



Weekly Reader Connect®

August/September 2011 • Teacher's Guide • weeklyreader.com • Edition 1/Grade 1

Time for School!

SOCIAL STUDIES

Multimedia Features in This Issue

COVER

Video: It's time for school!

Ask: What do you do to get ready for school? How do you get to school?

PAGES 2–3

Video: See kids in school.

Ask: What do you like best about school? How are the schools in the video similar to your school? How are they different?

PAGE 4

Activity: Reading Comprehension

Assess students' comprehension. Ask students to place the number of the sentence under the photo that relates to it. They can type in or drag and drop answers.

Word Power

Encourage children to match the picture with the word that names it.

Teach facts about schools around the world and the children who go to them.

National Standard

Social Studies (NCSS)

Individuals, groups, and institutions

Common Core Standard

Describe the connection between two individuals, events, and ideas or pieces of information in a text.

Goal

Children will learn about some characteristics of schools around the world.

Objective

Children will be able to match sentences with the correct photos.

Concepts of Comprehension[®]

Comparing is noticing how two or more things are alike. **Contrasting** is noticing how they are different.

Ask students to read the issue. Then have them compare and contrast their school experience with the experiences of kids from schools in other parts of the world.

www.weeklyreader.com/ed1

Learn more about schools around the world, watch videos, and see photos.

Literature Connection

- *My Librarian Is a Camel: How Books Are Brought to Children Around the World*, by Margriet Ruurs
- *School Days Around the World*, by Catherine Chambers
- *School in Many Cultures*, by Heather Adamson

Before Reading

Take a “picture walk” through this week’s issue, pointing to details in photos and key words that students will encounter. Explore students’ prior knowledge. Ask: What is school? What do you like best about school? How might school be the same in other parts of the world? How might school be different in other parts of the world?

Background Information

- Many children in Brazil go home during the school day to eat lunch with their families. Lunch is their most important meal.
- Some children in China spend their summer vacation going to summer classes or studying.
- In Iran, boys and girls are taught separately, with girls having female teachers and boys having male teachers.
- In Kenya, some schools give their children free lunch. In poor villages, the children try to save some of that food to share with their families.
- In Russia, students remain together in the same classroom from grades 1 through 10.
- South Korean students must help clean their classrooms before they leave for the day.

During Reading

Model thinking aloud. Example: “Hmm, I wonder why children in South America might learn lessons outdoors.” Encourage students to think aloud about other facts they read.

After Reading

Compare and Contrast: Read aloud a picture book from the Literature Connection. Guide children in completing a Venn diagram to compare and contrast their school to a school in another country. Review the findings.

Social Studies Extension: Write the name of each continent featured in the issue on a different-colored sticky note. Make two matching sets. Place the notes on a world map to show children the location of the continents mentioned in the issue. Ask children to review the text about schools. Then invite volunteers to place the second set of notes on the continents’ names in the issue. To review, point to each continent on a globe and encourage students to say the name.

Adaptation: Show pictures of children in school/playground/cafeteria settings. Describe a picture aloud. Ask: What are the students doing? Where are they?

Name _____

Schools Around the World

Write the things that are different between your school and the schools you read about in the top two boxes. Write things that are the same in your school and the schools you read about in the bottom section. (*uniforms, boards, chalk, computers, outdoors, play, and so on*)

Our School

Schools in Other Countries

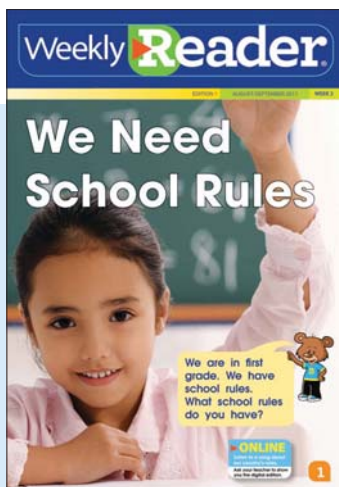
What things are the same?

Finish the rhyme. Unscramble the letters, and write the word on the line.

k i e l



How do you go to school?
 Do you walk, ride, or bike?
 If you rode a camel ...
 What would that be _____ ?



Weekly Reader Connect[®]

August/September 2011 • Teacher's Guide • weeklyreader.com • Edition 1/Grade 1

We Need School Rules

SOCIAL STUDIES

Multimedia Features in This Issue

COVER

Video: Kids talk about rules.
Listen to kids talk about school rules.

PAGES 2–3

Video: See Independence Hall.
Many people go to Philadelphia, Pennsylvania, to see Independence Hall. Ask: Why might people want to visit Independence Hall?

Video: See the U.S. Constitution.

It was written with a pen made from a feather. Ask: What do you know about the U.S. Constitution?

PAGE 4

Activity: Reading Comprehension
Assess students' ability to answer questions based on Buddy's letter. Have students click on the correct answer to each question.

Word Power

Invite students to type the word.

Introduce school rules and the laws of our country in the U.S. Constitution.

National Standard

Social Studies (NCSS)
Individuals, groups, and institutions

Common Core Standard

Ask and answer questions about key details of a text.

Goal

Students will understand why schools have rules.

Objective

Students will be able to answer questions based on explicit information in a passage.

Concepts of Comprehension[®]

Explicit Information is information that can clearly be found “right there” in the text.

Play a game called Find a Fact. Invite students to find facts in the text such as the name of our country, a school rule, the name of our country's rules, and the first words of the U.S. Constitution.

www.weeklyreader.com/ed1

Get the lyrics to the *Schoolhouse Rock* song “The Preamble.”

Literature Connection

- *Following Rules*, by Cassie Mayer
- *Grody's Not So Golden Rules*, by Nicole Rubel
- *Howard B. Wigglebottom Learns to Listen*, by Howard Binkow
- *Kevin Knows the Rules: Introduces Classroom Rules to Kindergarten Through Third Grade Students*, by Molly Dowd
- *Know and Follow Rules*, by Cheri J. Meiners

Before Reading

Activate Prior Knowledge: Explain that students will be reading and learning about rules. Ask: What is a rule? What rules do we have at school? What rules does our country have? What would happen if there were no rules in school or in our country?

Background Information

Experts say that classroom routines, procedures, and rules help create a calm, orderly, and safe learning environment. Be sure to display classroom rules and procedures where students and caregivers can see them. Some helpful tips include the following:

- Involve students in the process of creating the rules. List three to five rules. Make sure they are clear, specific, and stated positively.
- Review and practice the rules regularly to reinforce them in the beginning of the year.
- Identify activities that require certain guidelines (sharpening pencils, turning in homework, arriving at and leaving the classroom, walking in halls, and silent reading and classwork time).
- Establish and explain consequences for those who do not follow the rules.

During Reading

Draw Conclusions: Point to the photo of the U.S. Constitution. Ask students to describe what they see. (*old paper, written words, and so on*) Ask: How does the photo help you understand the story?

After Reading

Critical Thinking: Ask students to think about the rules in their school and classroom. Ask: Which rule do you think is most important? Why?
Social Studies Extension: Guide students in writing a classroom constitution. Ask them to brainstorm ideas together. Have them write five important rules on a large piece of paper, and have students sign their names on the bottom. Start the constitution with “We the Students in Room ___ ...” Display the constitution in the classroom.
















Language Arts Extension: Write the word *school* on the board. Invite children to count how many times that word appears in the issue (seven times). Help students make a list of words that rhyme with *school*, such as *tool* and *cool*.

Adaptation: Reinforce reading and rules. On sentence strips, create simple cloze sentences based on this issue. Let students complete the sentences as they reread the issue.

Name _____

Same Sounds

Circle the two pictures in each row whose names have the same beginning sound. Then, write the first letter of those words on the line. Finally, write the dates on the calendar below.

			_____
			_____
			_____
			_____
			_____

Patrick Girouard

September 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1		
			7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	



Circle the two days of the week whose names begin with the same sound as September.



Weekly Reader Connect

August/September 2011 • Teacher's Guide • weeklyreader.com • Edition 1/Grade 1

Hurricanes

SCIENCE

Multimedia Features in This Issue

COVER

Video: What is a hurricane watch?

A hurricane watch is announced when a hurricane is possible within 48 hours. Ask: Why might it be important to listen to weather reports?

PAGES 2–3

Video: See hurricane winds and rain.

Hurricanes bring strong winds and a lot of rain. Ask: How might people stay safe during a hurricane?

Video: Watch a hurricane.

Ask: Why might scientists use computers to track hurricanes?

PAGE 4

Activity: Explicit Information

Assess students' comprehension of the content by having them draw a line from the first part of each sentence to the word or words that complete it.

Word Power

Invite students to click on the two pictures whose names begin with **h**.

Discuss with students what hurricanes are and how to stay safe.

National Standard

Science (NSES)
Changes in Earth and sky

Common Core Standard

Distinguish between information provided by pictures or other illustrations and information provided by words in a text.

Goal

Children will understand that a hurricane is a strong storm that can cause damage to trees and property.

Objective

Children will be able to select the correct words and pictures to complete sentences about hurricanes.

Concepts of Comprehension^o

Author's Purpose is the reason why an author has written a text for readers.

Ask: Why might the author have given us this information? What does the author want us to do? Why should you learn hurricane safety tips?

www.weeklyreader.com/ed1

Find more hurricane information, including safety tips and games.

Literature Connection

- *Changing Weather: Storms*, by Kelley MacAulay and Bobbie Kalman
- *Eye of the Storm: A Book About Hurricanes*, by Rick Thomas
- *Hurricanes*, by Seymour Simon
- *Sergio and the Hurricane*, by Alexandra Wallner
- *When a Storm Comes Up*, by Allan Fowler

Before Reading

Set a Purpose for Reading: As children look at the cover of the issue, have them complete this sentence: Hurricane winds could ____.

Background Information

- Hurricanes are powerful swirling storms that can be 200 to 300 miles across.
- A hurricane forms over warm ocean water and then carries heavy rain and strong winds onto land.
- Hurricane winds swirl around an eye, or a calm area in the storm's center, that can be 20 miles wide.
- Hurricane winds blow at 74 miles per hour or more. Winds that blow around a hurricane's eye can reach speeds of 130 to 150 miles per hour.
- The storms can cause ocean flooding; their winds can severely damage buildings, cars, and boats.

During Reading

Mini Activity: Ask students to think about the weather. Ask: What are some kinds of weather? What is a storm? What happens during a storm? Why might a spinning storm be dangerous? Create a word web on an easel pad. Guide students in finding words (such as *wind*, *rain*, *clouds*, and *blow*) that describe stormy weather and hurricanes.

After Reading

Monitor Understanding: Help children paraphrase the story "People Can Stay Safe." Ask: What is the big idea? Discuss some of the items people need to have to stay safe. Ask: Why might we need each of these items? Why might you need batteries if a hurricane takes place?

Language Arts Extension: Discuss how weather can make different sounds. Make a chart with three sections. Label the sections *Rain*, *Thunder*, and *Wind*. Invite children to think of sound words that go with each kind of weather. List the words in the correct sections. Practice using the words in sentences, such as "Thunder goes boom."

Science Extension: Explain that rain can be both helpful and harmful. Discuss the helpful and harmful effects of rain. Record responses on a chart with the headings *Helpful* and *Harmful*. Give each child a piece of paper with this sentence frame: Rain can ____ because it _____. Let each child choose a response from the chart to complete the sentence. Bind papers in a class booklet titled *Rain Can Be Helpful or Harmful*.

Adaptation: Create pairs of matching hurricane word cards (*wind*, *rain*, *storm*, and so on). Place them facedown, and let students play a memory game.

Name _____

Listening Activity

Ask children to listen carefully as you read the story. When you have finished reading, invite them to circle the word or words that correctly answer each question.

Buddy Learns About Hurricanes



Buddy's first-grade class was learning about hurricanes. His teacher said hurricanes were big storms. She said hurricanes brought a lot of wind. His teacher said hurricane winds could harm buildings and cars. The teacher told the children how to make a storm safety kit. She said to pack some water and dry food. She said to pack a flashlight and blankets too.

Patrick Girouard

1. What grade is Buddy in?

second grade

third grade

first grade

2. What was Buddy's class learning about?

mud

hurricanes

snow

3. Who was talking to the children?

the teacher

the janitor

the principal

4. Which can bring a lot of wind?

snow

ants

hurricanes

5. Which should you pack in case of a hurricane?

a flashlight

a clown

a gate

Unscramble the sentence. Write it correctly on the line.



People safe can stay in hurricanes.



Weekly Reader Connect®

August/September 2011 • Teacher's Guide • weeklyreader.com • Edition 1/Grade 1

Apples!

SCIENCE

Multimedia Features in This Issue

COVER

Video: See apples.

Ask: What do you know about apples? Have you ever eaten an apple? What do apples taste like? look like?

PAGES 4–5

Video: Watch apple trees change.

Why might apple trees need to rest in winter? During which season are apples ready to pick?

PAGE 8

Activity: Reading Comprehension

Assess students' comprehension of the content and understanding of the key vocabulary words. Have students type or drag and drop the correct word from the word box under each photo.

Show students how apple trees look during each season of the year, and teach them how apples grow.

National Standard

Science (NSES)
Characteristics of organisms

Common Core Standard

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Goal

Children will understand how apples grow during the four seasons.

Objective

Children will be able to name the sequence of steps in an apple's growth and will be able to write the words that identify the basic parts of an apple.

Concepts of Comprehension[®]

Sequence is the order of events or steps in a text.

Make copies of pages 2–7 of the Make-a-Book. Cut them apart, and laminate them. Invite students to arrange them in the correct order.

www.weeklyreader.com/ed1

How many apples can you catch?

Literature Connection

- *Amelia Bedelia's First Apple Pie*, by Herman Parish
- *The Apple Book*, by Rosie Sanders
- *Apple Farmer Annie*, by Monica Wellington
- *Apple Picking Time*, by Michele Benoit Slawson
- *Little Apple Goat*, by Caroline Jayne Church
- *One Red Apple*, by Harriet Ziefert

Before Reading

Make Predictions: Let students look over the pages of the issue and complete these sentences: I think this is about _____. I think I will learn that _____.

Background Information

- Each spring, mature apple trees bear pink and white flowers.
- Bees help carry pollen from the flowers of one tree to the flowers of another tree.
- Inside the pollinated flower, a tiny apple starts to grow around new seeds. The blossoms fall off.
- Sun, rain, and air help apples grow bigger during the summer.
- Some apples are red; others are yellow or green. Apples can taste sweet or tart.
- In fall, apples are ripe and ready to be picked.
- Washington is the top apple-producing state, followed by New York, Michigan, and Pennsylvania.
- On average, each American eats about 19 pounds of apples each year.

During Reading

Mini Activity: Create simple cloze sentences based on this week's issue. Let students complete them as they go through the issue.

After Reading

Make Connections: Give each child a sheet of paper with this sentence frame on it: Here is an apple tree in the _____. Let children choose either *spring* or *fall* to complete their sentences. Then have them illustrate the sentences according to their word choices.

Mathematics Extension: Bring in enough red, yellow, and green apples for students to sample. Cut apples into small slices. Across the top of a large piece of chart paper, show a red apple, a green apple, and a yellow apple. Invite children to taste each type of apple and decide which they like best. Record each student's name below the correct apple symbol. Then review the graph, posing simple "more than or less than" questions. (**Note:** Be aware of food allergies.)

Adaptation: On a blank wall, hang a large apple-shaped piece of red paper. On the paper apple, draw boxes large enough in which to write sight words. Let students look back and find words from this week's Make-a-Book and think about other apple-related words. Write the words in large print in each section of the paper apple. If possible, show a small picture to illustrate each word. Review words, and encourage pairs to create oral sentences about apples using words from the wall.

Name _____

Four Seasons

Write the words for the seasons under each picture.

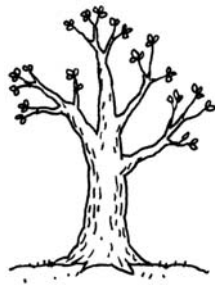
Word Box

summer

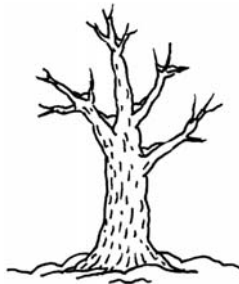
winter

fall

spring









Patrick Girouard

What colors might apples be? Write the words below.

TRY THIS

r _____

g _____

y _____