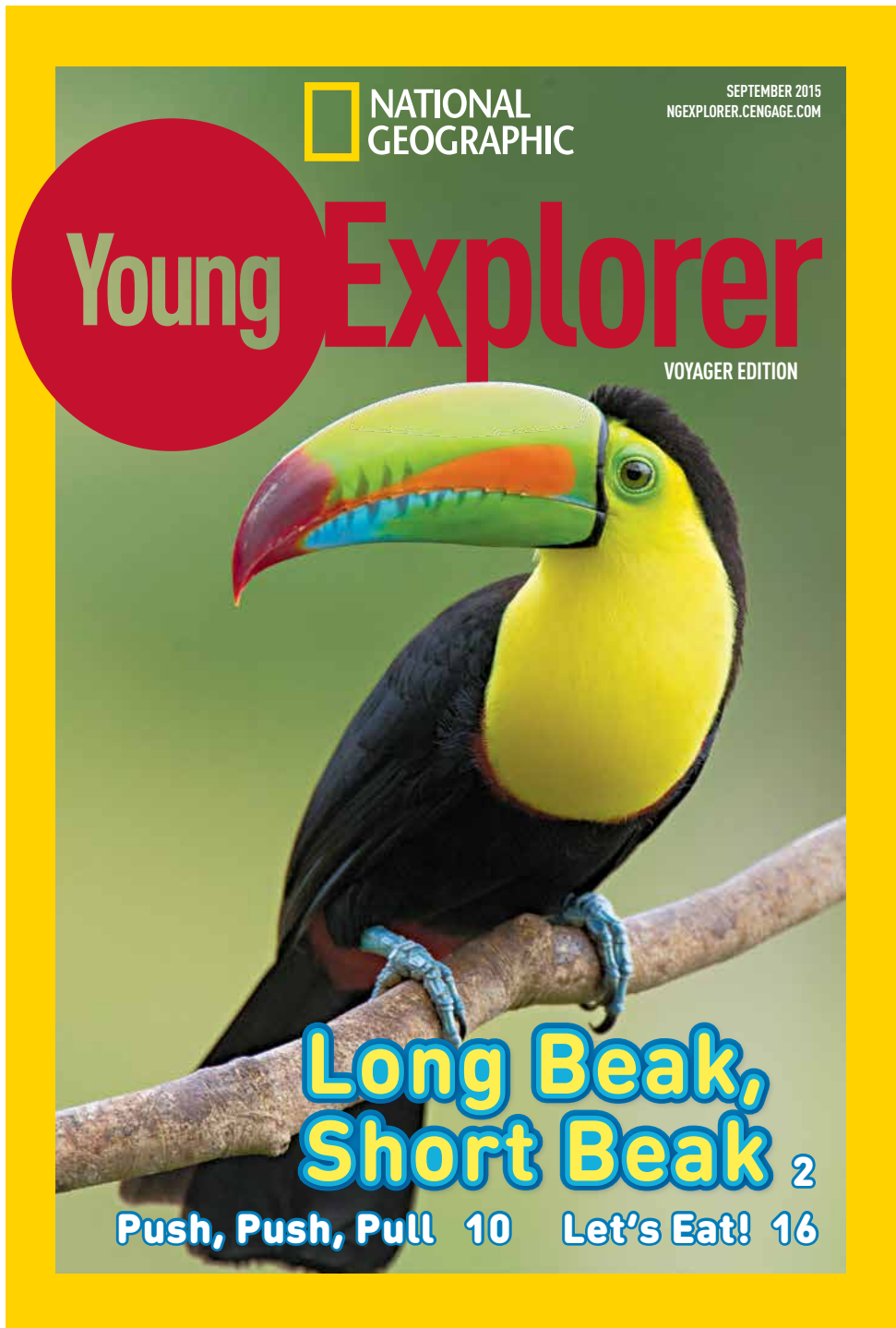


TEACHER'S GUIDE



Voyager (Grade 1)
September 2015

In This Guide

In this guide, you will find language arts and science lessons for the stories in the September 2015 edition of YOUNG EXPLORER VOYAGER.

Young Explorer Magazine

YOUNG EXPLORER classroom magazines for kindergarten and grade 1 develop young reader's 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.

Visit YOUNG EXPLORER's website, <http://ngexplorer.cengage.com>, to find additional resources for extending your students' learning.

Your Subscription Includes:

- Magazines
- Classroom Posters and Cards
- Projectable Magazine
- Interactive Whiteboard Lesson
- Teacher's Guide
- App (additional subscription required)

Objectives

- Students will ask and answer questions about key details in the text.
- Students will distinguish between information provided by pictures and information provided by text.

Resources

- Long Beak, Short Beak poster (Teacher's Edition)
- Vocabulary Assessment Master (page 6)
- Long Beak, Short Beak IWB Lesson (website) *(optional)*

Summary

All birds have different parts, such as beaks, legs, feathers, and wings. But the body parts of birds are not all the same. Some birds have long beaks, legs, feathers, or wings. Some birds have short beaks, legs, feathers, or wings. Birds use these body parts for different things.

BUILD VOCABULARY AND CONCEPTS

- beaks
- legs
- feathers
- wings

Introduce the vocabulary words by displaying the words in the classroom on a word wall or on a board.

Say the words aloud and then present each word in context and have students sketch their idea of the meaning of each word on a piece of paper. Do this with each word. When finished have students turn and share their sketches with a partner. Ask them to explain, compare, and contrast their sketches. Vocabulary words can also be reinforced with the "Long Beak, Short Beak" Words to Explore poster.

READ AND DISCUSS

Long and Short

Read the article to students as they follow along. You may want to read the entire article, or you may want to read each two-page spread and spend time discussing the concepts before moving on to the next two-page spread.

Before reading, ask students to listen and look for the vocabulary words. Remind students that you will be asking them questions about the text and will be interested in any questions they may have.

Pages 2–3 Ask students to point out the vocabulary word "beak." Ask: **What did you learn about birds' beaks?** (*Birds have beaks. Some are long; some are short.*) Point out and read the labels that tell what kind of birds are pictured on the pages. Then ask: **What kind of bird has a long beak?** (*toucan*) **What kind of bird has a short beak?** (*flycatcher*) Ask: **How do the pictures help you understand this?** (*We can easily see that the toucan has a much longer beak than the flycatcher.*) Guide students in a discussion about other information in the text. Ask: **What can the toucan's long beak do?** (*pick up fruit*) **What can the flycatcher's short beak do?** (*catch flies*) Ask students if that information is shown in the pictures. Help students understand that this information is only in the text. Ask students if they know of other birds that have long or short beaks. You might want to have students turn and talk with a partner first and then share what they discussed with the class.

Pages 4–5 Ask students to point out the vocabulary word "legs." Ask: **What did you learn about birds' legs?** (*All birds have legs. Some are long; some are short.*) Point out and read the labels that tell what kind of birds are pictured on the pages. Then ask: **What kind of bird has long legs?** (*flamingo*) **What kind of bird has short legs?** (*flycatcher*) Ask: **How do the pictures help you understand this?** (*We can easily see that the flamingo has much longer legs than the penguin.*)

Guide students in a discussion about other information in the text. Ask: **What else do we learn about the flamingo and its long legs?** (*It takes big steps and uses its long legs to stand in deep water.*) **What else do we learn about the penguin and its short legs?** (*It takes small steps on land to walk to the sea, and then it swims.*)

READ AND DISCUSS

Long and Short (continued)

Ask students if that information is shown in the pictures. Help students understand that this information is only in the text. Students may mention that we can see the flamingo standing in water, but it is not very deep. They may also mention it looks as if the penguin is taking a step on the sand, but we do not see it swimming.

Ask students if they know of other birds with long or short legs. You might want to have students turn and talk with a partner first and then share what they discussed with the class. You might also want to review the concepts students learned on the previous pages. Ask what else they notice about the birds on pages 4–5. *(These birds also have beaks.)* Ask if these are long beaks or short beaks.

Pages 6–7 Ask students to point out the vocabulary word “feathers.” Ask: **What did you learn about birds’ feathers?** *(Birds have feathers. Some are long; some are short.)* Point out and read the labels that tell what kind of birds are pictured on the pages. Then ask: **What kind of bird has long tail feathers?** *(hummingbird)* **What kind of bird has short tail feathers?** *(kingfisher)* Ask: **How do the pictures help you understand this?** *(We can see that the hummingbird has long tail feathers and the kingfisher has short tail feathers.)*

Guide students in a discussion about other information in the text. Ask: **What else do we learn about the hummingbird and its long tail feathers?** *(It shows off to other birds with its tail feathers.)* **What else do we learn about the kingfisher and its short tail feathers?** *(It flies quickly and uses its tail feathers to slow down.)* Ask students if that information is shown in the pictures. Help students understand that this information is only in the text.

Ask students if they know of other birds that have long or short feathers. You might want to have students turn and talk with a partner first and then share what they discussed with the class. You might also want to review the concepts students learned on the previous pages. Ask students what else they notice about the birds on pages 6–7. *(These birds also have beaks.)* Ask if these are long beaks or short beaks.

Regarding the concept of long or short legs, it is difficult to tell from the pictures. However, students might infer that the birds’ legs are short by the way they are perched on the branches.

Pages 8–9 Ask students to point out the vocabulary word “wings.” Ask: **What did you learn about birds’ wings?** *(Birds have wings. Some are long; some are short.)* Point out and read the labels that tell what kind of birds are pictured on the pages. Then ask: **What kind of bird has long wings?** *(owl)* **What kind of bird has short wings?** *(hummingbird)* Ask: **How do the pictures help you understand this?** *(We can see that the owl has long wings and the hummingbird has short wings.)*

Ask students if they know of other birds that have long or short wings. You might want to have students turn and talk with a partner first and then share what they discussed with the class. You might also want to review the concepts students learned on the previous pages. Ask students what else they notice about the birds on pages 8–9. *(These birds also have beaks and feathers.)* Ask students to discuss the beaks and feathers of these birds.

It is difficult to tell from the pictures whether the birds have short or long legs. However, they might notice the hummingbird’s feet and infer that its legs are short. Students may also be familiar with owls and could discuss whether an owl has long or short legs.

WRITE AND ASSESS

You may want students to write about what they learned to assess understanding. Ask students to write or draw the answers to the following questions:

- **What bird parts did you learn about?**
- **Draw a picture of a bird. Write about your picture.**

You can also assess students’ understanding of vocabulary with the Vocabulary Assessment Master for this article.

Long Beak, Short Beak

SCIENCE

Objectives

- Students will identify the body parts of birds and how they are used.
- Students will understand the concept of long and short as it applies to the body parts of birds.

Resources

- Long Beak, Short Beak poster (Teacher's Edition)
- Science Assessment Master (page 7)
- Long Beak, Short Beak IWB Lesson (website) *(optional)*

Science Background

Most students will be familiar with birds. They may know that there are different kinds of birds, such as pigeons and robins, but they might not know them by name, or type. In this article, students will be introduced to the science concept that birds have body parts. The bird body parts addressed in this article are beak, legs, feathers, and wings.

Once students understand that all birds have the same parts, it is important for them to know that while the parts are the same, the way the parts look can be different. The focus of this article is to compare *long* and *short* beaks, legs, feathers, and wings. Students will also learn the function of the body parts and that these parts allow each bird to do different things. For example, a flamingo's long legs help it stand in deep water. Students may infer that these different abilities help the birds survive in their habitats.

Students may notice that the birds pictured in the article have other differences, such as their coloring and overall size. You might want to compare and contrast these aspects of the birds pictured and any other birds students are familiar with. Students may also mention that birds have other parts in common, such as eyes, head, feet/claws, and body.

ENGAGE

Engage students in a discussion about what they know about birds. You might ask if they know of different kinds of birds, and if so what kinds of birds they often see. You might also ask about more exotic birds they may have seen in zoos or in movies or books. Ask how students know that all of these birds are birds and not some other kind of animal. Elicit responses that might include the following: *they have beaks, they have legs, they have feathers, they have wings, and so on.*

EXPLORE

Show students pictures of birds, from the article and/or other sources. Have students work with a partner and turn and talk to describe what they observe. Then have students share with the class what they observed. Write their observations on the board. If there is time and your school has access to an area where students would be able to observe birds outside, let students spend time observing birds in their natural habitat. Encourage students' curiosity and ask them to note their observations and consider questions they may have as they seek to make sense of their observations. You might want students to work with partners as they do this. You could also have them document their observations in a science notebook, drawing what they see and making "notes" to discuss and share with the class later.

EXPLAIN

Read the article to students or have students read independently or with a partner.

After reading, have students draw or write something new they learned about birds and the bird parts listed below. If students are using a science notebook, you may want them to record their ideas there.

• **beaks** • **legs** • **feathers** • **wings**

Have students share what they learned with the class. Write what they shared on a board and ask students to compare what they learned to the observations they made from the Explore section of this lesson.

If students have not mentioned what the function of the birds' body parts are, remind them that they also learned what the birds in the article can do with their beaks, legs, feathers, and wings.

ELABORATE

Have students work in pairs or small groups and choose a bird they are familiar with. Ask them to find a picture or draw a picture of that bird, label its parts, and then explain to the class if the bird's beak, legs, feathers, and wings are long or short. You may want students to use a graphic organizer like the one below. Students can put a check mark in the column with "long" or "short" for each body part.

	Long	Short
beak		
legs		
feathers		
wings		

Students may also want to share what they know about how the bird they chose uses its body parts. If they do not know, together as a class, select a bird to investigate further to find out. Work with students to conduct research. You could also compare and contrast the birds in the article with the bird the class selected to determine how they are alike and different.

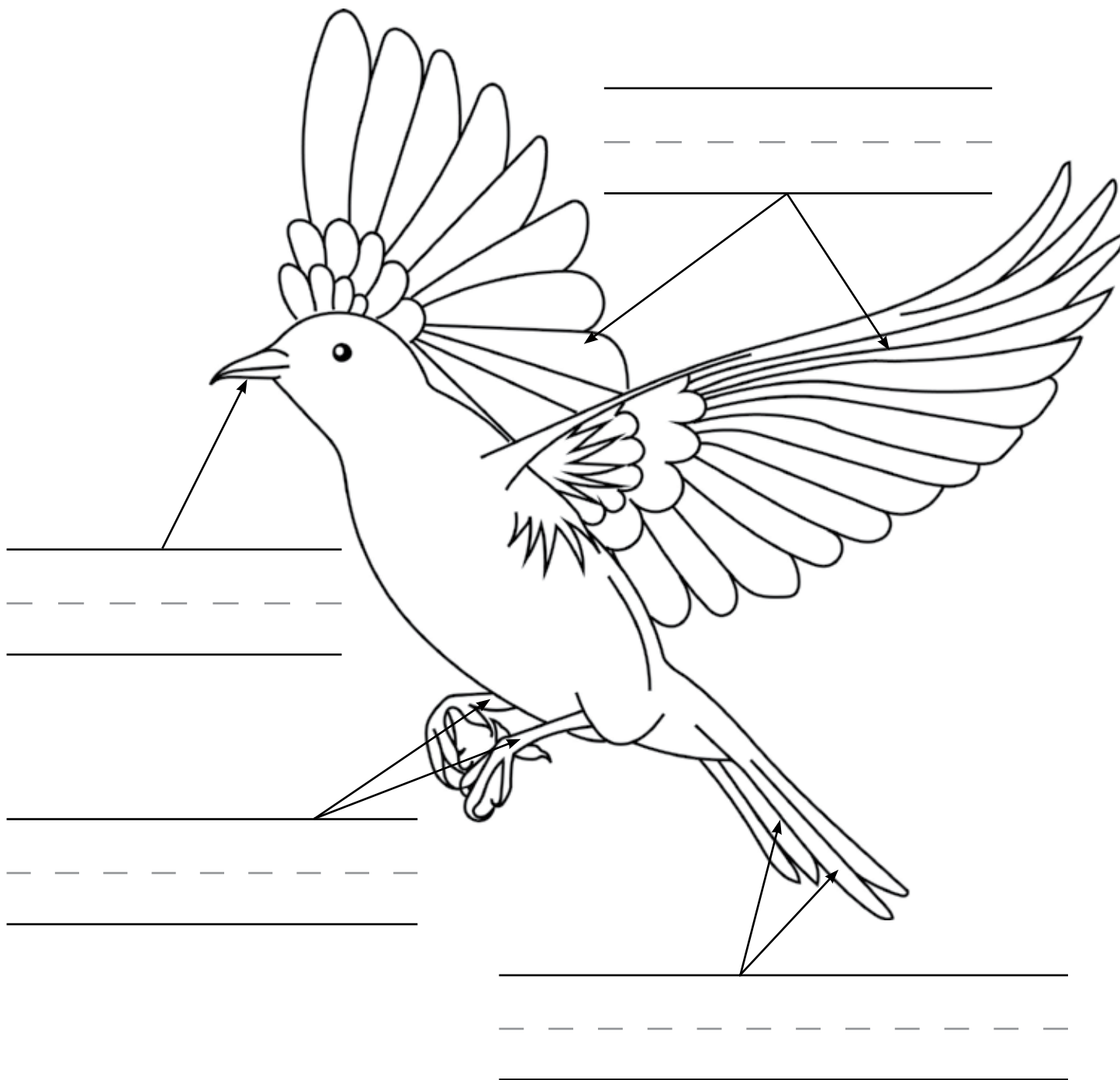
EVALUATE

Assess students' understanding of long and short with the Science Assessment Master for this article. You might also ask them the following questions:

- **What body parts do birds have?** (*beaks, legs, feathers, wings*)
- **How can these body parts be different?** (*They can be long or short. They can be used in different ways and for different reasons.*)

Birds have body parts. Name each body part.

feathers



Name _____

Date _____

ASSESS SCIENCE: Long Beak, Short Beak

Write *long* or *short* in each blank.



beak



legs



beak



legs



feathers



feathers



wings



wings

Name _____

Date _____

ASSESS VOCABULARY: Long Beak, Short Beak

Birds have body parts. Name each body part.

beak wings legs feathers

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Name _____

Date _____

ASSESS SCIENCE: Long Beak, Short Beak

Write *long* or *short* in each blank.

 <p>_____ long _____</p> <p>beak</p>	 <p>_____ short _____</p> <p>legs</p>	 <p>_____ short _____</p> <p>feathers</p>	 <p>_____ long _____</p> <p>wings</p>
 <p>_____ short _____</p> <p>beak</p>	 <p>_____ long _____</p> <p>legs</p>	 <p>_____ long _____</p> <p>feathers</p>	 <p>_____ short _____</p> <p>wings</p>

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