In This Guide
In this guide, you will find language arts and science lessons for the stories in the September 2016 edition of Young Explorer Voyager.

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.

Voyager
The Voyager edition is written for first grade readers. All articles in the Voyager edition have been measured using the Lexile® Framework for Reading. Some articles will be easier to read than others, though all articles will be within the 190-400L range.

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

LANGUAGE ARTS

Objectives
• Students will learn and identify the features of Young Explorer magazine.
• Students will use a combination of drawing, dictating, and writing to compose an opinion piece.

Resources
• Language Arts Master (page 4)

Summary
The world is a big place to explore. Look up, down, and all around to keep learning more.

WORD WORK
Sight Words: all, around, that, under, what
High-Frequency Word: look

BUILD VOCABULARY AND CONCEPTS
• explore
• outside
• world
• high
• below
• close

The words above are used in the article and may be new to students. Use the following routine to introduce the words to students. Go through the routine, one word at a time. Pronounce the word. Have students pronounce the word. Ask students if they know the word. They can respond with a thumbs up or a thumbs down. Define each word, using student-friendly language. Post the word on a word wall. Tell students they will be adding more information about each word, such as drawings, photos, descriptions, and definitions, as they learn more. After reading, as a class, you may want to add information about each word to the word wall.

READ AND DISCUSS
Before reading the article discuss with students a few of the features of Young Explorer magazine. Look at the magazine cover. Ask: What is the title of this magazine? (Young Explorer) Say: The title is at the top of the cover. Now look at the bottom of the cover. The headlines here tell us what we will find inside the magazine. We call this a table of contents. It tells us the headline of each of the articles inside the magazine and the pages the articles start on. Ask students the following questions:
• What page does “Explore” start on? (page 2)
• What article starts on page 8? (“A Place for Pandas”)
• What is the headline of the last article, and what page does it start on? (“Cleaning Up”; page 16)

Read the article “Explore” 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.

When you read and discuss the article, have students look carefully at the pictures on each of the pages. Ask them to describe what they see in the pictures. Discuss with students how the pictures relate to the text on the pages.

Explain to students that good readers think about what they are reading, and they form opinions about what they are reading. Say: Look again at the article. Which of those places would you most like to explore? Why? Being able to answer these questions is having an opinion about what you read. You can also think about other places you like to explore.

Students can use the Language Arts Master to draw and write their opinion about where they like to explore. For students who require writing support, you may wish to invite them to dictate their opinion to you as you write for them.

TALK AND WRITE
Students can respond to the article by talking and writing. Use the following prompts to guide them.
• Talk about something new you learned.
• Draw or write what you learned about exploring.
Explore

SCIENCE

Objective

- Students will understand that scientists use different ways to study the world.

Resources

- Meet Some Explorers poster (Teacher’s Edition)
- Science Master (page 5)

Science Background

Explorers are people who look at something in a careful way. They learn about things and places in the world around them. The explorers in this article study the natural world. Alizé Carrère studies places and living things, such as lemurs in Madagascar. Stephen Sillett explores giant trees and the plants and animals that live in the tops of them. Sylvia Earle is an ocean explorer. She works to protect the ocean. Explorer Paul Sereno studies the past by searching in the ground for evidence of plants and animals that lived long ago.

EXPLAIN

Read the article to students.

After reading, ask students to be explorers and use their observation skills to look again at the photos in the article and explain how each one shows exploring.

Pages 2–3  Students should note that the animal (a lemur) is sitting on the explorer’s shoulders. They may not know what kind of animal it is, but they will most likely note that it is not one that lives near them. They might also mention that the area is filled with trees. They might say that the animal could live in those trees.

Page 4  Students should mention that the explorer is climbing a large tree. It looks as if it could be dangerous, but the explorer seems skilled at climbing and has the equipment to do it safely. The picture shows him exploring up high in trees.

Page 5  Students will probably mention that this explorer is in the ocean. Again, this explorer has the equipment to explore safely. She wears a diving suit and mask and has an oxygen tank so she can breathe underwater. The explorer is reaching her hands out to a dolphin.

Pages 6–7  Students should mention that this explorer is digging in the sand to uncover something. It looks like bones. He is using a small brush as a tool in his work.

ELABORATE

Share the Meet Some Explorers poster with students. Read the information to students to help them find out more about each explorer.

EXPLORE

Help students understand more about what it means to explore. Ask: Do you use your eyes when you explore? Guide students in a discussion about how looking and seeing are related to exploring. Ask: How do you use your eyes when you explore? Discuss with students that looking carefully and observing what we see around us is a wonderful way to explore our world. Encourage them to look more closely at something they see every day to see if they notice anything new that they hadn’t observed before. For example, they could look more closely at the classroom to see if there is something in the room they might not have noticed before. Give students a few minutes to observe and then share what they noticed with the class or a partner.

EVALUATE

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

- Which explorer would you like to explore with? Why?
- Tell what you might find while exploring.

ENGAGE

Engage students in a discussion about the word explore. What do they think of when they hear that word. Ask: What do you like to explore? Some students might mention they like to explore outside, looking at different insects or critters they are fascinated with. Others might say you can explore just about anything you are interested in. Exploring helps you learn more about the world.

National Geographic Young Explorer, Voyager  Page 3  September 2016
LANGUAGE ARTS: I Like to Explore!

Draw a picture of where you like to explore.

Write about where you like to explore.
SCIENCE: Where Can You Explore?

Draw a line to match the words to the picture.

up high

down below

under the ground
A Place for Pandas

Objective
• Students will ask and answer questions about key details in the text.
• Students will describe the relationship between photographs and the text.

Resources
• Language Arts Master (page 9)

Summary
Red pandas live in forests. Red pandas get what they need in a forest habitat. Red pandas need air, water, food, and shelter to live. Red pandas eat bamboo. They find a safe place to sleep in the forest trees.

WORD WORK
To familiarize students with the sight words used in this article, you might want to create two flashcards for each of the following sight words. Lay the cards face down and have students take turns turning over two of the cards. The goal is to find the matching pairs. Continue with the game until students find all of the matching pairs.

Sight Words: live, what, from, eat, good, give(s), too, sleep
High-Frequency Words: red panda

BUILD VOCABULARY AND CONCEPTS
• forest • survive
• air • water
• food • shelter

The words above are used in the article and may be new to students. Use the following routine to introduce the words to students. Go through the routine, one word at a time. Pronounce the word. Have students pronounce the word. Ask students if they know the word. They can respond with a thumbs up or a thumbs down. Define each word, using student-friendly language. Post the word on a word wall. Tell students they will be adding more information about each word, such as drawings, photos, descriptions, and definitions, as they learn more. After reading, as a class, you may want to add information about each word to the word wall.

READ AND DISCUSS
Read the article “A Place for Pandas” 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.

When you read and discuss the article, focus on some of these questions for each two-page spread.

Pages 8–9 Read the title aloud to students. Ask: What is a good place for pandas? (forests) Where are forests where red pandas live? (in Asia) Point out to students where Asia is on the map on page 9.

Pages 10–11 Ask: What two things do these pages tell us a red panda needs? (air and water) What body part does a red panda use to breathe air? (its nose) Where does a red panda find water to drink? (in a pond)

Pages 12–13 Ask: What else does a red panda need? (food) Why does a red panda need food? (for energy to move) What kind of food does a red panda eat? (bamboo leaves, fruit, and bugs)

Pages 14–15 Ask: What else does a red panda need? (shelter) Where can it find a safe place for shelter? (in a tree) What does a red panda do in a tree? (sleep) Finish by asking students to retell the article by answering the question “Why is the forest a good place for a red panda?”

(A red panda finds what it needs in the forest. It gets air to breathe, water to drink, food to eat, and shelter for a safe place to sleep.)

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 new you learned.
• Draw or write what you learned about red pandas.
A Place for Pandas

**OBJECTIVES**
- Students will identify where red pandas get what they need to survive.
- Students will describe what red pandas need to survive.

**RESOURCES**
- Red Pandas poster (Teacher’s Edition)
- Science Master (page 10)

**SCIENCE BACKGROUND**
Red pandas are living things. They need air, water, food, and shelter, or a safe place. Red pandas get what they need from their habitat. They live in high altitude forests in parts of Asia. The forests that are suitable for red pandas are those with bamboo understories. Bamboo makes up a large percentage of the red pandas’ diet.

**EXPLAIN**
Read the article to students.

After reading, have students explain and describe what a red panda needs to live and where it gets those things. Students should note all of the following:

- A red panda needs air to breathe.
- A red panda needs water to drink.
- A red panda needs food to eat for energy to move.
- A red panda needs shelter, or a safe place, to sleep.
- A red panda gets what it needs to survive in the forest.

To further explain what students learned in the article, ask the following questions. Some of these questions will require inference. Students can use the photos to help make these inferences.

- What food does a red panda eat? *(bamboo leaves, fruit, bugs)*
- Where does a red panda find bamboo leaves? *(in the forest it lives in)*
- Where does a red panda find a safe place? *(in a tree)*
- Why does a red panda need a safe place? *(to sleep, to avoid other animals who might want to harm it)*

**ELABORATE**

Share the Red Pandas poster with students. Point out on the map where the red pandas live. Then point out on the map where students live. Ask students to share with a partner what they learned about the red panda. Ask: What surprised you most about the red panda? Ask students to share their answers to this question with the class.

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

- What does a red panda eat?
- Draw where a red panda stays safe.

**ENGAGE**

Engage students in a discussion about what people need to live. Ask: What do you need every day? Guide students to come up with the following things that we all need every day:

- We need to eat food.
- We need to drink water.
- We need to breathe air.
- We need a place to live or a place to stay safe.

**EXPLORE**

Explore further the ideas discussed in the Engage section. Ask: Do any of you have pets? Do you think they need food, water, air, and a safe place? *(Students should respond that pets need these things, too.)* Ask students to elaborate on where their pets get those things. Then ask: What about the animals we see outside, such as squirrels, rabbits, and chipmunks? Do they need these things, too? *(yes)* Explore with students the kinds of food wild animals find to eat and where they might find water and a safe place to rest at night or during the day.
Mapping Earth

GEOGRAPHY

Objectives
- Students will understand that Earth is round.
- Students will recognize that a globe is a small model of Earth.
- Students will recognize that a map of the world is a flat picture of Earth.

Resources
- Mapping Earth (back page of magazine)

ENGAGE
Before the lesson begins, print out a photograph of Earth taken from space. Engage students in a discussion about Earth and its shape. Say: We live on Earth. Ask: If you were in a spaceship out in space, what shape would Earth be? (round, circle). Show students a photograph of Earth. Explain that the photograph was taken from outer space. Ask students what they see. (land, water, clouds) Ask students if they would like to use any more words to describe Earth’s shape.

EXPLORE
Explain that Earth is a round, spherical shape, like a ball. Ask: Can you name other things that are round like Earth? (basketball, orange, tennis ball). If you wish, ask students to name or find things in your classroom that are spherical.

EXPLAIN
If possible, have a globe available for students to examine, or point to the globe on the back page of the magazine. Say: This is a globe. Ask: How are the globe and the photograph the same? (They both show Earth, land, and water.) Ask: How are the globe and the photograph different? (The photograph is a real picture of Earth. The globe is a model of Earth.) Guide students to understand that a globe is a round map, or model of Earth. Explain that since a globe is the same shape as Earth, it is one of the best ways to look at Earth.

Show students a world map or the flat map on the back page of the magazine. Explain to students that another way to view Earth is on a world map. Ask: How are the globe and the world map the same? (They show what Earth looks like. They both show land and water.) Ask: How are the globe and the world map different? (The globe is round. You have to turn it to see all of Earth. The world map is flat. It shows all of Earth at once.)

Explain to students that, while globes look more like Earth, a flat map of Earth is helpful, too. Flat maps can show us all of Earth at once. Point out on the map Asia (where red pandas live). Then point out on the map North America. Compare the map to a globe. Show that you must turn the globe to look at those two continents.

ELABORATE
Explain that Earth is made of continents and oceans. There are seven continents. Asia is one of the continents. It is where red pandas can be found in the wild.

EVALUATE
Assess students’ understanding with the following prompts.

- Which is more like Earth, a globe or a world map? Why?
- If you wanted to see the whole world at once, would you look at a globe or a world map?

Internet Link
For more teacher resources about teaching map skills to elementary students, visit the National Geographic website at: http://nationalgeographic.org/education/map-skills-elementary-students/.
Use the words to complete the sentences.

<table>
<thead>
<tr>
<th>food</th>
<th>shelter</th>
<th>water</th>
<th>air</th>
</tr>
</thead>
</table>

1. A red panda needs __________ to breathe.
2. A red panda needs __________ to drink.
3. A red panda needs __________ to eat.
4. A red panda needs __________ to sleep.

Draw a red panda finding something it needs in a forest.
SCIENCE: Help the Red Panda

Help the red panda find food.

What does the red panda eat? Write three things the red panda eats.

________________________________________

________________________________________

________________________________________
Objective
• Students will identify information provided by photographs and information provided by text.

Resources
• Language Arts Master [page 13]

Summary
Some birds help other animals, and the other animals help birds. Birds need food. Some birds find food on other animals. An egret eats bugs off a hippo’s back. The hippo gets a clean back. A plover finds food in a crocodile’s mouth. The crocodile gets clean teeth. An oxpecker finds food in an impala’s ear. The impala gets clean ears.

WORD WORK
Sight Words: some, too, these, on, of, off, eat, get, this, there, an, does

High-Frequency Word: bird

BUILD VOCABULARY AND CONCEPTS
• bird
• hippo
• crocodile
• impala
• clean
• back
• mouth
• teeth
• ear

The words above are used in the article and may be new to students. Use the following routine to introduce the words to students. Go through the routine, one word at a time. Pronounce the word. Have students pronounce the word. Ask students if they know the word. They can respond with a thumbs up or a thumbs down. Define each word, using student-friendly language. Post the word on a word wall. Tell students they will be adding more information about each word, such as drawings, photos, descriptions, and definitions, as they learn more. After reading, as a class, you may want to add information about each word to the word wall.

READ AND DISCUSS
Read the article “Cleaning Up” 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.

When you read and discuss the article, have students look carefully at the pictures on each of the pages. Ask them to describe what they see in the pictures and then distinguish the information provided in the pictures with the information provided in the text.

Pages 16–17 Ask: Where are the birds? (on the large animal’s head) Read the text on page 17 to students and ask: What do you think we will find out as we read this article? (that some birds help other animals, and the animals help birds, too)

Pages 18–19 Have students look at the picture and ask: What does the picture show? (the birds standing on the hippo’s back) What more information does the text tell us about the birds and the hippo? (The birds eat bugs off the hippo’s back, and the hippo gets a clean back.)

Pages 20–21 Have students look at the picture and ask: What does the picture show? (a bird in a crocodile’s mouth) What more information does the text tell us about the bird and the crocodile? (The bird eats bits of food in the crocodile’s mouth, and the crocodile gets clean teeth.)

Pages 22–23 Have students look at the picture and ask: What does the picture show? (a bird pecking in an impala’s ear) What more information does the text tell us about the bird and the impala? (The bird eats bugs in the impala’s ears, and the impala gets clean ears.)

Note: Students may notice the impala on pages 16–17 has horns and the one on pages 22–23 doesn’t. Tell students male impalas have horns but female impalas do not.

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 new you learned.
• Draw or write what you learned about how birds help other animals.

Objective
• Students will identify information provided by photographs and information provided by text.

Resources
• Language Arts Master [page 13]

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Some birds help other animals, and the other animals help birds. Birds need food. Some birds find food on other animals. An egret eats bugs off a hippo’s back. The hippo gets a clean back. A plover finds food in a crocodile’s mouth. The crocodile gets clean teeth. An oxpecker finds food in an impala’s ear. The impala gets clean ears.

WORD WORK
Sight Words: some, too, these, on, of, off, eat, get, this, there, an, does

High-Frequency Word: bird

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• Talk about something new you learned.
• Draw or write what you learned about how birds help other animals.

Objective
• Students will identify information provided by photographs and information provided by text.

Resources
• Language Arts Master [page 13]

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WORD WORK
Sight Words: some, too, these, on, of, off, eat, get, this, there, an, does

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TALK AND WRITE
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• Talk about something new you learned.
• Draw or write what you learned about how birds help other animals.
Cleaning Up

SCIENCE

Objectives
• Students will understand that birds need food.
• Students will identify how other animals help birds meet their need to find food.

Resources
• Science Master (page 14)

Science Background
Birds need food to live and grow. Some animals help other animals meet this need to find food in a relationship that is mutually beneficial. In “Cleaning Up” the examples shown are of birds finding food on the bodies of other animals. This provides food for the birds, but it also helps the other animals by riddling them of things like lice, ticks, flies, dead skin, and ear wax.

Engage
Ask: Why do animals need food? [to live and grow] Ask students if they have ever seen a bird looking for food. Guide them in a discussion about what birds eat and where they find food. Students might mention that some birds eat worms. They might also know that birds eat seeds and bugs.

Explore
Help students begin to understand how the food birds seek out is an important part of the relationships they will learn about in the article. Explore how birds help people by eating things we think of as pests. Say: Birds help us. They help us because they eat insects and seeds from weeds. Some bigger birds even eat rodents. The birds help us by eating these pests. Guide students to understand that the food birds find to eat helps them because they need food to live and grow. At the same time, this helps people by ridding us of things we think of as pests.

Explain
Read the article to students.

After reading, ask students to identify the ways in which some birds help other animals. You might ask them to fill in the blanks in the statements below:

• Birds eat bugs on a hippo’s _________.
• Birds eat food in a crocodile’s _________.
• Birds eat bugs in an impala’s _________.

You could also have students match pictures of the birds to the animals they help and who in turn help them. Find and label pictures of each animal and have students match up the animal pairs.

hippo — egret
crocodile — plover
impala — oxpecker

Elaborate
With students, search for more information about each of these birds and the animals they help so students can learn more about these mutually beneficial relationships. You might also search for other animals who help each other in similar ways.

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

• How do birds help other animals? How does this help the birds?
• Draw or write about one of the animal pairs.

Resources
• Science Master (page 14)
**LANGUAGE ARTS: Keep Clean**

Write how birds help each animal.

<table>
<thead>
<tr>
<th>ears</th>
<th>back</th>
<th>teeth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The crocodile gets clean

2. The impala gets clean

3. The hippo gets a clean

Draw your favorite animal pair.
SCIENCE: Finding Food

Draw a line to match the bird to the animal it helps.


**Explore**

*I Like to Explore! page 4*
Students should draw a picture of where they would like to explore. Students should write about where they would like to explore.

*Where Can You Explore? page 5*
Students should draw a line to match the words to the picture.
- up high → image of explorer climbing a tree
- down below → image of explorer in the ocean
- under the ground → image of explorer digging in the ground

**A Place for Pandas**

*What a Red Panda Needs, page 9*
Students should write the words to complete the sentences and then draw a red panda finding something it needs in a forest.

A red panda needs air to breathe.
A red panda needs water to drink.
A red panda needs food to eat.
A red panda needs shelter to sleep.

*Help the Red Panda, page 10*
Students should draw a path from the panda to the bamboo leaves. There is more than one way to get through the maze.

Students should write three things a panda eats: bamboo leaves, fruit, bugs.

**Cleaning Up**

*Keep Clean, page 13*
Students should write how birds help each animal.
- The crocodile gets clean teeth.
- The impala gets clean ears.
- The hippo gets a clean back.

Students should draw their favorite animal pair.

*Birds Help Other Animals, page 14*
Students should draw a line from each bird to the animal that it helps.
- egret → hippo
- oxpecker → impala
- plover → crocodile