



# news

September 2, 2011 • Edition 4–6/Grades 4–6 • Teacher's Guide • [weeklyreader.com](http://weeklyreader.com)

## Multimedia Features in This Issue

### COVER

Video: **Learn more about online bullying.**

Ask: *What can you do to stop online bullying in your community? Do you think the new anticiberbullying laws will be effective? Why or why not?*

### PAGES 4–5

Video: **Watch a cartoon about cyberbullying.**

Ask: *How might Amy have felt when she was cyberbullied by her classmates? How else has technology affected students in positive and negative ways?*

Interactive diagram: **Learn about different types of bullying.**

Ask: *How does social bullying compare with physical bullying? What might be the best way to stop a verbal bully? a cyberbully? Why?*

### PAGE 6

Interactive diagram: **How much do you know about healthy eating?**

Ask: *What other foods can be combined to create a healthy meal? How much of your plate should be filled with fruits and vegetables, according to the U.S. Department of Agriculture?*

### National Standards SOCIAL STUDIES (NCSS) Cover: **Bully Bust!**

- Individual development and identity
- Science, technology, and society

### Page 2: **Caught on Camera**

- Culture

### SCIENCE (NSES)

### Page 6: **New Eats**

- Personal health

### LANGUAGE ARTS (NCTE/IRA)

### Teacher's Guide (page 4)

- Students conduct research.

### Common Core Standards

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

### Concepts of Comprehension<sup>®</sup>

#### Text Features

**Text Features** are words and pictures that help organize and highlight information. Examples include headlines, photographs, and captions. Reinforce this skill with the work sheet on page 3.

### Skill Pages

#### USE TEXT FEATURES

### Page 3: **Read All About It!**

#### CONDUCT RESEARCH

### Page 4: **Identify the All-Star**

### Varied Reading Levels

- Find an easier version of the cover story in this issue's digital edition at [www.weeklyreader.com](http://www.weeklyreader.com).
- Try "Tale of a Toad" on page 2 with struggling readers.
- Share "Caught on Camera" on page 2 with more advanced readers.

### TEACHING THE COVER STORY

## Bully Bust!

State lawmakers get tough with cyberbullies.

Lexile rating: [870L]

### Before You Read

Ask students: What do you know about cyberbullying? Why might U.S. lawmakers want to stop cyberbullies?

### Vocabulary

**anonymous:** unknown

**cyberbully:** someone who uses the Internet or a cell phone to repeatedly threaten or tease someone

**tolerate:** to accept

**urgent:** important

- **What can kids do to make sure they are not cyberbullies?**

CRC officials suggest not saying anything online to someone that you wouldn't say to the person's face. And be careful about making jokes that could be taken the wrong way.

### Think Critically

Why might state lawmakers be concerned about cyberbullying?

### Extend the Lesson

Have students use the Internet to research your state's laws against cyberbullying. Then discuss the laws as a class. If your state doesn't have a law, have students work in groups to write one.

### Web Resource

For news about cyberbullying, visit the Cyberbullying Research Center at [www.cyberbullying.us](http://www.cyberbullying.us).

### Background

- **How have some existing cyberbullying laws changed?** Some states, such as California, have expanded their laws to include steps for punishing bullies who pick on kids using social networking Web sites. According to the Cyberbullying Research Center (CRC), cyberbullying on those sites is on the rise.

<b>Issue Dates</b>	9/2	9/9	9/16	9/23	10/7	10/14	10/21	11/4	11/11	11/18	12/2	12/9
<b>2011–2012</b>	12/30	1/20	1/27	2/10	2/17	2/24	3/9	3/23	3/30	4/13	4/20	5/4
	Next Issue: <b>Remembering the Victims of Sept. 11, 2001</b>											

# Caught on Camera

Scientists use a video camera to search a Mayan tomb.

## Before You Read

Have students imagine they just found a royal burial place that is more than 1,500 years old. Ask: What might you find in it? Why?

## Vocabulary

**sacred:** holy

**sarcophagus:** a stone coffin

**tomb:** a burial place

## Background

- **What is Palenque known for?** The Mayan city-state is famous for its detailed carvings and inscriptions. Archaeologists have been excavating the area for more than two decades, and there is still more there that they hope to study.
- **How did experts maneuver the video camera?** They

attached the remote-controlled instrument to a pole and lowered it 16 feet through a small hole in the top of the pyramid.

## Think Critically

How might the paintings on the walls have helped experts figure out how old the tomb is?

## Extend the Lesson

Tell students that the Mayas made important advancements in fields such as math. Then have each student research the civilization and pick one Mayan achievement to write about.

## Web Resource

For student-friendly information about the Mayas, visit [www.mayas.mrdonn.org](http://www.mayas.mrdonn.org).

## TEACHING THE INFO ZONE™

# New Eats

The food pyramid gets a makeover.

## Before You Read

Ask: What kind of foods do you eat? Are the foods healthy? How can you tell?

## Vocabulary

**calcium:** a mineral that is an important part of a healthy diet

**nutrient:** a healthy ingredient

## Background

**What is some other healthy eating advice from experts at the U.S. Department of Agriculture (USDA)?**

Officials suggest drinking water instead of sugary drinks. People should also avoid consuming oversized portions and should eat less salt. Another tip from the USDA: Enjoy your food!

## Think Critically

Why might the U.S. government want people to eat a variety of healthy foods?

## Extend the Lesson

Have students keep food diaries of everything they eat for one day. Then have each student compare his or her list with the USDA's MyPlate eating plan. Ask students: How does your daily diet compare with the plan? What foods should you eat more of? What foods should you eat less often?

## Web Resource

For additional healthy eating tips and interactive tools, visit the MyPlate Web site at [www.choosemyplate.gov](http://www.choosemyplate.gov).

### TIP

Have students read the captions aloud. Ask: Why might this be explained in an Info Zone rather than in a regular article?

## Answer Key

### STUDENT EDITION

**Cyberbullying: Boys vs. Girls (page 8)**

1. C
2. A
3. B
4. C
5. B

**Know the News (page 8)**

1. Mexico (setting)
2. C (character)
3. B (main idea)
4. A (cause and effect)
5. B (explicit information)

**Word Power (page 8)**

1. C
2. A
3. A
4. B

### TEACHER'S GUIDE

**Read All About It! (page 3)**

1. Bully Bust!
2. State lawmakers get tough with cyberbullies.
- 3.–6. Answers will vary.

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**Weekly Reader**  
**PROVEN EFFECTIVE**

Name \_\_\_\_\_

# Read All About It!

Reporters use many tools, such as headlines, to explain news clearly. Take a look at some of the elements that make up the news article below. Then use the article on pages 4–5 of the student edition to complete the activity that follows.

**1. Headline**

The headline appears in large type and gives the reader an idea of what the article is about

**2. Deck**

The deck is a smaller headline that points out key information in the article. It usually appears underneath the headline.

**3. Lead**

The lead (LEED) is the first section or sentence of the article. It should grab the reader's interest

**Tale Of a Toad**  
**A toad species reappears after 87 years in hiding.**  
 Scientists in Asia recently made a toad-ally cool discovery—the Sambas stream toad! The species had not been seen in 87 years. Many scientists had thought it was **extinct**, or completely gone.  
 Researchers spotted three of the croakers in Malaysia after months of searching. Their hunt was part of a worldwide search for missing **amphibians**. An amphibian is an animal that breathes through its skin and spends part of its life in water and part on land.  
 The scientists snapped the first pictures of the toads. The creatures are about 2 inches long, with long, skinny legs.  
 Search organizer Robin Moore was one of the first to see the photos. “[The toad] was even more beautiful than I had ever imagined it would be!” he told *WR News*.  
 Don’t expect the hoppers to pop up in a zoo near you, though. Scientists are keeping the toads’ location secret to protect them.

U.S. MALAYSIA  
 Experts hopped around the world to find this toad.

**4. Photos**

A photo helps illustrate information contained in the article.

**5. Body**

The body of an article is the text of the article.

**6. Captions**

Captions explain what is happening in a photograph or an illustration.

1. What is the headline?

\_\_\_\_\_

2. What is the deck?

\_\_\_\_\_  
 \_\_\_\_\_

3. After reading this article’s lead, what do you think the story will be about?

\_\_\_\_\_  
 \_\_\_\_\_

4. How do the photos help explain the article?

\_\_\_\_\_

5. Rewrite one photo caption in your own words.

\_\_\_\_\_  
 \_\_\_\_\_

6. List one fact that you learned from reading the article.

\_\_\_\_\_  
 \_\_\_\_\_

Toads: Indraneel Das/Conservation International; Map: Leigh Haeger

