



Who Is at the Zoo?

SCIENCE

Multimedia Features in This Issue

COVER

Video: Meet a zookeeper.

Watch the zookeeper as he cares for tortoises. Ask: What kinds of jobs does the zookeeper have to do? Do you think being a zookeeper would be an easy or a difficult job?

PAGES 2–3

Video: It's bath time!

See the baby elephants take a bath. Ask: How is an elephant's bath like yours? How is it different?

Video: Zookeepers care for animals.

A zookeeper makes sure the pandas get the care they need. Ask: How are pandas like other bears you know of? How are they different?

PAGE 4

Activity: Reinforcing Vocabulary

Say the name of each animal. Then use your mouse to draw a line from each animal photo to its name.

Engage students in a lesson about zoo animals.

National Standard

Science (NSES)

Organisms and environments

Common Core Standard

With prompting and support, ask and answer questions about key details in a text.

Goal

Students will learn about various animals that live in zoos.

Objective

Students will be able to match pictures of animals with their names.

Concepts of Comprehension[®]

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

Ask students to recall what they learned. Prompt them by asking: What did you learn about a tortoise? an elephant? a panda? Encourage students to review the text and photos for information.

www.weeklyreader.com/k

Visit a teacher's blog to see her zoo-themed activities.

Literature Connection

- *Do Lions Wear Pajamas?* by Cheryl Steele
- *Hullabazoo!* by Lisa Hollier and Tracey Roper
- *Stop Snoring, Bernard!* by Zachariah Ohora
- *ZooBorns! Zoo Babies From Around the World,* by Andrew Bleiman and Chris Eastland
- *ZooZical,* by Judy Sierra

Before Reading

Set the Stage: Invite children to name places they might see animals, such as a park, a backyard, a farm, a zoo, or a circus. Encourage them to describe what kinds of animals they might find at each of those places.

Background Information

- **Lions** are the only cats that live in social groups. A group of lions is called a pride.
- **Seychelles giant tortoises** (page 2 of the student edition) can live to be between 100 and 150 years old. They can grow to be more than 250 pounds. The tortoise on page 4 is a Hermann's tortoise.
- There are two kinds of **elephants**, African and Asian. The elephant featured in the issue is an Asian elephant.
- **Pandas** are bears with white bodies and heads and black legs, arms, ears, and eye patches. The panda cub on page 3 is five-month-old Yun Zi at the San Diego Zoo.
- **Monkeys** are agile animals that use their arms, legs, and prehensile tails to move through trees.

During Reading

Critical Thinking: Invite children to think of other animals that might live in a zoo.

After Reading

Compare and Contrast: Invite children to think about how an animal's life in a zoo might be different from life in the wild and how it might be the same. Ask: How might zoos help animals?

Science Extension: Help children classify and categorize zoo animals and farm animals. Make two columns on an easel pad. At the top of one column, write *Zoo*, and at the top of the other, write *Farm*. Say the name of an animal. Invite children to decide which column the animal belongs in. Review the lists by reading the animals' names aloud. Then invite each child to draw a picture of one of the animals.

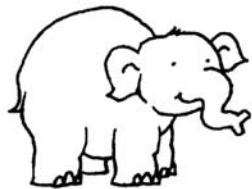
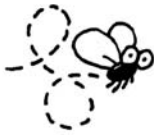
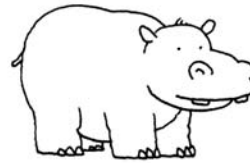
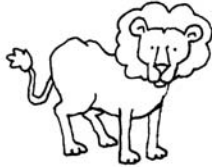
Language Arts Extension: Make a class zoo book. Invite children to draw pictures of animals. Then have them write or copy the caption “I see a(n) _____ at the zoo,” filling in the appropriate animals. Bind the pages, and write the title *Our Zoo Book* on the cover.

Adaptation: To adapt the activity above, pair a struggling learner with a child who will be able to help him or her. Invite the struggling learner to illustrate or find a photo of an animal while the partner writes or copies the caption.

Name _____

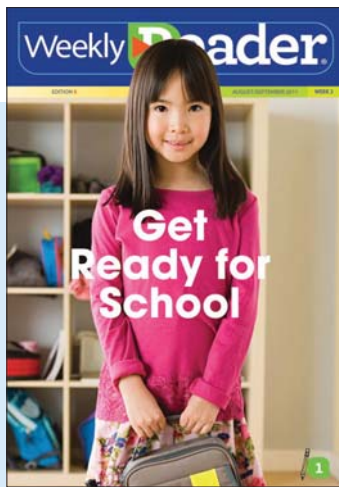
Who Lives in the Zoo?

Many kinds of animals live in zoos. Other kinds of animals do not live in zoos. Circle the four pictures of the animals that most likely live in zoos.



**▶ TRY
THIS**

Draw a line under the animal that would make a good pet.



Get Ready for School

SOCIAL STUDIES

Get students excited about school.

National Standard

Social Studies (NCSS)
Individuals, groups, and institutions

Common Core Standard

With prompting and support, describe the relationship between illustrations and the text in which they appear.

Goal

Students will learn about some of the tools they need for school.

Objective

Students will be able to identify the first letters of certain school words.

Concepts of Comprehension^o

Character refers to the looks, traits, thoughts, actions, and relationships of a person or an animal in a text.

Invite students to look at the children in the issue. Ask: How might the children in the magazine be feeling? Do you think they are excited about starting school? What other feelings might the children have?

www.weeklyreader.com/k

Access dozens of kindergarten lessons and classroom management ideas.

Literature Connection

- *First Day Jitters*, by Julie Danneberg
- *Kindergarten Rocks!* by Katie Davis
- *The Kissing Hand*, by Audrey Penn
- *Miss Bindergarten Gets Ready for Kindergarten*, by Joseph Slate
- *The Night Before Kindergarten*, by Natasha Wing
- *The Twelve Days of Kindergarten*, by Deborah Lee Rose
- *Welcome to Kindergarten*, by Anne Rockwell

Before Reading

Making Connections: Invite children to talk about other school experiences they have had, if any. Ask: What things do you like to do in school? What do you want to learn this year?

Background Information

- Invite children to preview the issue by looking at the photos. Ask them to look at the headline. Some words may be recognizable. Then read the headline aloud, reminding children to follow along, moving from left to right.
- Help students establish a purpose when reading expository material by asking questions such as: Why is looking carefully at the pictures important? Why is listening when being read to important?
- Encourage children to take a “picture walk”—to look at and think about each picture before reading or being read to.
- Invite children to look for words they recognize.
- Guide small groups of children in discussing what they think the issue is about.
- Prepare children for the issue by discussing how they travel to school. Make a list of the various ways (car, bus, and so on). Then invite students to describe things they see every day as they travel to and from school.

During Reading

Critical Thinking: Read through the names of supplies that the children in the issue have. Then invite students to name other tools they might use in school.

After Reading

Extend Learning: Explain that at school there will be times when children will have share things, such as crayons. Ask: What other things might you share?

Social Studies/Art Extension: Arrange the class into pairs.

Invite each child to draw a picture of his or her partner and find out about one thing that child likes. Encourage children to share their pictures and what they learned.

Language Arts Extension: Read aloud *The Kissing Hand*, by Audrey Penn. Invite students to make gifts for their families. Ask each child to use red paint to make a handprint on a piece of construction paper. While that dries, ask each child to draw a picture of his or her family; staple the picture to the handprint page. Give each child a sticker to place in the middle of the handprint.

Vocabulary Extension: Gather color sample strips from a paint store. Cut them into separate color blocks. Store the pieces in a box. Invite children to sort shades of the same color into containers. Discuss the shades. Guide students to compare shades, using words such as *light*, *dark*, *bright*, and *dull*.

Adaptation: To help ELL students understand the topic, write the name of a school tool that children use on one side of an index card. On the other side, write the item's name in the students' native language. Review the cards with children. Then look through catalogs to find and cut out pictures of that tool. Create a collage of the pictures.

Name _____

Where Do You See It?

Look at the pictures below. If you see the object in school, circle the word **school**. If you see the object at home, circle the word **home**. If you see the object in both places, circle both words.



chalkboard

school

home



bed

school

home



pencil

school

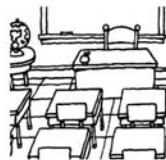
home



stove

school

home



classroom

school

home



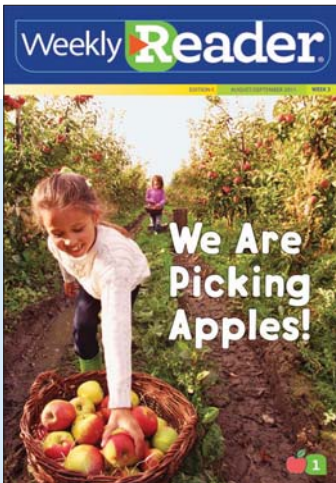
scissors

school

home

**TRY
THIS**

How many of the objects do you use in school? Write the number. _____



We Are Picking Apples!

SCIENCE

Teach students about the life cycle of the apple tree.

National Standard

Science (NSES)

Life cycle of organisms

Common Core Standard

With prompting and support, identify the main topic and retell key details of a text.

Goal

Students will learn about the life cycle of the apple tree.

Objective

Students will be able to match pictures of an apple tree to the correct season name.

Concepts of Comprehension®

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

Hold up two apples of different colors and sizes. Invite children to discuss how the two apples are similar (*they are both apples, they both grow on trees, and so on*). Then encourage students to find differences (*they are different colors, they are different sizes, and so on*).

www.weeklyreader.com/k

Find apple-themed lessons and activities.

Literature Connection

- *Apple Picking Time*, by Michele Benoit Slawson
- *Apple Pie ABC*, by Alison Murray
- *Apples*, by Gail Gibbons
- *Little Apple Goat*, by Caroline Church
- *One Red Apple*, by Harriet Zierfert
- *Ten Red Apples*, by Pat Hutchins

Before Reading

Critical Thinking: Ask children to explain where their food comes from. Ask: Where might a store get apples and other produce?

Background Information

- About 2,500 kinds of apples are grown in the United States, but only around 100 kinds are sold commercially.
- Apples are grown in all 50 states. For apples to grow, pollen from flowers on one tree must get to flowers on another tree. Bees flying from flower to flower drop pollen as they go.
- Seeds grow inside the pollinated flowers. Around the seeds, tiny apples start to grow. Then the flowers fall off the tree. The fruit is the part of the plant that contains the fruit's seeds.
- During the summer, the apples grow bigger. Some apples are red; others are green or yellow.
- Washington is the top apple-producing state, followed by New York, Michigan, and Pennsylvania.
- The only kind of apple that is native to the United States is the crab apple.
- On average, each American eats about 19 pounds of apples each year.
- Twenty-five percent of an apple's volume is air, enabling it to float.

During Reading

Making Connections: As children read about the seasons of the apple tree, invite them to think about other fruits that grow on trees. Make a class list.

After Reading

Critical Thinking: Explain that apples grow on trees. Ask: How are apple trees helpful to people?

Language Arts Extension: Invite students to think of words related to apples (*tree, flower, red, green, yellow, stem, and so on*). List their responses on an easel pad. Give each child an apple-shaped piece of paper, and guide each child in selecting a word from the list and writing it on the page. Bind the pages into a class book.

Mathematics Extension: Cut apple shapes from red and white paper. Glue each red shape back-to-back with a white shape. Then write a numeral on the red side of each apple. Draw that amount of seeds on the white side to create counting flash cards.

Science: Cut up slices of several different varieties of apples. Set a bowl of each variety at a different table. Encourage children to try a slice at each table. Then invite each child to sit at the table with his or her favorite variety of apple. As a class, count how many children are at each table. Then ask questions such as *How many children like the apples at table 1? Which kind of apple is the most popular?*

Note: Be aware of food allergies.

Adaptation: Obtain two pictures showing each season. Write the name of each season on an index card. Read the words aloud. Then arrange the cards on a table (leaving space between the cards). Invite students to match the season pictures with the correct word cards.

Name _____

Listening Activity

This *Weekly Reader* listening activity is designed to help assess and improve children's listening, recall, vocabulary, and comprehension skills.

Directions: Ask children to listen carefully as you read the story. When you have finished, read each question, and ask children to circle the correct answer.

A Visit to the Apple Farm

Zip's class visits an apple farm.

Zip sees rows of apple trees.

Ripe red apples are on the trees.

The farmer shows Zip and his friends a big basket of red apples.

Each child takes home an apple.



1. Where does the class go for a visit?

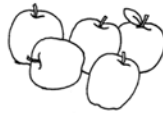


apple farm

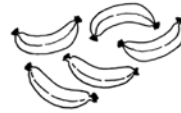


bakery

2. What does Zip see on the trees?

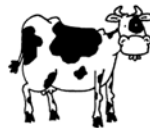


apples



bananas

3. What does the farmer show the class?



a cow



a big basket of apples

4. What does each child take home?



a sandwich



an apple

THINK ABOUT IT!

What should the children say to the farmer?
How might that make the farmer feel?



Do You Follow School Rules?

SOCIAL STUDIES

Encourage students to discuss school rules and the importance of following rules.

National Standard

Social Studies (NCSS)
Civic ideals and practices

Common Core Standard

With prompting and support, ask and answer questions about unknown words in a text.

Goal

Students will learn about the rules they must follow at school.

Objective

Students will be able to identify pictures of children who are and who are not following the rules.

Concepts of Comprehension[®]

Predicting is deciding what will most likely happen next in what you are reading.

Describe a scenario in which a child must choose between following and not following a rule. Ask: What might happen if the child follows the rule? if the child does not follow the rule?

www.weeklyreader.com/k

Find lesson plans to help teach young children about rules.

Literature Connection

- *David Goes to School*, by David Shannon
- *Do Unto Otters: A Book About Manners*, by Laurie Keller
- *Rules for School*, by Alec Greven
- *Yoko's World of Kindness: Golden Rules for a Happy Classroom*, by Rosemary Wells

Before Reading

Making Connections: Explain that rules help keep us safe. Ask: What rules do you follow at home?

Background Information

- The beginning of a school year is a great time to discuss the need for following rules and using manners.
- Experts point out that kindergarten is the first formal schooling for some children. Young children may be intimidated by the size of a big school and the number of students.
- Knowing that students must follow a specific set of school rules gives young children a sense of safety and security in their new surroundings.
- Teaching children a set of classroom rules at the beginning of the school year gives students an understanding of limits.
- Appropriate behaviors, when learned early on, will be helpful as children grow and mature.
- Encourage discussion about rules. Ask: What are some important school rules? Why do we need rules? Why should children follow rules?

During Reading

Reflect on Learning: Have students focus on the photos and think about how each one makes them feel as you read the text aloud. Ask: Do you wait your turn? How might that make your friends feel? When someone shares with you, how do you feel? If someone does not help put things away, what do you think?

After Reading

Build Understanding: Explain that there is a reason behind every rule. Identify a rule, such as *stand quietly in line*. Ask: Why is that an important rule?

Problem-Solving Extension: Describe for students a common classroom problem, such as two children wanting to use the same crayon. Ask one child to describe a solution. Ask another child whether he or she agrees or disagrees with the solution. Ask: Why?

Language Arts/Kinesthetic Extension: Have students sit in a circle. Spin a bottle. Ask the student to whom the bottle is pointing to name a rule at school. Then let the student spin the bottle next.

Social Studies Extension: Cut out a cardboard circle, and divide it into four sections. In each section, draw a face that shows an emotion: happy, sad, angry, or scared. Make a spinner for the circle. Discuss situations in which students do or do not follow rules—for example, “Sam shared with Kim” or “Jon pushed Sue in line.” Ask: What would our classroom be like if no one followed rules? Invite children to move the spinner to the face that shows how they would feel if that happened. Let children explain why they might feel that way.

Adaptation: On an easel pad, write key action words from the issue (*stand, speak, raise, wait, share*, and so on). Use the photos in the issue to illustrate each word's meaning. Then ask children to act out a word. Encourage other children to identify the word.

Name _____

Fun With Poetry

Ask children to listen carefully as you read the poem. When you have finished, invite children to complete the activity below.

School Rules

Now that you are a big kid,
 You get to go to school.
 You have an important job to do:
 To follow every rule.
 Please stand straight in line,
 And raise your hand to talk.
 Please share with the other kids,
 And in the halls, please walk!



—Kate Paixão

1. Circle the title of the poem.

2. Circle the picture that shows the place mentioned in the poem.



Patrick Girouard

3. Circle the rhyming words **talk** and **walk** in the poem.

4. Draw an arrow pointing to the word **rule** in the poem.



Underline a word in the poem that rhymes with **fine**.