**Dear Educator:**

The school year is sailing along and students are immersed in exploring the world around them. Whether it's the route to recess, a new friend, or a favorite new subject, students are discovering things in their world that were unknown to them just a short time ago.

In the October issue of YOUNG EXPLORER, your students will discover some creepy creatures. While these animals may look creepy, students will come to understand that these looks actually help the animals survive.

Students will learn about the tools people use to keep from getting lost. They will make the connection that compasses and maps helped explorers like Christopher Columbus find their way, too. They will see that our maps change as we learn more about where things are in the world.

Finally, students also will learn about some unusual plants. These hungry plants don't get the nutrients they need the traditional way. In fact, they are carnivores!

Exploration and discovery are essential parts of learning. My hope is that this issue inspires your students to discover and explore the world, both within and beyond the four walls of your classroom.

Sara Chauhan  
EDITOR, YOUNG EXPLORERS

**Creepy Creatures, pp. 2–9****Curriculum: Standards**

- **Life Science:** Identify the survival needs of plants and animals; Identify the physical features that help plants or animals survive in their environments; Observe similarities and differences in the appearance and behavior of plants and animals; Identify major structures of common plants and animals
- **Language Arts:** Develop academic vocabulary; Observe and describe similarities and differences

**Finding Your Way, pp. 10–15****Curriculum: Standards**

- **Social Studies:** Identify cardinal directions (north, south, east, west); Explain that maps locate different places; Understand that cardinal directions can be used to locate places and physical features of a community; Recognize that symbols represent places and can be used to locate geographic features and physical characteristics
- **Language Arts:** Develop academic vocabulary; Identify map symbols

**Hungry Plants, pp. 16–23****Curriculum: Standards**

- **Life Science:** Identify the survival needs of plants and animals; Identify the physical features that help plants or animals survive in their environments; Observe similarities and differences in the behavior of plants and animals; Identify major structures of common plants and animals
- **Language Arts:** Develop academic vocabulary; Observe and describe similarities and differences



## Explore New Words

### About the Poster

Before reading this month's issue of **YOUNG EXPLORER**, display the "Explore New Words" side of the poster. Explain that the poster lists some important new words from the magazine's stories. Before reading, students will learn or review these words.

Before you begin reading the stories with students, count how many times each new word appears in each story. Keep this information handy. Then create the following chart and distribute a copy to each student:

New Word	Word Count
compass	
direction	
eyes	
leaves	
map	
plant	

Keep the "Explore New Words" poster displayed in the classroom as you read each story. Tell students to make a tally mark in the space next to each new word each time the word is read aloud. In addition, students should briefly raise a hand each time each of the new words is read aloud. If students miss a word, point it out before moving on.

After each story, have students compare their word counts with the correct ones.

### Before Reading

Have students look at the front of the poster. Say, *These words will help you read the stories in this magazine.*

Then have students read the words on the poster aloud together. If students can't read a word, read it aloud for them and then have students repeat it. After each word is read, draw students' attention to the picture that accompanies it. Have volunteers describe what they see.

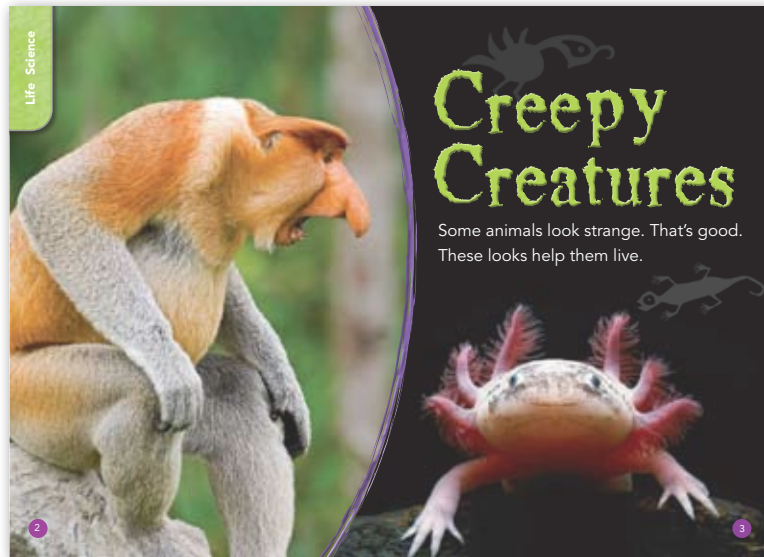
After reviewing with students the content words on the poster, have them complete the activity master on page T15 to assess their understanding of each word.

### Science Picture Dictionary

Encourage students to make a picture dictionary for all highlighted content words in the issue. As students learn or review a word, they will create an entry for it consisting of the word, its definition, and a small illustration. After reading the issue, have students work in pairs to arrange the pages of the dictionary in alphabetical order.

### Web Connect

Invite students to access the **YOUNG EXPLORER** website at <http://www.nationalgeographic.com/ngyoungexplorer/>. They can listen to the "Explore New Words" poster. This is an excellent way for students to build fluency and gain a better understanding of the vocabulary presented in each story.



## Creepy Creatures

### About the Story

Students are introduced to several animals with unusual physical features. They learn that these features help the animals survive in their natural habitats.

### Before Reading

**Tap Prior Knowledge** Hold up the magazine and point to the cover title as you read it aloud. Then ask, *What do you think of when you hear the word creepy?* (possible answers: something strange and maybe scary) Have students look at the animal on the cover, and then have them turn to the first spread of the story on pp. 2–3. Read the title of the story aloud. Then ask, *Are the creatures on the cover and on these pages creepy?* (Students will probably say they are.) Tell students that they will meet creepy creatures in this story—and find out *why* they look the way they do.

### Explore Science

Have a volunteer read aloud the story's title, and then have three other volunteers take turns reading aloud each sentence on p. 3.

Draw students' attention to the monkey on p. 2. Tell students it is a male proboscis monkey. Say, *You said this animal looks creepy. Why do you think so?* (It has a funny-looking nose.) Then say, *Right, its nose is long, but that long nose helps it make loud sounds that get the attention of female proboscis monkeys.*

Then have students look at the animal on p. 3. Tell them that this animal is a baby newt. Ask, *Why do you think this animal looks creepy?* (It has feathery feelers sticking out from its head.) Say, *Yes, it does. They are gills. They help the newt breathe in air underwater. The newt changes shape as it grows, and the adult newt doesn't have these feathery gills.*

Tell students, *When you see a creepy-looking animal, remember that it looks creepy for a reason. Ask, Why do creepy animals have body parts that make them look creepy?* (The parts help them live.)

**Background** The animal shown on the cover and on p. 3 is a newt in the larval stage of metamorphosis. Newts are small salamanders that move through these stages of growth: egg, larva, eft, adult. Because newts live on land during their eft stage, the larval gills generally disappear. In their adult stage, newts again develop gills that allow them to live in water.

### Web Connect

Invite students to access the YOUNG EXPLORER website at <http://www.nationalgeographic.com/ngyoungexplorer/>.

They can listen to each story in this issue as they read along. This is an excellent way for students to build fluency, as well as gain a better understanding of the vocabulary and concepts presented in each story.



### Academic Vocabulary

Write the word **eyes** on the board and pronounce it. Ask students to point to their eyes. Then have students brainstorm other living things that have eyes. (Answers will vary but could include: cats, dogs, birds, fish, bears, elephants.) Ask a couple of volunteers to make up an original sentence that contains the word **eyes**.

### Content Vocabulary

Display the additional key content vocabulary words: **owl, hunt, night, aye-aye, day**.

Have volunteers give the meaning of words they know. Then turn to less familiar words. First, read a simple dictionary definition of the word. Then help students develop a simpler version in their own words. Have students then enter each word, its definition, and a drawing in their **science picture dictionary**.

### Explore Science

Read aloud the text on p. 4, or have a volunteer read it. Ask, *What animal is this?* (an owl) *What kind of animal is an owl?* (a bird)

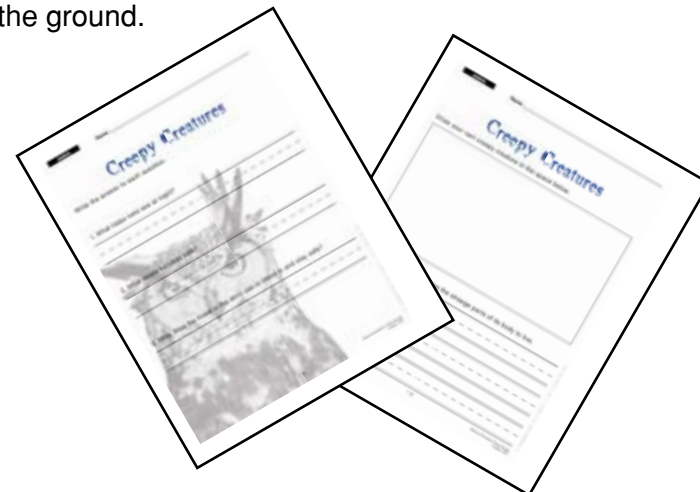
Tell students to point to the eyes of the owl. Ask, *What is unusual about the owl's eyes?* (They are large.) *Why does the owl have such large eyes?* (Its large eyes help it see at night to hunt.) Say, *Yes, the owl's large eyes help it see at night, but they can make it look creepy, especially when its large eyes shine in the dark.*

Now have students look at the animal on p. 5. Ask, *Does this animal also have strange eyes?* (yes) *Why are they strange?* (They are large, too.) Say, *Yes, this animal also has eyes that are large. What shape are they?* (round or a circle)

Read the text on p. 5 aloud with students. Ask, *What is the name of this animal?* (the aye-aye, pronounced eye-eye) Ask, *Why does the aye-aye have large eyes?* (to see at night) *Why does the aye-aye need to see well at night?* (It sleeps during the day and is awake at night.) Say, *Right, just like the owl, the aye-aye uses its large eyes to see at night.*

### Fast Facts

- Owls have the ability to twist their heads almost all the way around without moving their bodies.
- The aye-aye spends most of its life in the limbs of trees, seldom coming down to the ground.







### Explore Science

Have students look at the animals on pp. 6–7. Ask, *Do you think these are creepy creatures, too?* (Students will probably think they are.) *What is creepy about them?* (Answers will vary but could include: creepy legs, pointy things sticking out from their bodies, scary-looking faces)

Ask a volunteer to read the first sentence on p. 6. Then ask, *What do the creepy looks of these animals do for them?* (help them stay safe) Have the class read the rest of the text on pp. 6–7 aloud together.

### Explore Science

Say, *The animal on the top is a katydid.* Ask, *Why do its legs look strange?* (There are spines sticking out of them.) Say, *Right, its spiny legs make the katydid look creepy. But why are they useful for the katydid?* (They help the katydid stay safe. They help protect it.)

Now have students look at the other animal on the page. Say, *Look at the animal at the bottom of pages 6 and 7. It's a pangolin. Why does the pangolin look creepy?* (It has scales all over its body.) *Why does it have all those sharp scales?* (The scales help protect it and keep it safe.)

**Background** Students are probably unfamiliar with the animals shown on pp. 6–7. Katydid is an insect related to grasshoppers and crickets. Many are green and blend in well with the leaves of the trees and bushes in which they live. Katydid also remain largely out of view because they are active at night. A pangolin is a small mammal that eats insects such as ants and termites. Pangolins are protected by sharp scales on their bodies. Like skunks, pangolins can spray a foul-smelling liquid at creatures that threaten them.

### Content Vocabulary

Display the additional key content vocabulary words: **safe, katydid, sharp, spines, pangolin, scales, knife.**

Have students enter each word, its definition, and a drawing in their **science picture dictionary**.

### Fast Facts

- The name *katydid* comes from the sound males of the species make, which sounds to some like “katydid.”
- When a pangolin senses danger, it curls up in a compact ball with its scales forming a tough outer shell.



### Explore Science

Ask a volunteer to read the text on p. 8. Say, *We just learned that some animals look creepy because of body parts that protect them.* Then ask, *How does the lizard in the picture at the top stay safe?* (It blends in with what is around it.)

Now tell students to look carefully at the photo at the top of p. 9. Ask, *Can you find the lizard in the photo?* Give students a minute or so to find it, moving around the room to help those who may be having trouble. Then have a volunteer come to the front of the class and point to the lizard in your copy of the magazine as you hold it up for the class to see.

Discuss how the brown lizard blends in with the brown vegetation around it. Ask students, *Why would it be good for the lizard to blend in with the plants around it?* (Other animals that want to eat the lizard would not be able to see it easily.)

### Explore Science

Have a volunteer read the text on p. 9. Then draw students' attention to the photo at the bottom of p. 8. Ask, *Does this look like seaweed or a sea dragon?* (Students' opinions may vary. Allow for discussion.)

Tell students that the picture shows a sea dragon, an animal that looks like a plant. Ask, *Why is it good for a sea dragon to look like seaweed?* (Animals that might eat the sea dragon would be tricked. They would think the sea dragon was a piece of seaweed.)

Use the activity masters on pp. T16 and T17 to assess students' understanding of the story.

### Content Vocabulary

Display the additional key content vocabulary words: **blend, brown, lizard, seaweed, trick.**

Have students enter each word, its definition, and a drawing in their **science picture dictionary.**

### Extend the Learning

The article calls the unusual animals featured in this story *creepy*. Have students brainstorm other words that might describe the animals. Some of the descriptive words that students might suggest include: strange, weird, and scary. List the words on the board as students call them out.

Lead a class discussion on the meaning of each word, as well as the similarities and differences of each word's meaning.



## Finding Your Way

### About the Story

Students discover that tools such as maps and compasses can help people find where they are—and where they're going.

### Before Reading

**Tap Prior Knowledge** Show students a road map or point to a classroom wall map. Ask, *What is this?* (a map) *What do people use maps for?* (possible answers: to find out how to get someplace; to find out where something is) Say, *Yes, maps help people find their way around.*

### Explore Geography

Read the copy on p. 10 aloud as students follow along in their magazines. Ask, *What does it mean when someone says they are lost?* (They don't know where they are.) Ask, *Have you ever gotten lost?* Discuss with students a time when they or someone they know got lost. Have students explain how they managed to find their way again. As students describe how they found their way, list the "tools" they used on the board. ("Tools" for finding their way might include using a map, using a global positioning system (GPS), or asking someone directions.)

Draw students' attention to the drawing on p. 11. Ask, *What do you see in the picture?* (possible answers: a ship from long ago; a ship in a storm; Columbus's ship)

Tell students, *This is one of the ships that Christopher Columbus used long ago. He crossed the sea from Europe to America. The ocean is big and there were no signs to tell Columbus where he was. But Columbus found his way across the sea.* Then ask, *What did explorers such as Columbus use to find their way long ago?* (They used tools.) Say, *That's right. They used tools—and you'll find out about some of those tools as we read the story.*

### Content Vocabulary

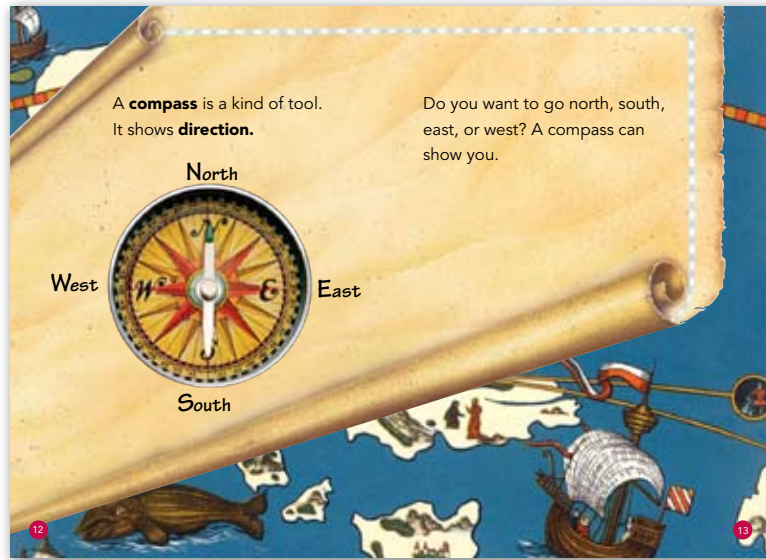
Display the additional key content vocabulary words: **lost, tools.**

Have volunteers give the meaning of words they know. Then turn to less familiar words. First, read a simple dictionary definition of the word. Then help students develop a simpler version in their own words. Have students then enter each word, its definition, and a drawing in their **science picture dictionary.**

### Fast Facts

- Even near the south pole, a compass always points toward the north pole.
- A compass does not point to the geographic north pole—the top of the Earth at 90° north latitude. It points to the north magnetic pole, which is beneath the Arctic Ocean in northern Canada.





### Academic Vocabulary

Choose a student and say, *Show me where the door is, without leaving your seat.* (The student will probably point toward the door.) Then say to the class, *When [student's name] pointed toward the door, he/she was telling me the direction toward the door. Direction shows you the way to go to get to something.* Have students practice indicating direction by asking volunteers to point to several things in the classroom. For example: *In which direction is the back of the room? In which direction are the windows? In which direction is the clock?*

Now have students look at the drawing of the compass on p. 12. If an actual compass is available, bring it to class for students to examine. Say, *We can easily find the direction of something in our classroom by pointing. But that doesn't work if we need to find our way outside and don't know where we are. A compass helps us find direction anywhere on Earth.*

### Explore Geography

Choose four student volunteers to read each sentence on pp. 12–13. Ask, *What is a compass?* (a tool) Then ask, *What does a compass do?* (It shows direction.)

Point to the compass face on p. 12 and remind students that a compass shows the four main directions on Earth: north, south, east, and west. Have students look carefully at the compass needle. Note that it has color on one end. Explain, *The colored end of a compass needle always points north. So, no matter where you are, if you look at the compass, you will always know what direction north is.*

Have students look at the compass illustration in the magazine again. Ask, *If the compass points north and you face that way, which direction is behind you?* (south) Say, *Right, if north is in front of you, south is behind you. North and south are opposite directions.* Then say, *You can see that east and west are also opposite directions.*

Ask students, *If you are facing north, which direction is on your right?* (east) *Which direction is on your left?* (west) *Which direction is behind you?* (south)

### Content Vocabulary

Display the additional key content vocabulary words: **north, south, east, west.**

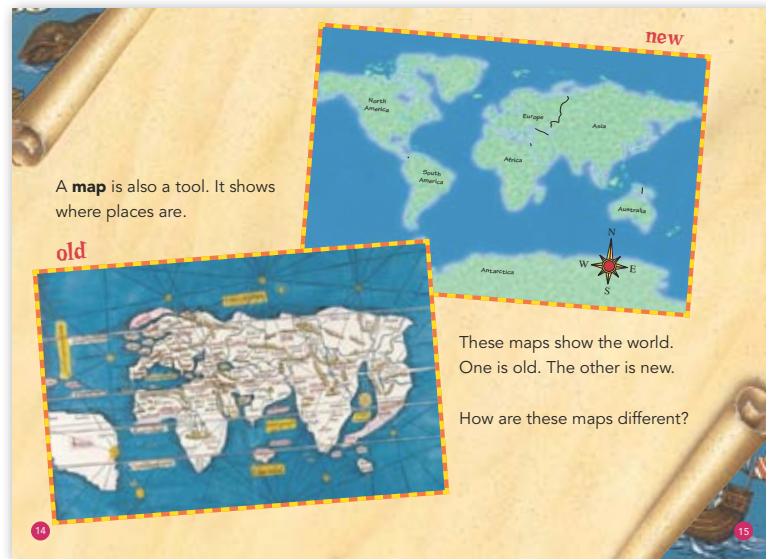
Have students enter each word, its definition, and a drawing in their **science picture dictionary.**

### Extend the Learning

Demonstrate making a simple compass using a magnet, a sewing needle, a piece of cork, and a bowl of water. Here's how:

- Magnetize a sewing needle by rubbing it with a magnet about 15 times in one direction, from the eye down to its point.
- Place the needle on a small piece of cork floating in the middle of a bowl of water.
- Have students watch as the needle turns to line up in a certain direction. Tell students that the needle is pointing north, just like the needle of a compass.





## Explore Geography

Have students look at the illustrations on pp. 14–15. While holding up the magazine and pointing to one of the maps, ask, *What is this?* (a map)

Then have a volunteer read the text on p. 14. Ask, *What is a map?* (a tool) *What do you use a map for?* (It shows where places are.)

Now ask, *What do the two maps on pp. 14–15 show?* (the world) *How are the maps different?* (One is old and one is new.)

## Explore Geography

Tell students to look carefully at each of the maps. Ask them, *How does the world look different on the old map and the new map?* (The shape of the land looks different.)

Use the activity master on p. T18 to assess students' understanding of the story.

## Content Vocabulary

Display the additional key content vocabulary words: **places, world, old, other, new, different.**

Have students enter each word, its definition, and a drawing in their **science picture dictionary**.

## Extend the Learning

Work with students to create a map of the classroom. On a large piece of poster board, draw a square or rectangle representing the walls of the classroom. Have students choose three or four items (e.g., desks, chairs, tables, bookshelves) to put on the map, then let them create a symbol for each one. Work with students to draw the map key. Then help students plot classroom objects on the map. Allow as many students as possible to take part in drawing objects on the map.





## Hungry Plants

### About the Story

Students learn about a group of very unusual plants that trap and eat insects.

### Before Reading

**Tap Prior Knowledge** Ask students where they have seen plants. (possible answers: parks, yards, gardens, potted plants in homes.) Then ask, *What do plants need to live?* (water, sunlight, soil) Tell students that soil is important because it gives most plants the nutrients they need to grow and make their food.

### Academic Vocabulary

Display a plant. Ask students, *What is this?* (a plant) Have students brainstorm the names of some of the different kinds of plants they know. (possible answers: trees, grasses, flowers, bushes, vines)

### Explore Science

Read the title of the story aloud. Then draw students' attention to the photo on p. 17. Say, *This is a hungry pitcher plant.* Then ask, *Why would a plant be hungry?* (The plant needs something it doesn't have.)

Say, *Plants make the food they need. But in order to make food, they need certain things from the soil.* Ask, *If a plant is hungry, do you think it is getting everything it needs from the soil?* (Students should reason that the plant is *not* getting all it needs from the soil.)

Continue by saying, *If that's so, then the plant has to get what it needs in some other way.* Have a volunteer read the text on p. 16. Then ask, *How do these hungry plants get the food they need?* (They eat it.) Explain to students, *You don't usually think of plants eating, but the plants you'll see here do eat to get what they cannot get from the soil. Let's turn the page and take a look.*

**Background** Carnivorous plants, such as those featured in this story, are usually found in the moist, acidic, nitrogen-poor soils of wetland areas. The plants get nutrients that the soils lack, such as nitrogen, from the bodies of insects and other small animals that they trap.

### Content Vocabulary

Display the additional key content vocabulary words: **need, surprise.**

Have volunteers give the meaning of words they know. Then turn to less familiar words. First, read a simple dictionary definition of the word. Then help students develop a simpler version in their own words. Have students then enter each word, its definition, and a drawing in their **science picture dictionary.**



### Academic Vocabulary

Display the plant you showed when students read pp. 16–17, and point to its leaves. Ask, *What part of the plant are these?* (leaves) Say, *Yes, these are the plant's leaves.* Then ask, *Do all leaves look alike?* (no) Have students scan the pages of the story and observe the different shapes of the plant leaves shown.

### Content Vocabulary

Display the additional key content vocabulary words: **eat, lands, close, fly, dinner.**

Have students enter each word, its definition, and a drawing in their **science picture dictionary.**

### Explore Science

Have a volunteer read the text on p. 19. Then tell students to look carefully at the picture on p. 18. Ask, *What do you see in this picture?* (a fly on a plant leaf) Say, *Yes, a fly has landed on a leaf of the Venus flytrap plant.*

Now ask students to look at the picture on p. 19. Ask, *What has happened to the fly?* (The leaf has closed on the fly.) Continue by asking, *Why did the plant close its leaves?* (The plant is eating the fly.)

**Background** Venus flytraps have hinge-like leaves with small trigger hairs on the inside. When an insect touches the leaf hairs in a certain way, the leaf snaps shut on the insect, trapping it. Each leaf can trap insects about two or three times before it shrivels up and dies.

### Fast Facts

- Some of the largest pitcher plants are found in Southeast Asia, where they are big enough to capture frogs and lizards.
- The leaf of a Venus flytrap takes only about one-tenth of a second to snap shut on its prey.
- Despite its name, a Venus flytrap catches many more crawling insects, such as ants and beetles, than flies and other flying insects.

### Web Connect

Students might find it interesting to see a Venus flytrap in action. A short video at the Exploratorium website explains—and shows—just how the Venus flytrap captures its prey. Find it at [http://www.exploratorium.edu/gardening/feed/peter\\_savage\\_garden/](http://www.exploratorium.edu/gardening/feed/peter_savage_garden/).

The language and content are above grade level in places, but teachers can help students with any words they don't understand. Note that the first 45 seconds or so of the video is the most useful part.

Click on the third video on the page to begin viewing.





### Explore Science

Read the text on p. 21 aloud as students follow along in their magazines. Then have students look carefully at the photos on pp. 20–21.

Say, *This is a pitcher plant, almost like the one you saw on the first pages of the story. Then ask, What do you see inside the bottom of the pitcher plant on page 21? (water) Continue by saying, Right, the pitcher plant holds water inside it, like a bowl or pitcher.*

### Explore Science

Tell students, *The ant on the inside of the pitcher plant is trying to crawl out, but it can't because the inside of the leaf is slippery. Ask, What do you think will happen to the ant? (It will fall into the water and die.) Say, Yes, it will die, and then it will break up in the water and dissolve. The plant will get the nutrients that are left in the water.)*

**Background** The pitcher plant holds a small bowl of water that drowns insects that fall into it. The plant can attract insects with the scent of nectar. But when an insect crawls inside the leaf of the pitcher plant to eat, it becomes the plant's meal. Insects can crawl down the leaf, but it is difficult for them to crawl back up. Eventually, the insect falls into the bowl of the pitcher, dissolves, and leaves nutrients behind that the plant absorbs.

### Content Vocabulary

Display the additional key content vocabulary words: **bugs, slippery, climb, tasty, meal.**

Have students enter each word, its definition, and a drawing in their **science picture dictionary**.





### Explore Science

Draw students' attention to the picture of the sundew plant on p. 22. Read the plant's name aloud. Then have a volunteer read the text on p. 23 aloud. Ask, *Can you see the sticky hairs on the plant's leaves?* Give students a few seconds to find the hairs. Then hold up your magazine and point to them on your copy.

Tell students, *Any unlucky bug that touches one of these sticky hairs gets stuck and can't get away.* Now tell students to look at the picture on p. 23. Then ask, *What's going on in this picture?* (The plant's sticky hairs have trapped an insect.)

### Explore Science

Tell students to look carefully at the sundew leaf itself. Then ask, *Can you see the way the leaf is starting to roll up?* (Students should be able to see this in the picture.) *Why would the leaf roll up?* (to hold the bug tighter)

**Background** The sundew catches bugs by trapping them in tiny hairs sticking out from its leaves. The tips of these hairs are coated with a sticky substance, ensuring that anything that lands on or crawls onto a sundew's leaves won't escape. Once the plant traps its prey, the leaves fold up and the plant produces an enzyme that breaks down the bug so the plant can absorb nutrients from its body.

Use the activity master on p. T19 to assess students' comprehension of the story.

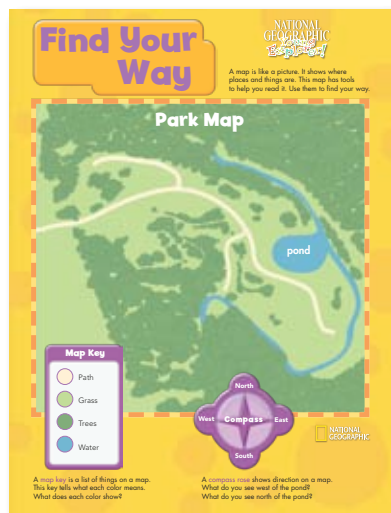
### Content Vocabulary

Display the additional key content vocabulary words: **sticky, hairs, traps, rolls, leaf, lunch.**

Have students enter each word, its definition, and a drawing in their **science picture dictionary**.

### Extend the Learning

Students have learned about a group of plants with leaves that are designed to trap insects. Explain to students that, although most plants don't trap insects with their leaves, plant leaves come in many shapes, sizes, and even colors. Lead students on a walk through the neighborhood to observe the different types of plant leaves. Look at bushes, grasses, trees, and flowers. Have students sketch different leaves they see, or, if possible, have students collect a variety of leaves. Allow students to look closely at the leaves in class. If time permits, you may wish to have students create a bulletin board display to show the wide variety of leaves.



## Find Your Way Poster

### About the Poster

Students use a map key and compass rose to read a simple map.

### Before Reading

**Tap Prior Knowledge** Ask students to recall how people use maps. (to find where places are) Have students look at the “Find Your Way” side of the poster. Say, *This is a map. What do you think you’ll find out from this map?* (where things are) Say, *Yes, this is a map of a park. Let’s find out where things are in the park.*

### Academic Vocabulary

Tell students to look at the Map Key at the bottom left corner of the poster. Ask them, *What is a key?* (something that unlocks a door) Say, *A map key tells you what each color or symbol on the map means.* Then point to the compass rose. Say, *This is a compass rose. It shows you direction on a map.* Have students read aloud with you each direction on the compass rose.

### Explore Geography

Ask a volunteer to read the text at the top of the poster. Ask, *What are we going to use to help us read the map?* (the map key)

Have another volunteer read the text under the key. Ask students to look at the circles inside it. Hold up your copy of the magazine and point to the circles in the key. Say, *Each circle is a different color, and each color stands for something different on the map.* Point to the first circle and say, *This tan color has the word “Path” next to it. That means paths are tan on the map.* Ask, *Can you find the paths on the map?* Have students point to them in their magazines.

Give students practice using the key. Ask, *What is light green on the map?* (grass) *What is darker green?* (trees) Tell students to find areas of grass and trees on their maps. Then have students point to an area of water. (the pond) Ask, *How do you know where the water is?* (It is blue.)

Now have students examine the compass rose as you read the first sentence of the text under it aloud. Ask, *Do you remember what a compass rose shows?* (direction) Then ask, *What are the four directions?* (north, east, south, west) Have a volunteer read the first question under the compass rose aloud and give the answers. (grass and a path) Then have a volunteer read the second question aloud and give the answers. (grass and trees)

Further review maps with the activity masters on pp. T20–21.

### Extend the Learning

Divide the class into small groups. Give each group several old books or magazines containing maps. Have groups find the maps and point out the map keys and compass roses. Then have groups take turns testing each other by identifying symbols on the maps and pointing out where north is on each one.



# POSTER

## EXPLORE NEW WORDS

Write the word that goes best with each picture. Use each word in the box.

compass    direction    plant    eyes    leaves    map




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# Creepy Creatures

Write the answer to each question.

1. What helps owls see at night?

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2. What keeps katydids safe?

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3. What does the lizard in the story use to blend in and stay safe?

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# Finding Your Way

Write the answer to each question.

1. What does a compass show?

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2. What are the four directions a compass can point?

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---

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3. How can a map help you?

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# Hungry Plants

Read each clue. Write the correct plant name by each picture. Use the words in the box.

pitcher plant      sundew plant      Venus flytrap



1. Bugs stick to the leaves of this plant.

---

---

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---

---



2. The leaves of this plant snap shut. They trap bugs.

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---

---



3. The leaves of this plant are slippery. Bugs fall in.

---

---

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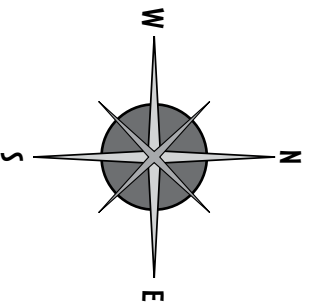
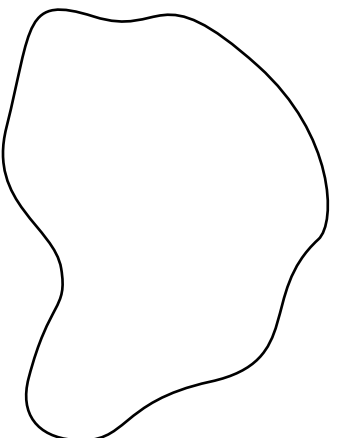
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# Find Your Way

Follow the steps below. Draw each shape on the map. Put each one in the correct place.

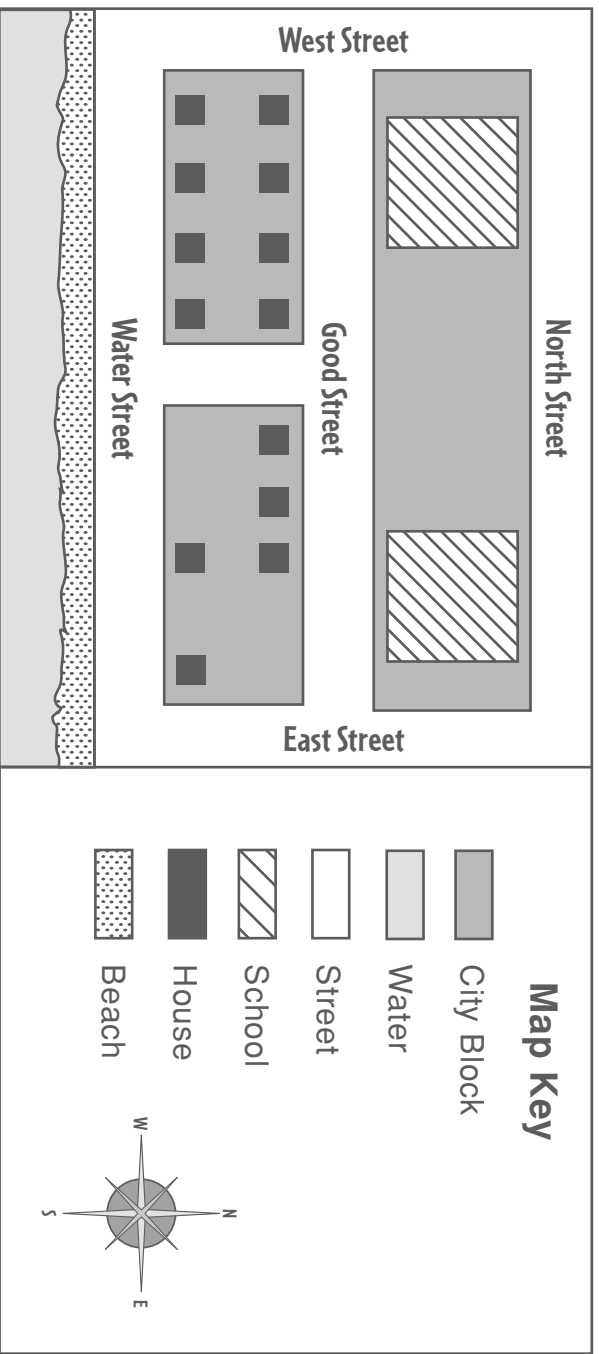
1. Draw a rectangle north of the pond.
2. Draw a line south of the pond.
3. Draw a circle east of the pond.
4. Draw a triangle west of the pond.





# Find Your Way

Look at the map below. Then answer each question about the map.



1. Look for the word *school* in the map key. How many schools do you see on the map?

\_\_\_\_\_

\_\_\_\_\_

2. Do you see houses on the map? What do they look like?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Do you see the beach? What street is north of the beach?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ASSESS






Name: \_\_\_\_\_

### POSTER

## EXPLORE NEW WORDS

Write the word that goes best with each picture. Use each word in the box.

compass   direction   plant   eyes   leaves   map



map   leaves   compass

direction   eyes   plant

T15

Illustration: Christopher Young, Illustration: Christopher Young

T15

ASSESS

Name: \_\_\_\_\_

## Creepy Creatures

Draw your own creepy creature in the space below.

[Drawings will vary, but might include some of the body parts of the animals featured in the story.]

Write how your creature uses the strange parts of its body to live.

[Responses will vary based on children's drawings. Sample answer: It uses long legs to run fast from animals that want to eat it. It uses big ears to hear animals that hunt it for dinner.]

T17

Illustration: Christopher Young, Illustration: Christopher Young

T17

ASSESS

Name: \_\_\_\_\_

## Creepy Creatures

Write the answer to each question.

1. What helps owls see at night?  
**big eyes, large eyes, or eyes**

2. What keeps karykds safe?  
**sharp spines or spines**

3. What does the lizard in the story use to blend in and stay safe?  
**brown color or color**

T16

Illustration: Christopher Young, Illustration: Christopher Young

T16

ASSESS

Name: \_\_\_\_\_

## Finding Your Way

Write the answer to each question.

1. What does a compass show?  
**direction**

2. What are the four directions a compass can point?  
**north, south, east, west**

3. How can a map help you?  
**it shows where places are**

T18

Illustration: Christopher Young, Illustration: Christopher Young

T18

Assess

Name: \_\_\_\_\_


### Hungry Plants

Read each clue. Write the correct plant name by each picture. Use the words in the box.


pitcher plant

sundew plant

Venus flytrap



1. Bugs stick to the leaves of this plant.  
**sundew plant**



2. The leaves of this plant snap shut. They trap bugs.  
**Venus flytrap**



3. The leaves of this plant are slippery. Bugs fall in.  
**pitcher plant**

T19

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October 2010

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T19

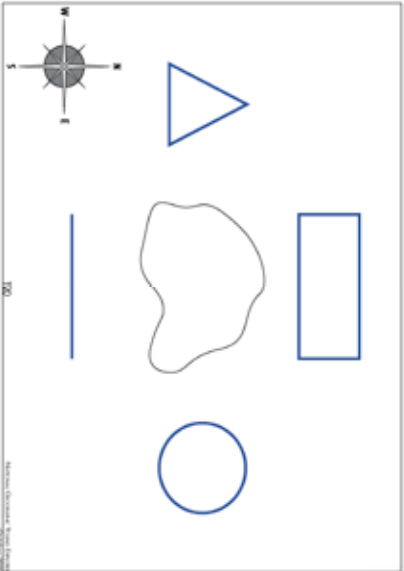
Assess

Name: \_\_\_\_\_

### Find Your Way

Follow the steps below. Draw each shape on the map. Put each one in the correct place.

1. Draw a rectangle north of the pond.
2. Draw a line south of the pond.
3. Draw a circle east of the pond.
4. Draw a triangle west of the pond.



T20

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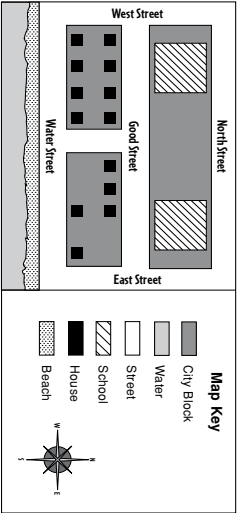
T20

Assess

Name: \_\_\_\_\_

### Find Your Way

Look at the map below. Then answer each question about the map.



**Map Key**

- City Block
- Water
- School
- House
- Beach

1. Look for the word *school* in the map key. How many schools do you see on the map?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Do you see houses on the map? What do they look like?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Do you see the beach? What street is north of the beach?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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