

A Cub in the Wild

LANGUAGE ARTS



Objective

- Students will describe the connection between pieces of information in a text.

Standard Supported

- **CCSS Reading Informational Text:** Describe the connection between two individuals, events, ideas, or pieces of information in a text. (1-3)

Resources

- Language Arts Master (page 5)

Summary

A panda cub is born and lives in a mountain forest. His mother takes care of him and teaches him how to live in the forest. Some pandas no longer live in the wild. They live in reserves, when their forests are cut down. People take care of these pandas. The reserve is a safe place for the pandas.

WORD WORK

Sight Words: *live, how, from, his, when, take, of, him, from, some, were, by, had*

BUILD VOCABULARY AND CONCEPTS

- panda cub
- mountain forest
- bamboo
- shelter
- reserve

The words above are used in the article. Pronounce the words and ask students to pronounce them after you. Find pictures that you can add to the word wall for each of the words, and use the photos in the article to talk through the meanings of each of the words with students. Point out the panda cub, the mountain forest, and bamboo. Explain to students that the mountain forest is the wild place where the pandas live. Let students know that when forests are cut down by some people, other people set up reserves where pandas can get the food and shelter they need to survive. Ask students to listen for the vocabulary words as you read the article.

READ AND DISCUSS

Read the article “A Cub in the Wild” 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 text. Ask students: **Where does a panda cub live?** (*in a mountain forest that is a wild place*) **How does he learn to live in the forest?** (*He learns from his mother.*) Ask students to look at the picture of the giant panda cub and describe how it looks. They should notice its black and white fur, and they might notice the shape of its ears.

Pages 4–5 Read the text. Ask: **What new information do we learn about the cub and his mother?** (*The cub lives with his mother when he is small. She takes care of him and teaches him.*) **What does the cub learn from his mother?** (*He learns about the forest and where to find bamboo plants to eat.*) Have students look at the pictures of the panda cub and his mother. Ask them to tell what they see in the pictures.

Pages 6–7 Read the text. Ask: **What do we find out about the trees in the forest?** (*They are good places to hide from danger and sleep.*) **What does the cub learn to do?** (*climb trees*) **Why does the mother panda teach her cub?** (*so her cub learns how to live on his own in the wild*) Have students look at the pictures on pages 6 and 7 and describe what they see.

Pages 8–9 Read the text. Ask: **What is a reserve?** (*A reserve is a safe place for pandas.*) **Why do some pandas have to live in a reserve?** (*Their forests were cut down, and they have no food or shelter.*) **What happens to these pandas?** (*People take care of them on a forest reserve and make sure they get what they need.*) Have students look at the pictures on pages 8 and 9 and describe what they see.

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 what you learned about a panda cub and his mother.**
- **Draw or write something you learned about what a panda cub learns.**

Objective

- Students will learn how panda mothers help their cubs.
- Students will understand that people can come up with solutions to problems.

Standard Supported

• NGSS LS1.B: Growth and Development of Organisms:

Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2)

Learning Framework Key Focus Area

- **Skills:** *National Geographic kids can:* SOLVE PROBLEMS by generating, evaluating, and implementing solutions after identifying alternatives, weighing trade-offs, and making well-reasoned decisions.

Resources

- A Panda Cub's First Year poster (Teacher's Edition)
- Science Master (page 6)

Science Background

The giant panda is one of the rarest mammals, and only about 1,500 survive in the wild in remote bamboo forests in the mountains in central China. Giant pandas eat mostly bamboo shoots and leaves, eating nearly 12 hours every day. They have to eat a lot and very fast to stay healthy. The average life span of giant pandas in the wild is 20 years. They weigh about 300 pounds and are about 4-5 feet in length/height. Giant pandas are excellent at climbing trees and are also good swimmers.

ENGAGE

Find pictures of pandas in the wild, including pictures of pandas climbing trees, eating bamboo, and sitting and lying in different positions. Ask students to turn and talk with a partner to describe the pandas and their surroundings.

EXPLORE

As a class, come up with questions you'd like to ask to find out about giant pandas. Some examples of questions are:

-

EXPLAIN

After reading, have students discuss what they found out about giant pandas and if all of their questions have been answered. If not, be sure to research with students to find the answers to their unanswered questions.

- A mountain forest is where a panda cub lives.
- When the cub is small, he lives with his mother. She teaches him and takes care of him.
- The cub learns where to find bamboo plants to eat.
- He learns how to climb trees. They are good places to hide and to sleep.
- The cub learns how to live, so he can live on his own.
- Some pandas whose forests have been cut down live on reserves. Reserves are safe places.
- People take care of pandas on the reserves.

ELABORATE

Extend Your Thinking

Review the activity on the back cover of the student magazine. Discuss what responsibility is. Brainstorm a list of ways people can be responsible and help save ocean animals. Divide the class into small groups. Ask each group to pick one animal and record facts about their animal. Then choose an idea from the activity or another idea from National Geographic Kid's "Mission Animal Rescue Fundraising Kit" at http://images.nationalgeographic.com/wpf/media-content/file/MAR_Fundraising_Kit-cb1402327097.pdf. Provide supplies, and give groups time to complete their projects.

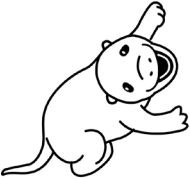




EVALUATE

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

- **What is one thing a panda cub learns from his mother?**
- **Describe how people help some pandas.**

LANGUAGE ARTS: A Panda Cub Grows

Look at the chart. Write the answers to the questions.

| | | |
|---|---|--|
| 1 |  | When a cub is born, it doesn't have much fur. |
| 2 |  | At 3 weeks, a cub is covered in fur. |
| 3 |  | At 6 weeks, a cub's eyes are open. |
| 4 |  | At 3 months, a cub starts to crawl. |
| 5 |  | At 6 months, a cub starts to walk and climb trees. |

1. When does a cub crawl?

2. When do a cub's eyes open?

3. When can a cub walk?

4. At what age is a cub covered in fur?

5. When can a cub climb trees?

6. When is it that a cub doesn't have much fur?

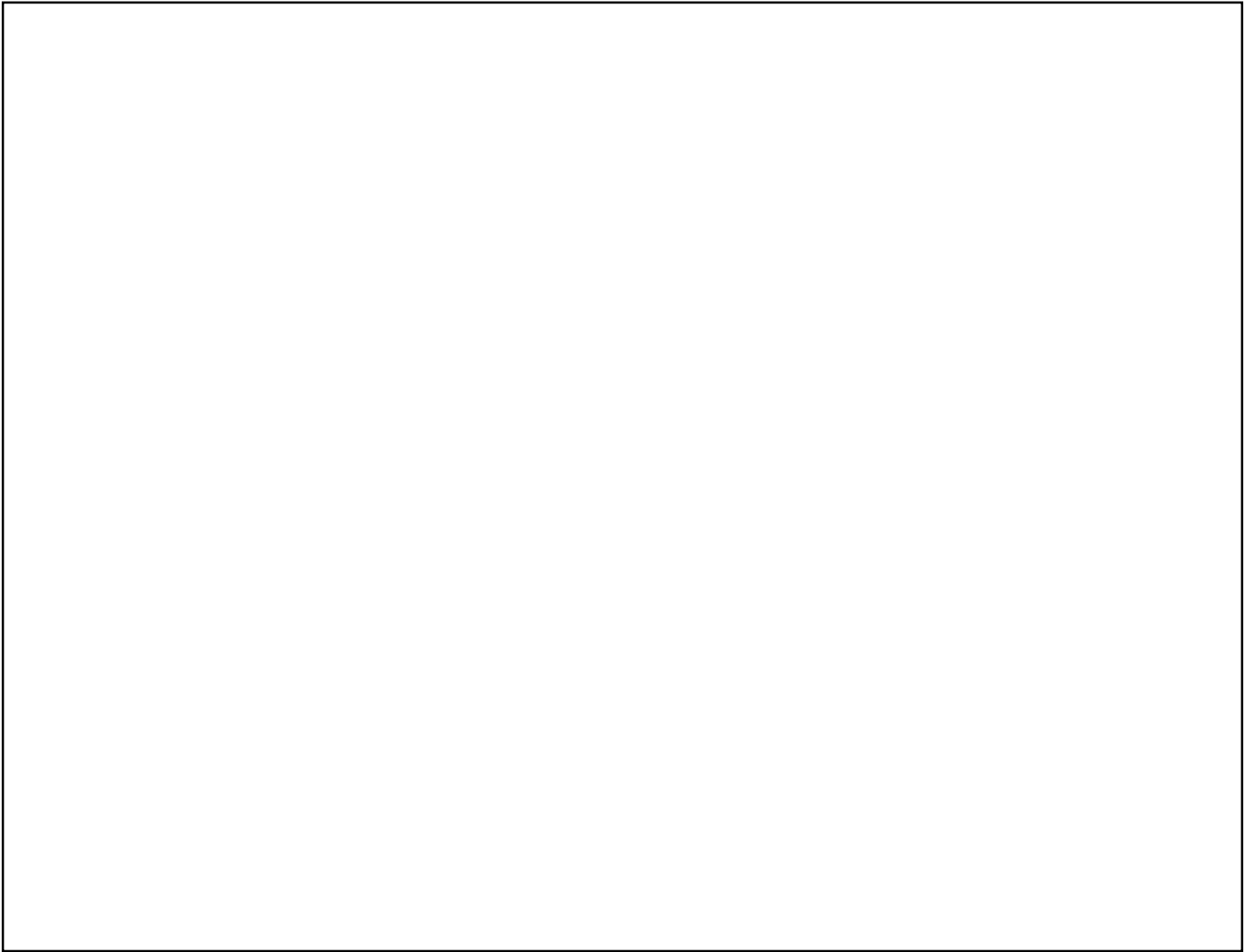
Name _____

Date _____

SCIENCE: A Mother Teaches Her Cub

Draw a panda cub and its mother. Show something the mother teaches her cub.

Write about your drawing.



Four horizontal lines for writing, consisting of two solid top lines, a dashed middle line, and a solid bottom line.

ANSWER KEY

A Cub in the Wild

Language Arts: A Panda Cub Grows, page 5

Students should use the chart to answer the questions.

1. 3 months
2. 6 weeks
3. 6 months
4. 3 weeks
5. 6 months
6. when a cub is born

Science: A Mother Teaches Her Cub, page 6

Students should draw a panda mother teaching her cub.
Then student should write about their drawing