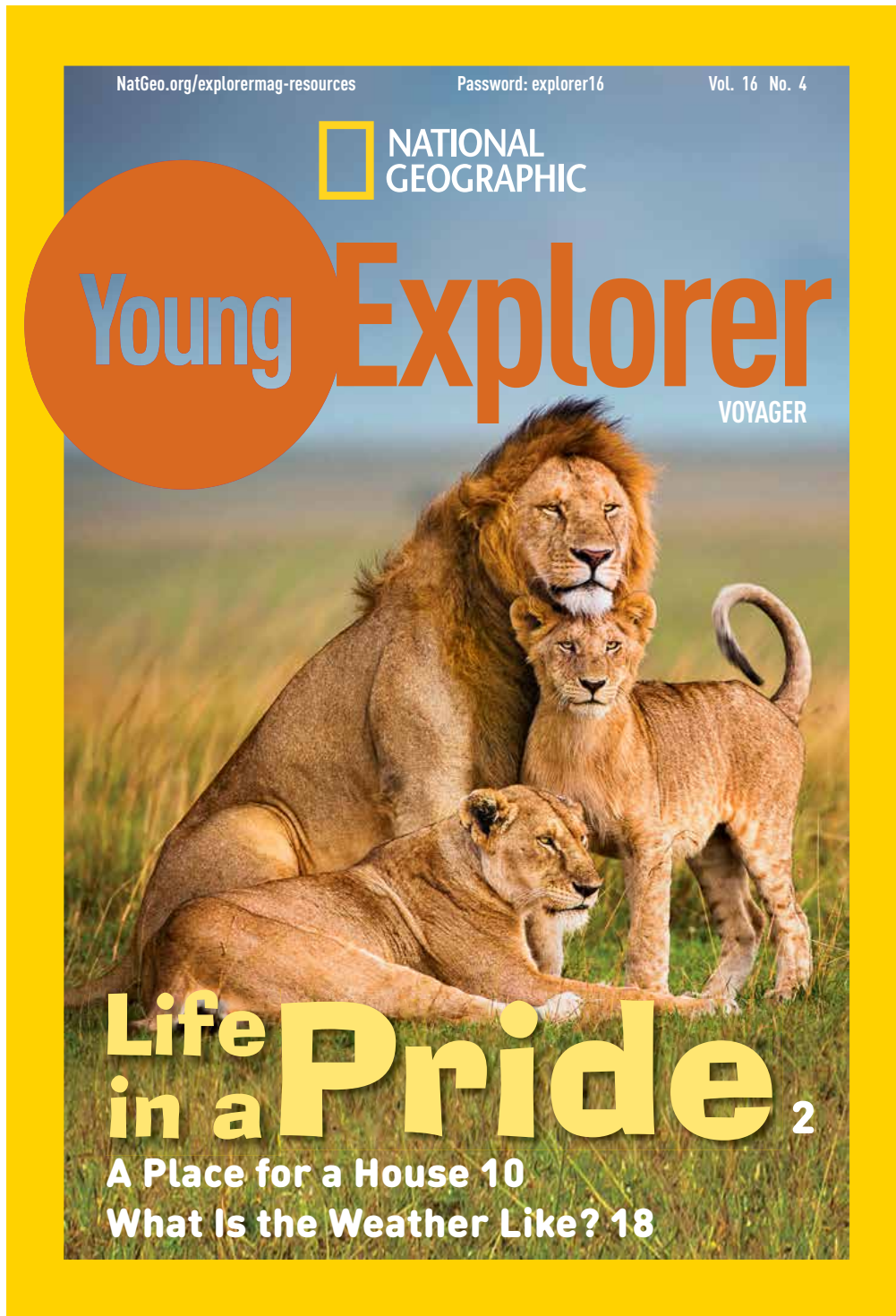


# TEACHER'S GUIDE



## Voyager (Grade 1) Vol. 16 No. 4

### 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 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/explormag-resources](http://NatGeo.org/explormag-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)

### Objective

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

### Resources

- Language Arts Master (page 4)

### Summary

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

## WORD WORK

**Sight Words:** *live, how, of, has, know, take, as*

## BUILD VOCABULARY AND CONCEPTS

- pride
- female
- cub
- lioness
- male
- prey

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.

## 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: **Where are these lions?** (*in Africa*) **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 guards the pride and their land.*) **How does he keep other lions away?** (*He roars.*) **How do female lions help the pride?** (*They hunt and take care of the cubs.*) **What is a female lion called?** (*a lioness*) 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 lions. The male has a mane, and the females do not. The cubs look similar to the females, but smaller. Students may also notice differences in the cubs’ fur.*)

Pages 6–7 Ask: **What do cubs want to do?** (*They want to hunt, but they are too small. Instead, they play with other cubs.*) **How do the cubs practice hunting?** (*They bite, chase, and jump.*) Let students know that this playing helps the cubs learn the skills they will need to hunt when they are older. Ask: **What do the female lions do as the cubs play?** (*They hunt for food, such as buffalo. They work as a team.*)

Pages 8–9 Have students explain what lions do most of the day. Then ask: **Why do you think lions sleep most of the day?** (*Help students infer that because hunting and eating take a lot of energy, the lions need to rest.*)

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 about or draw something you learned about lions.

### 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

With students, research to find other animals that live in groups. Find out what those groups are called. Some you might research include wolves (pack), orcas (pod), elephants (herd), chimpanzees (troop).

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 male and female lions take care of the pride?

**LANGUAGE ARTS: Words to Explore**

Find the meanings of the words in the story "Life in a Pride."  
Then write them down.

1. pride: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. cub: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. lioness: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write about lions using three of the words from the Word Bank.

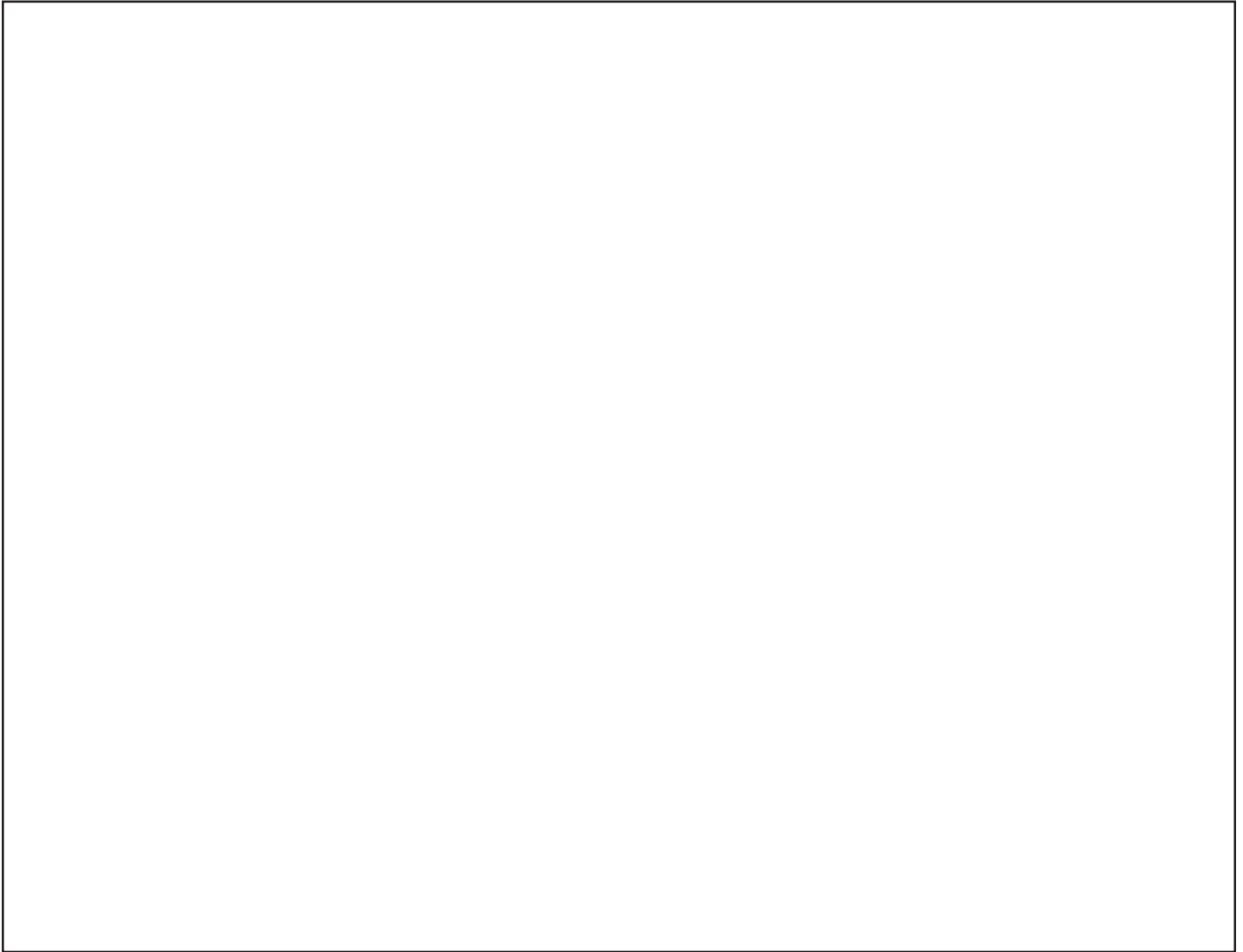
pride cub lioness male female prey

Name \_\_\_\_\_

Date \_\_\_\_\_

## SCIENCE: Lions Live in a Pride

Draw a picture of a pride. Write about the pride.



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# A Place for a House

## LANGUAGE ARTS



### Objective

- Students will recognize and use common adjectives.

### 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 build houses to fit their location.

## WORD WORK

**Sight Words:** *how, some, were, from, has*

## BUILD VOCABULARY AND CONCEPTS

- desert
- clay
- steep
- stilts
- houseboat
- float

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 lines or fold the paper so that there are 4 boxes. Label each box 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	Picture
desert	[picture of desert]
Sentence	Definition
The desert is dry.	A desert is land with little rainfall.

## READ AND DISCUSS

Read the article "A Place for a House" 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*) **Why are clay houses good in a desert?** (*Thick clay walls keep houses cool in the hot desert.*) **Why is a steep roof good in a snowy area?** (*A steep roof keeps snow from piling up on the roof.*)

Pages 14–15 Ask: **How do stilts help a house near a lake?** (*They keep the house high and dry.*) **Where is a good place for a houseboat?** (*in deep river water, where it can float and move from place to place*)

Pages 16–17 Ask: **How can a tree provide a good place for a house?** (*If a tree is tall with a strong trunk and branches, it can hold up a house.*) **Why is a cave a good place for a house?** (*A cave already has a roof, walls and floor.*)

This article uses many common adjectives. Work with students to find these adjectives in the article: *hot, good, thick, cool, steep, heavy, high, dry, deep, tall, small*. Ask students to name the things these adjectives describe in the article, and challenge them to name other things these adjectives could describe.

## 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.
- Write about or draw one kind of house you learned about.

# A Place for a House

## SCIENCE

### Objective

- Students will understand how location affects the type of house people live in.

### Resources

- Science Master (page 9)

### 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. The materials people use for building are often appropriate for the area in which they live.

### 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 and how they are built to fit a place. What are the houses they read about made of? Ask them to tell what is unique or unusual about each house and how it fits the place in which it is located. 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? Why do you think the styles of houses in the area where we live are good for their location.**

### 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 ways people build houses to fit a place?**

## LANGUAGE ARTS: Words that Describe

An adjective is a word that describes a person, place, or thing.

Circle the adjective in each sentence. Then find the words in the word search.

1. The desert is hot.

2. Heavy snow slides off the roof.

3. The roof is steep.

4. The houseboat floats on deep water.

5. I will build a small house.    6. Where are the tall trees?

z	o	x	n	s	m	a	l	l
h	e	a	v	y	j	v	g	q
o	t	c	s	t	e	e	p	f
t	x	w	b	a	f	m	r	v
c	h	n	r	l	g	l	q	s
u	b	f	i	l	d	e	e	p



Name \_\_\_\_\_

Date \_\_\_\_\_

## SCIENCE: Build a House

Draw a house. Write what the house is made of.  
Write where the house is and how it fits that place.



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# What Is the Weather Like?

## LANGUAGE ARTS



### Objective

- Students will distinguish between information provided by words and pictures 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:** *when, from*

## BUILD VOCABULARY AND CONCEPTS

- **weather**
- **sunny**
- **windy**
- **cloudy**
- **rainy**
- **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 cover the sky. Rainy is when water falls from clouds. Snowy is when snow covers the ground.*) Ask students about the icons on these pages and what the drawings show.

Have students look at the pictures as you reread the text. Ask: **How do the pictures show what the text says?** (*The pictures show how the rooster's feathers flap, the sky and clouds above the horse, the raindrops dripping on the bird, and the snowflakes falling on the fox and ground.*)

**What more information does the text provide?** (*The text provides more information about the weather, such as "It is windy when air moves."*)

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 describe different kinds of weather.
- Students will read a map and answer questions about a map.

### Resources

- What Is the Weather Like poster (Teacher's Edition)
- Science Master (page 13)

### 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 where they live and other places around the world.

### 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.

### 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/> 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.

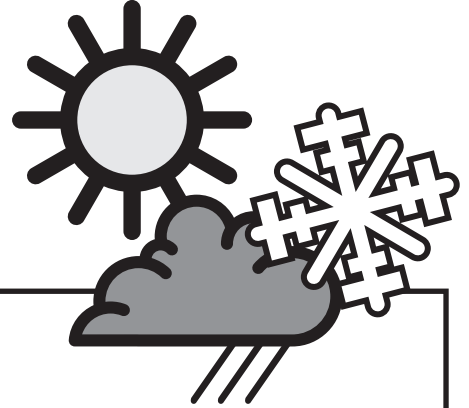
### EVALUATE

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?**

**LANGUAGE ARTS: Weather Words**


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 \_\_\_\_\_

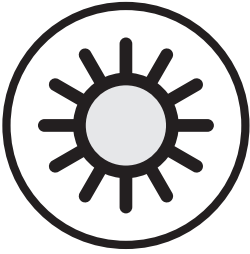


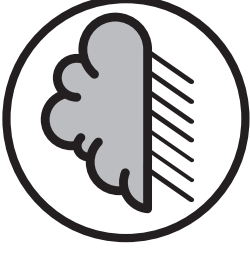
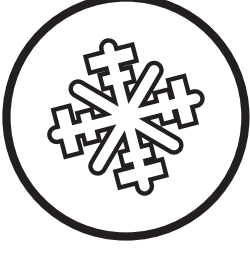




5. I will fly my  . It is \_\_\_\_\_

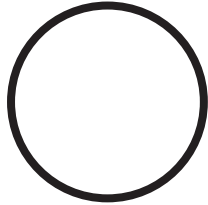

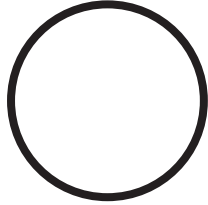

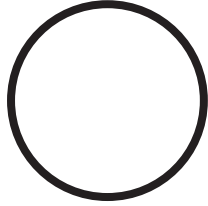

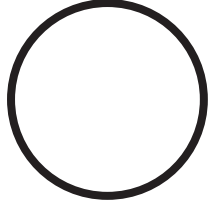

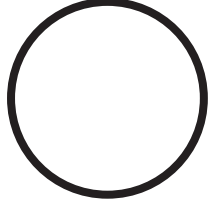

Name \_\_\_\_\_

Date \_\_\_\_\_

## SCIENCE AND SOCIAL STUDIES: Weather Tracker

Keep track of the weather. Draw a symbol in the chart for each day's weather. Color in the temperature to show if it is cold, cool, warm, or hot.

Sunny	Cloudy	Windy	Rainy	Snowy	Hot	Warm	Cool	Cold
								

Monday	Tuesday	Wednesday	Thursday	Friday
 	 	 	 	 

### Objective

- 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.

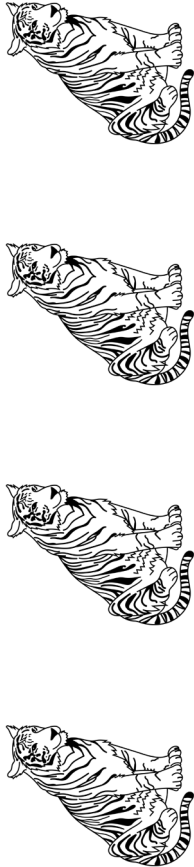
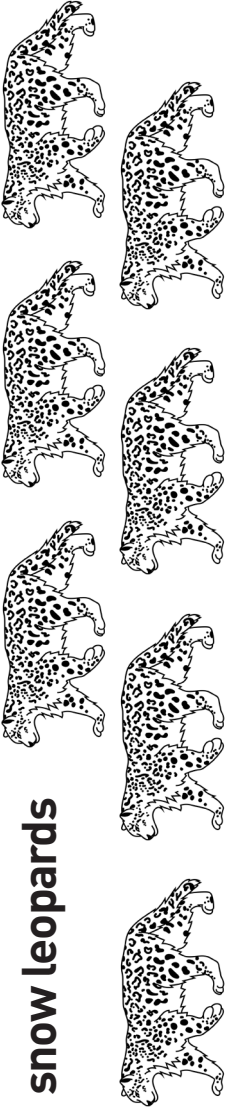

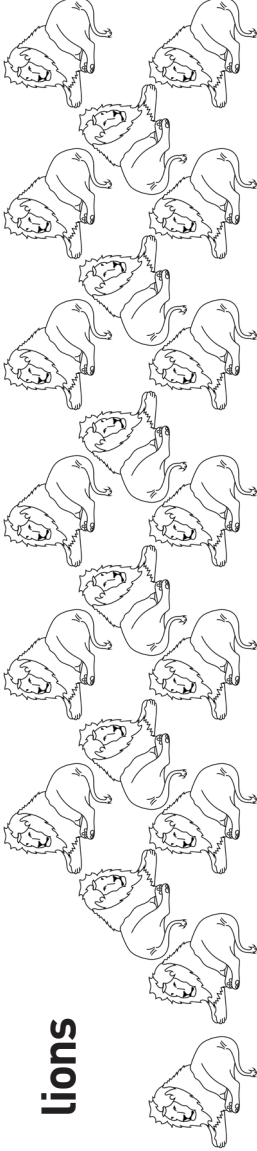


Name \_\_\_\_\_

Date \_\_\_\_\_

## MATH: Tally Cats

Count the big cats. Add tally marks and totals.

Big Cats	Tally Marks	Total
<b>tigers</b> 		
<b>snow leopards</b> 		
<b>cheetahs</b> 		
<b>lions</b> 		

### ANSWER KEY

#### Life in a Pride

**Language Arts: Words to Explore, page 4**

Students should find and write the meanings of the words and write about lions using the words from the Word Bank.

1. pride—a group of lions that live together
2. cub—a young lion
3. lioness—a female lion

**Science: Lions Live in a Pride, page 5**

Students should draw a picture of a pride of lions and write about the pride.

#### A Place for a House

**Language Arts: Words that Describe, page 8**

Students should circle the adjectives and then find them in the word search.

1. The desert is hot.
2. The roof is steep.
3. I will build a small house.
4. Heavy snow slides off the roof.
5. The houseboat floats on deep water.
6. Where are the tall trees?

**Science: Build a House, page 9**

Students should draw a house and write what it is made of, where it is located, and how it fits that place.

#### What Is the Weather Like?

**Language Arts: Weather Words, page 12**

Students should write the words to complete the sentences and write what the weather is like today.

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

**Science: Weather Tracker, page 13**

Students should keep track of the weather and the temperature 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, IIII, 4

snow leopards, IIII II, 7

cheetahs, IIII IIII II, 12

lions, IIII IIII IIII IIII, 20