let’s read the title. It is “Making Pasta.” Now we can guess that this is what the people in the picture are doing. They are making stuffed pasta. I’ll read the rest of the text on the page.

Read aloud the text. Then display the world map on page 12 of the digital magazine to show kids where Sardinia is located.

MODEL (10 minutes)
Display page 13 of the digital magazine.

Look at all of the different kinds of pasta in this picture. I’m going to read aloud the text on this page. As I do, notice if you recognize any of the pasta pictured here.

Read aloud the text.

It’s helpful to have a question in mind when we read, listen, and view information. What do you think would be a good question for us to have in mind for this article? Let’s look again at the title, the text, and the pictures to get some ideas.

Lead kids to understanding that a good question to have in mind for this article is “How do you make stuffed pasta?”

Let’s look at the next page. Before I even start to read, I’m going to think about the question we had in mind to help us as we read, listen, and view the article. Remember that our question is “How do you make stuffed pasta?”

I’m going to write that question at the top of my Think Sheet. I’m going to keep that question in mind as I read and jot down anything that I’m reading that helps me answer that question.

Now I’ll start reading the text on this page.

Read aloud the text.

Oh, this is great, the text is telling me that the first thing to do is make the dough, and it even tells me how to do that.

What You Will Need
• “Making Pasta” (Young Explorer)
• Think Sheet (English and Spanish) (pages 6-7)
• Pencils

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Now I’ll start reading the text on this page.

Read aloud the text.

Oh, this is great, the text is telling me that the first thing to do is make the dough, and it even tells me how to do that.
Does anyone know what else we can do as we read to give us more information? Let’s turn and talk about that.

Kids turn and talk and should mention that pictures can provide more information.

I heard some of you mention that pictures on the pages can give us information. I noticed that, too. The pictures here are really helpful. They show the ingredients, some of the equipment, and parts of the process of making the dough by showing a person’s hands mixing the ingredients and making circle shapes out of the rolled dough.

I’m going to write on my Think Sheet, because this is information that helps answer the question “How do you make stuffed pasta?” I’ll write that you first have to make the pasta dough by mixing flour, water, and an egg. Then you roll it flat and make circle shapes.

GUIDE (10 minutes)

Make sure kids have access to their own Think Sheets. Display page 15 of the digital magazine.

Now it’s your turn. I am going to read aloud the next page, and I want you to keep our question in mind. What is our question again?

Kids share out the question: How do you make stuffed pasta? Then read aloud the text on page 15 of the digital magazine.

I’d say this text gives us another piece of information about our question. Let’s also look at the pictures to help us understand more. What are the pictures showing? How do you think they work together with the text to help us with our question? Turn and talk about this.

Kids turn and talk about the text and the pictures.

Now, draw or write in one of your Think Sheet boxes the new information this page gives us about how to make stuffed pasta. Then share what you drew or wrote with a partner.

Kids share with a partner. They should draw or write that they learned that the next step in making pasta is making the filling by mixing together mashed potatoes, mint, and cheese.

Before we read on, I want to see if anyone has any other questions. Does everyone know what mint is? Can you find the mint in one of the pictures?

Take some time to talk about the different ingredients. Kids will most likely be familiar with mashed potatoes and cheese, but some may not know what mint looks like. They may be familiar with the flavor but not the plant itself.
COLLABORATE (25 minutes)

Display page 16 of the digital magazine.

This time, work with a partner. Before I read the text aloud, look at the pictures. They show the next steps in making stuffed pasta. Take a few minutes to turn and talk with your partner about the pictures and what you think the next steps in the process will be. Think about what we’ve learned so far and what you already know about making stuffed pasta.

Give kids time to view the pictures and review what they have already learned. Some may be aware that there are still a few steps to go to finish making stuffed pasta. If they are thinking about the pastas they have made or eaten, they may realize that the pasta needs to be cooked.

After kids turn and talk, read aloud page 16 of the digital magazine.

Now, draw or write in your Think Sheet boxes the new information you learned about making stuffed pasta.

Give kids time to draw or write on their Think Sheets. They should write or draw these next steps in the process, which include filling each circle of dough, pinching the edges together, and then cooking the stuffed pasta in hot water.

Then display page 17 of the digital magazine.

Let’s look at the final few steps. Again, before I read aloud the information on this next page, turn and talk with your partner about the pictures and think about what the next steps might be. Also keep our question in mind: How do you make stuffed pasta?

Give kids time to view the pictures and review what they have already learned. Some may be aware that adding a tomato-based sauce to the dish is a familiar aspect of making pasta.

Read aloud page 17 of the digital magazine.

Draw or write in your Think Sheet boxes the new information you learned about the final steps of making stuffed pasta.

Kids should draw or write that the final steps are putting the pasta in a dish, adding tomato sauce, and then eating the pasta.

I bet I can guess what you all think is the best part of making stuffed pasta. What do you think? Yep! Eating it is the very best part!

SHARE THE LEARNING (10 minutes)

Let’s get together and talk about what we learned. I learned that having a question in mind as we read, listen, and view keeps us focused and helps us think as we read. Who else would like to share something they learned? You can share something you drew or wrote on your Think Sheet.

Allow time for kids to share their learning.

Does anyone want to share something they are still curious about or still wonder about making stuffed pasta? As we read, we might have other questions that aren’t answered in the text or pictures. We may need to find those answers somewhere else. We can write down your questions and decide if we’d like to research to find the answers later on.

If kids have questions they still wonder about, you might want to write them down and choose a few to research as a class.

Did this article make you hungry? I know it made me hungry. I think maybe I’ll make pasta for dinner tonight. What about you? Good job today, class! Or as they say in Italian—Bravo!
THINK SHEET

Question: ________________________________________________________

Draw or write what you learn.

Name ____________________________________________________________
Date __________________________
HOJA DE PENSAR

Pregunta: ________________________________________________________

Dibuja o escribe lo que has aprendido.
What You Will Need
• Nonfiction text
• Think Sheet template
• Pencils

**CONNECT & ENGAGE (5 minutes)**
*Display page __.*

Let’s take a look at this page. What item is pictured? Turn and talk about what you already know about __________.

Kids turn and talk, and a few share out.

**MODEL (10 minutes)**

Now let’s look at page(s) __. First, I’m going to read the title. A title can give us a lot of information before we start reading the article. The title of this article is “__________.” That’s a pretty interesting title to think about, isn’t it? So before I even start to read on, I have a question in my mind that I’m hoping I’ll find out more about as I read. That question is “_____________?”

I’m going to write that question at the top of my Think Sheet. I’m going to keep that question in mind as I read and jot down anything that I’m reading that helps me answer that question.

Now I’m going to start reading on page ____.

*Read aloud page ____.*

Does anyone know what else we can do as we read to give us more information? Let’s turn and talk about that.

*Kids turn and talk and should mention that pictures can provide more information.*

I heard some of you mention that pictures on the pages can give us information. The picture(s) on page(s) ____ show __________. Turn and talk about that.

*Kids turn and talk.*

Now I’m going to write on my Think Sheet the information I learned that helps to answer our question “_____________?”
GUIDE (10 minutes)

Make sure kids have access to their own Think Sheets.

Now it’s your turn. I am going to read page(s) ____, and I want you to keep our question in mind. What is our question again?

Kids share out the question: ___________? Then read aloud the text on page(s) ____.

I’d say this text gives us some information about our question. Let’s also look at the picture(s) to help us understand more. What does each picture show? How do you think that works together with the text to help us with our question? Turn and talk about this.

Kids turn and talk about the text and the picture(s).

Now, draw or write in one of your Think Sheet boxes how the information on page(s) ____ starts to answer our question about ___________. Then share what you drew or wrote with a partner.

Kids share with a partner. They should draw or write what they learned.

Before we read on, I want to see if anyone has any other questions.

Take some time to talk about any questions kids have. You can write them down to see if the text will answer those questions as you read on.

COLLABORATE (25 Minutes)

Turn to page(s) _____. This time, work with a partner. Before I read the text aloud, look at the picture(s). Take a few minutes to turn and talk with your partner about the picture(s).

Give kids time to view the picture(s) and review what they have already learned.

After kids turn and talk, read aloud page(s) ____.

Now, draw or write in your Think Sheet boxes how the information on page(s) ____ gives us more information to answer our question.

Give kids time to draw or write on their Think Sheets.

SHARE THE LEARNING (10 minutes)

Let’s get together and talk about what we learned. I learned that having a question in mind as we read keeps us focused and helps us think as we read. Who else would like to share something they learned? You can share something you drew or wrote on your Think Sheet.

Allow time for kids to share their learning.

Does anyone want to share something they are still curious about or still wonder about ___________? As we read, we might have questions that aren’t answered in the text. We may need to find those answers somewhere else. We can write down your questions and decide if we’d like to research to find the answers later on.

If kids have questions they still wonder about, you might want to write them down and choose a few to research as a class.

It was fascinating and fun to read about ___________. Great work today, class!
SPIDERS AT WORK

SCIENCE

Standards Supported
• NGSS LS1.C: Organization for Matter and Energy Flow in Organisms: All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1)
• NGSS LS1.A: Structure and Function: All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air. Plants have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)

What You Will Need
• Interactive Digital Magazine
• Science Master (English and Spanish) (pages 11-12)

ENGAGE
Tell students to imagine that they are spiders. Ask the following questions: What would you look like? How would you use your body to get food? Invite students to share their responses.

EXPLORE
Display the “Spiders at Work” article with the interactive digital magazine. Have students describe the spiders they see and explain how each spider might use its body to catch food. Then read the article aloud or have students read it in groups, with a partner, or on their own.

EXPLAIN
After reading, have students turn and talk with a partner to discuss what they learned about spiders. Ask: How many legs do spiders have? (eight) How many eyes do spiders have? (up to eight) How do spiders use their eyes and legs to catch food? (Their eyes help them see well. Their legs let them move fast and grab, jump on, or creep up on prey.) What else do spiders make that helps them catch food? (silk webs) Encourage students to describe the different types of webs spiders make. Then have them find the photo that shows a spider grabbing food. Ask: What food is this spider eating? (a moth) As a class, brainstorm other types of food spiders might catch and eat.

ELABORATE
Display the “Time for Dinner” activity on page 8 of the interactive digital magazine. Inform students that not all spiders use webs to catch food. Examine the first frame. Poll the class to see if students think this spider uses a web to get its food or not. Tally the results. Click to see the answer. Examine the next two frames this same way. Brainstorm ideas about how the spiders that don’t use webs catch their food.

EVALUATE
Have students complete the Science Master for this lesson. Encourage them to share and compare their results in small groups or with a partner.

SCIENCE BACKGROUND
Spiders are eight-legged creatures that belong to a group of animals called arachnids. There are more than 45,000 known species of spiders, and they are found on every continent except Antarctica.

Most spiders are harmless. Many are actually helpful, playing a crucial role in controlling insect populations that could destroy crops.

All spiders produce silk, and many use that silk to build webs. Spider webs come in many different shapes and sizes. They are often used to catch food, including flies, moths, mosquitoes, and other insects. Some spiders eat other spiders.

Spiders that don’t trap prey in webs are hunters that may creep up on or jump on prey when it gets close enough to attack.
COLOR each spider.

Circle the correct answer to finish each sentence.

<table>
<thead>
<tr>
<th>This is a ________</th>
<th>It has ________ legs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>spider</td>
<td>two</td>
</tr>
<tr>
<td>ant</td>
<td>four</td>
</tr>
<tr>
<td>fly</td>
<td>eight</td>
</tr>
</tbody>
</table>

All spiders make ________.

<table>
<thead>
<tr>
<th>food</th>
<th>silk</th>
<th>nets</th>
</tr>
</thead>
<tbody>
<tr>
<td>A spider can have up to ________ eyes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>two</td>
<td>four</td>
<td>eight</td>
</tr>
</tbody>
</table>

This spider uses its ________ to catch food.

<table>
<thead>
<tr>
<th>eyes and ears</th>
<th>eyes and legs</th>
<th>arms and legs</th>
</tr>
</thead>
<tbody>
<tr>
<td>This spider ________ its food.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>grabs</td>
<td>jumps on</td>
<td>creeps up on</td>
</tr>
</tbody>
</table>

Draw a spider in a web. Then follow the directions.

Trace the word that tells what your spider made.

web food body

Circle the word that tells what it looks like.

round net zigzag
### CIENCIA: ARAÑAS TRABAJADORAS

Colorea las arañas.

Encierra en un círculo la respuesta correcta para acabar cada oración

<table>
<thead>
<tr>
<th></th>
<th>Esto es una _______.</th>
<th>Tiene _______ patas.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>araña</td>
<td>dos</td>
</tr>
<tr>
<td></td>
<td>hormiga</td>
<td>cuatro</td>
</tr>
<tr>
<td></td>
<td>mosca</td>
<td>ocho</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Todas las arañas fabrican _______.</th>
<th>Una araña puede tener hasta _______ ojos.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>comida</td>
<td>dos</td>
</tr>
<tr>
<td></td>
<td>seda</td>
<td>cuatro</td>
</tr>
<tr>
<td></td>
<td>telas</td>
<td>ocho</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Esta araña utiliza sus _______ para conseguir alimento.</th>
<th>Esta araña _______ su comida.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ojos y oídos</td>
<td>agarra</td>
</tr>
<tr>
<td></td>
<td>ojos y patas</td>
<td>salta sobre</td>
</tr>
<tr>
<td></td>
<td>brazos y piernas</td>
<td>acecha</td>
</tr>
</tbody>
</table>

Dibuja una araña en su tela. Luego sigue las instrucciones.

Repasa la palabra que diga lo que hizo tu araña.

- telaraña
- comida
- cuerpo

Encierra en un círculo la palabra que diga cómo es.

- redonda
- red
- zigzag

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MAKING PASTA
SOCIAL STUDIES

Standards Supported
• C3 : Human-Environment Interaction: Place, Regions, and Culture: Identify some cultural and environmental characteristics of specific places. (D2.Geo.6.K-2)
• C3 : Communicating and Critiquing Conclusions: Construct explanations using correct sequence and relevant information. (D4.2.K-2)

What You Will Need
• Interactive Digital Magazine
• Social Studies Master (English and Spanish) (pages 14-15)

ENGAGE
Display a box of pasta. As a class, brainstorm a list of different types of pasta you can buy at a store. Discuss how they are alike and different. Ask: Why can’t you eat pasta straight out of the box? (It has to be cooked first.) Invite students to share what else they know about pasta.

EXPLORE
Display the “Making Pasta” article with the interactive digital magazine. Invite students to examine the opening photo. Ask: How is the pasta you see here different from pasta you would buy in a store? (It’s not in a box. They’re making it from scratch.) Discuss what that means. Then read the article aloud or have students read it in groups, with a partner, or on their own.

EXPLAIN
After reading, point out to students that people around the world celebrate different holidays. Food is often part of holiday traditions. Ask: What food did people in the article make for their holiday meal? (stuffed pasta) Have students turn and talk as they examine the photos and text that explain how stuffed pasta is made. Encourage them to describe the step-by-step process to each other in their own words. Challenge them to identify each ingredient and tool used during each step of the process.

ELABORATE
Remind students that much of the pasta people use for everyday meals comes from boxes. As a class, compose a list of simple instructions for making spaghetti when the pasta comes from a box and the sauce from a jar. Guide students as they work together to compose instructions for making another simple pasta meal.

EVALUATE
Have students complete the Social Studies Master for this lesson. Encourage them to share and compare their results in small groups or with a partner.

SOCIAL STUDIES BACKGROUND
Culurgiones, which means “little bundles,” are a traditional stuffed pasta that hails from the island of Sardinia, Italy. Filled with a cheesy, minty, mixture of mashed potatoes, they are relatively easy to make. But it takes practice to make them perfectly.

There are many different types of stuffed pasta. They range widely in size from small ravioli dumplings to giant cannelloni pasta tubes. They are filled with a variety of delicious meats, cheeses, and vegetables.

Stuffed pastas can be served in casseroles, soups, and salads. It can be the main course or a side dish. Whatever the shape or filling, it’s sure to be part of a tasty dish!
SOCIAL STUDIES: MAKING PASTA

Draw and write about your favorite pasta.

My favorite pasta is __________________________________________.

I like it because ____________________________________________.

Now tell how stuffed pasta is made.

Draw lines. Match each picture with its description.

Make the filling. Make the dough. Enjoy the pasta!

Fill and pinch the dough. Cook the pasta. Add tomato sauce.
ESTUDIOS SOCIALES: HAGAMOS PASTA

Dibuja tu pasta favorita y escribe sobre ella.

| Mi pasta favorita es ____________________________________________.
| Me gusta porque ____________________________________________.

Ahora cuenta cómo se hace la pasta rellena.

Une con líneas cada dibujo y su descripción.

1. Haz el relleno.
   Rellena la masa y pellízcala.

2. Haz la masa.
   Cocina la pasta.

3. ¡Disfruta de la pasta!
   Añade salsa de tomate.
HIDING IN CORALS

SCIENCE

Standards Supported

•  NGSS Crosscutting Concepts: Patterns:
  Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1)
•  NGSS LS1.A: Structure and Function: All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)

What You Will Need

•  Interactive Digital Magazine
•  Science Master (English and Spanish) (pages 17-18)

ENGAGE

Have students think about playing the game hide and seek. Brainstorm ideas about what makes a good hiding place. Discuss reasons why it might be harder to hide outside if they were wearing a bright orange shirt instead of something brown or green.

EXPLORE

Display the “Hiding in Corals” article with the interactive digital magazine. Read aloud the headline and text on the opening page. Challenge students to find the three fish in the photo. Identify reasons why they might be hard to see. Then read the article aloud or have students read it in groups, with a partner, or on their own.

EXPLAIN

After reading, have students turn and talk to discuss how animals hide in coral reefs. Challenge them to point out each animal hiding in the corals in the article’s photos. Ask: How does the shape of a trumpetfish’s body help it hide in corals? (It is long and thin, just like the corals.) What can a cuttlefish do to blend in with corals? (Its skin changes color to match the color of the corals.) How did the color and shape of the seahorse’s body help it hide in corals? (Its body is pink and bumpy, just like the corals. It’s tiny, too.) As a class, brainstorm ideas about how hiding in corals could help these animals live.

ELABORATE

Gather several photos that show other animals hiding in coral reefs. Display each photo and challenge students to find the hidden animals. As a class, discuss how each animal’s color and shape help it hide and live in the corals.

EVALUATE

Have students complete the Science Master for this lesson. Encourage them to share and compare their results in small groups or with a partner.

SCIENCE BACKGROUND

Coral reefs are underwater structures built by tiny sea animals. And while they cover less than one percent of the ocean, they are home to nearly one-fourth of all ocean species. They are the most diverse habitats on Earth.

Coral reefs provide food and shelter to an amazing variety of animals that have adapted to live there. Some reef animals are hunters, searching for prey. Others go there to hide.

Regardless of the reason, reef animals are experts at blending in. Some—like trumpetfish with their long, slender bodies—use their shape to match the surroundings. Cuttlefish, known as masters of disguise, change both the color and texture of their skin to blend in. The pygmy seahorse, only 2 cm (0.8 in) long, does such a great job of blending in that this species wasn’t even discovered until the coral it lives on was being studied in a lab.
SCIENCE: HIDING IN CORALS

Find and circle the 9 animals hiding in this coral reef.

Color the coral reef.

Remember to color the animals so they blend in!

*Bonus: Tell a friend how blending in helps the animals live.
Busca y encierra en un círculo los 9 animales escondidos en este arrecife de coral.

Colorea el arrecife de coral.

¡Colorea los animales para que se camuflen con los corales!

*Extra: Cuéntale a un amigo cómo camuflarse en el coral ayuda a los animales a sobrevivir.
**LANGUAGE ARTS**

Think Sheet, page 6
Students should draw or write what they learned.

**SPIDERS AT WORK**

Science: page 11
Row 1: spider, eight
Row 2: silk, eight
Row 3: eyes and legs, creeps up on
Students should draw a picture of a round, net, or zigzag spider web.
Students should trace the word web.
Students should circle the word that describes the web they drew.

**MAKING PASTA**

Social Studies: page 14
Part 1: Students should identify a type of pasta and explain why they like it.
Part 2: The photos are in the correct order.
Labels should match in the following order:
1. Make the dough.
2. Make the filling.
3. Fill and pinch the dough.
4. Cook the pasta.
5. Add tomato sauce.
6. Enjoy the pasta!

**HIDING IN CORALS**

Science: page 17
After students find and circle all 9 animals, they should color the picture in a way that the animals blend in with the coral reef.

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**ARTES DEL LENGUAJE**

Hoja de pensar, página 7
Los estudiantes deben dibujar o escribir lo que han aprendido.

**ARAÑAS TRABAJADORAS**

Ciencias: página 12
Fila 1: araña, ocho
Fila 2: seda, ocho
Fila 3: ojos y patas, acecha
Los estudiantes deben dibujar una tela de araña redonda, de red o en zigzag.
Los estudiantes deben repasar la palabra red.
Los estudiantes deben encerrar en un círculo la palabra que describa mejor la telaraña que hayan dibujado.

**HAGAMOS PASTA**

Estudios sociales: página 15
Parte 1: Los estudiantes deben identificar un tipo de pasta y explicar por qué les gusta.
Parte 2: Las fotografías están en el orden correcto.
Las etiquetas deben aparecer en el orden siguiente:
1. Haz la masa.
2. Haz el relleno.
3. Rellena la masa y pellízcala.
4. Cocina la pasta.
5. Añade salsa de tomate.
6. ¡Disfruta de la pasta!

**ESCONDIDOS ENTRE CORALES**

Ciencias: página 18
Una vez hayan encontrado y encerrado en un círculo los 9 animales, deben colorear el dibujo de manera que estos se camuflen con el arrecife de coral.