



Let's Go to the Seashore

Before Reading

Ask: Have you ever been to a beach? What kinds of animals did you see there? What kinds of activities did you do there?

Background Information

- **Sea turtles** lay eggs on land; they spend the rest of their lives in the water. Sea turtles have flippers, which they use to swim.
- **Sea stars** are also known as starfish. There are more than 1,600 species of sea stars. Most sea stars have five arms. If a sea star loses an arm, it can grow a new one!
- **Crabs** have two claws and eight legs. Pea crabs are the smallest crabs at $\frac{1}{4}$ inch long. Japanese spider crabs can be 12 feet long.
- **Seagulls** are usually gray and white. They make their nests near the ocean. The most common type of seagull in North America is the herring gull.
- **Seashells** with two pieces that open and close are called bivalves. Animals with bivalve shells include scallops, mussels and clams.

After Reading

Ask: Which seashore animal would you most like to see on a trip to the beach?

Using the Activity Page

Assess children's knowledge of content vocabulary words.

Literature Connection

- *Is This a House for Hermit Crab?* by Megan McDonald
- *Little Star*, by Antonin Louchard
- *Octopus, Oyster, Hermit Crab, Snail: A Poem of the Sea*, by Sara Anderson
- *The Snail and the Whale*, by Julia Donaldson
- *To the Beach!*, by Linda Ashman

Internet Link

For an ocean-themed teaching unit, go to www.weeklyreader.com/links.

Extension Activities

Math

Draw a large snail shell on a piece of blank paper. Make 10 copies. Write a different numeral on each copy. On the opposite side, draw an equal number of snail shells. Laminate the shells for durability. Use the snail shell-shaped flash cards to teach numbers.

Art

Mix glue and colored sand together to make a paste. Invite children to use paintbrushes to create seashore scenes with the mixture. When the glue dries, they will have sandy seashore pictures to hang in the classroom.

Big Issues help build vocabulary.

Cut out the photos and names of the animals from the back page of the Big Issue. Invite children to match the photos with the names. The pieces are color coded for children who are struggling.

A Poem to Share

Starfish

How wonderful that starfish
Can sink down in the sand
And hide from all the giants
Who tramp across their land.
Whenever they feel safe again
They crawl to reach the sea
Where they can float
Beneath the waves
Away from you and me.
—Sandra Liatsos

Thank You!

Thank you so much for subscribing to *Weekly Reader*. We hope you and your students enjoyed the issues this year. Please be sure to review the list of exciting topics we have planned for next year, and feel free to suggest others. We love hearing from you! Please take a moment to respond to our annual Teacher's Survey on page 8.

Have a Safe and Happy Summer!

Name _____

Who Lives in the Sea and at the Seashore?

Directions: Circle the word **yes** 😊 if the animal lives in the sea or at the seashore.
Circle the word **no** ☹ if the animal does not. (Skill: Classifying)



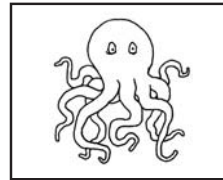
snail



yes



no



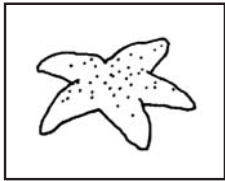
octopus



yes



no



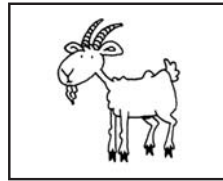
sea star



yes



no



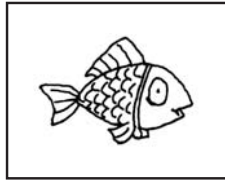
goat



yes



no



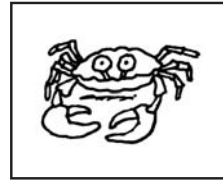
fish



yes



no



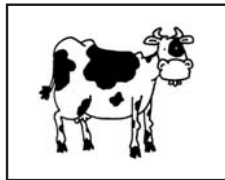
crab



yes



no



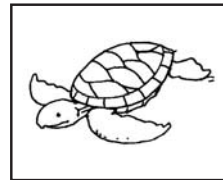
cow



yes



no



sea turtle



yes



no

Try This!



How many **seashore animals** are there in all?
Circle the number.

6

8

9



An Orange Frog!

Before Reading

Invite students to describe frogs. Ask: Are frogs large or small? What color are they?

Background Information

- The frogs featured in this issue are a golden mantella frog (orange), a green tree frog (green), a Panama golden frog (yellow), a sambava tomato frog (red), a blue poison-dart frog (blue), a bullfrog (green).
- Frogs are found on all continents except Antarctica.
- The largest known frog is the Goliath frog, found in western Africa. It can grow to be more than a foot long.
- Two frogs are considered the smallest. The litter leaf frog of Cuba and the gold frog of Brazil measure less than ½ inch.
- Most tadpoles hatch from their eggs about five days after they are laid.
- Many tadpoles change into frogs within three to four months.

After Reading

Discuss different types of frogs. Ask: Would you like to hold a frog? Why or why not?

Using the Activity Page

Assess children's ability to sequence pictures.

Literature Connection

- *Five Green and Speckled Frogs*, by Priscilla Burris
- *A Froggy Fable*, by John Lechner
- *A Frog Thing*, by Eric Drachman
- *Hey, Frog!* by Piet Grobler
- *Marsh Music*, by Marianne Berkes
- *Tree Frog Hears a Sound*, by Rebecca Johnson

Internet Link

For frog coloring pages, go to www.weeklyreader.com/links.

Extension Activities

Physical Education

Introduce children to the game of leapfrog, and show them how to play. Ask: How do you think this game got its name? Encourage children to make up creative jumping styles.

Big Issues make learning centers.

Cut out the photos from the frog life cycle on pages 2 and 3. Laminate the pieces for durability. Place the pieces in a learning center. Have children sequence the pictures. If you wish, cut out the illustrated life cycle from the back page of an extra student copy. Invite children to match the illustrated stages with the photographed stages of the life cycle.

Teaching ELLs (English Language Learners)

Make a frog from green construction paper. You may choose to laminate it. Play Find Froggie. Hide the frog somewhere in the room. Encourage students to use directional words such as *under*, *over*, *next to*, and *behind* when they find Froggie. For example, "I found Froggie *behind* the felt board!"

A Poem to Share

Guessing Game

I come from eggs like jelly. (*Wiggle around.*)
 I have a chubby belly. (*Puff cheeks, rub belly.*)
 My tail will disappear, (*Look behind.*)
 But I won't shed a tear. (*Wipe cheeks.*)
 I'll hop-hop when I grow. (*Hop.*)
 What am I? Do you know? (*"A tadpole!"*)
 —Kate Davis

Weekly Reader Web Watch


For additional teaching resources each month, go to www.weeklyreader.com. Look for ...

- *Weekly Reader* BLAST! May's page reinforces beginning letters and sounds. June's page introduces new vocabulary and reinforces visual discrimination.
- downloadable classroom calendars, poems, coloring pages, and much more



Count the Frogs!

Directions: Count the frogs, and write the number on the line. (Skills: Counting/Writing numerals)



5 little frogs on a mossy log.
1 hopped away into the fog.



Now there are only ____ little frogs.



4 little frogs taking a rest.
1 hopped into the robin's nest.




Now there are only ____ little frogs.



3 little frogs swimming in a lake.
1 hopped under a farmer's rake.



Now there are only ____ little frogs.




2 little frogs lying in the sun.
1 hopped off to have some fun.



Now there is only ____ little frog.



1 little frog looked for his 4 friends.
Now they are all together in the end!



Now there are ____ little frogs.

Try This! How many letters are in the word **frog**?
Circle the number.

3 4 5

Patrick Girouard



I Can Do It!

Before Reading

Ask: What things have you learned at school this year?

Background Information

Early childhood education experts say research shows that children learn better through authentic, hands-on experiences and the use of manipulatives. Before entering kindergarten, children should be able to

- respect others and share;
- sit still and pay attention;
- work within time constraints;
- cooperate and follow directions;
- work independently, in small groups, and in large groups;
- use a pencil, crayon, and scissors;
- recognize most letters in the alphabet;
- identify own first name in a piece of writing;
- count to 20;
- sort a small number of objects.

After Reading

Ask: What things would you like to learn to do next year?

Using the Activity Page

Students can assess themselves on what they have learned this year.

Literature Connection

- *Can I Help?* by Anne and Harlow Rockwell
- *One Up, One Down*, by Carol Snyder
- *Pig Pig Grows Up*, by David McPhail
- *Rabbit Ears*, by Amber Stewart
- *Tell Me What It's Like to Be Big*, by Joyce Dunbar
- *What Can You Do?* by Bill Gillham

Internet Link

For reproducible alphabet handwriting pages, go to www.weeklyreader.com/links.

Extension Activities

Art/Language Arts

Ask children to draw a picture of the most important thing they learned in preschool this year. As the children draw, ask each child to dictate what he or she learned. Then write at the bottom of the page, "Look! I learned to ____ this year." This will become a keepsake that parents will cherish.

Language Arts

Ask children to think about the past year in preschool. Invite them to volunteer advice for new preschoolers who will be coming to school next year. Make a list of the class's advice and display it in your classroom.

Big Issues help recognize accomplishments.

Play a guessing game. Say, "I am thinking of a child who can count to 10." Choose a volunteer to point to the corresponding picture in the issue. Then ask, "Can you count to 10?" Have the class demonstrate together. Repeat the questioning for the other tasks.

A Poem to Share

When?

When will I be old enough to have the pet I'd like?
 When will I be old enough to cross the street myself?
 When will I be big enough to ride my brother's bike?
 When will I be tall enough to reach the highest shelf?
 When will I be old enough, or big enough or—WHEN?
 Tomorrow is my birthday, and I hope it will be then.
 —Margaret Hillert

2007-2008 Edition Pre-K Topics*

September

Preschool
 Feelings
 Apples
 School Tools

October

Fire Safety
 Fall
 Pets
 Pumpkins

Nov./Dec.

Colors
 Thanksgiving
 Healthy Habits
 Holidays

January

Opposites
 Winter
 Martin Luther King Jr.
 Groundhog Day

February/March

Wind
 Presidents' Day
 Dental Health
 Shapes

April

Spring
 Playground
 Ocean Animals
 Earth Day

May/June

Insects
 The Letter Z
 Rhyming Words
 Summer Safety

And ...

We will continue to offer online reproducibles, internet links, and poems each month to supplement the *Weekly Reader* issues.

* Topics are subject to change.

Name _____

I Can Rhyme!

Directions: Circle the two pictures in each row whose names rhyme.

(Skills: Recognizing sounds/Phonemic awareness)

1.



house



bed



mouse

2.



book



hook



plant

3.



boy



goat



boat

4.



ring



penguin



king

5.



phone



man



can

6.



fox



computer



box

Try This!



rhymes with **mat**.

Write the word for .

C _ _



Stay Safe This Summer

Before Reading

Ask: What do you like to do in the summer? How can you stay safe while you do those things?

Background Information

Sun Safety

- It is best to stay out of the sun when it is at its strongest, between 10 a.m. and 2 p.m.
- Always wear sunscreen with SPF 15 or higher.
- Reapply sunscreen every two hours.
- Wear a hat, sunglasses, and a T-shirt.

Water Safety

Children should:

- Swim only if there is an adult to supervise.
- Not run near the edge of a pool.
- Not jump or dive into shallow water.

Bike Safety

Children should:

- Always wear a helmet when riding a bike.
- Never ride a bike in the street.
- Stay with an adult when riding a bike.

Car Safety

Children should:

- Wear a seat belt or sit in a booster seat.
- Sit in the backseat, away from air bags.
- Sit or play quietly and not distract the driver.

After Reading

Ask: Why is wearing a bike helmet important?

Using the Activity Page

Assess children's ability to recognize the beginning consonant sound s.

Literature Connection

- *Dinosaurs, Beware! A Safety Guide*, by Marc Brown and Stephen Krensky
- *Look Both Ways: A Cautionary Tale*, by Diane Z. Shore and Jessica Alexander
- *Please Play Safe! Penguin's Guide to Playground Safety*, by Margery Cuyler

Internet Link

For summer safety tips from the Red Cross, go to www.weeklyreader.com/links.

Extension Activities

Art/Language Arts

Ask each child to describe summer safety. Record the response at the bottom of a blank piece of paper. Invite the child to draw a picture on the page illustrating summer safety. Make copies of each page. Bind the pages to make a *Summer Safety Book* for each student to take home.

Nonverbal Communication

Play safety charades to reinforce summer-safety habits. Pretend you are applying sunscreen. Call on students to identify what you are doing. Invite the child who identifies the activity correctly to come up and act out another safety activity. Activities can include putting on a seat belt, putting on a bike helmet, walking near a pool, and so on.

Big Issues reinforce prereading skills.

Read this week's Big Issue aloud. Follow the text with your finger to reinforce the top-to-bottom and left-to-right motion of reading. Invite students to say the words they know. Invite a student to follow the text with his or her finger as students read it aloud.

Poems to Share

Summer Safety

Protect your eyes with sunglasses,
Rub SPF on your skin,
Swim with an adult,
And let the fun begin.

—Marie E. Cecchini

Summer Treat

My ice cream cone is very cold
And really good to eat,
But I must lick it quickly,
It drips in summer heat.

—Marie E. Cecchini

WR Annual Edition Pre-K Teacher's Survey



Dear Teacher,
Please help us make *Weekly Reader* even better by responding to this survey. We value your feedback. Please fax or mail the survey to:

Editor, *Weekly Reader* Edition Pre-K
200 First Stamford Place
P.O. Box 120023
Stamford, CT 06912-0023
Fax: 203-705-1661

Be sure to send in the survey to be entered in a drawing for a copy of *The World Almanac for Kids 2007*.

You can also complete the survey online at www.weeklyreader.com/surveys/prek.

- Overall, how satisfied are you with Edition Pre-K?
very satisfied satisfied not satisfied
- Do you plan to renew your subscription? yes no
If no, why not? _____
- How would you describe the reading level of the issues?
appropriate too easy too challenging
- Overall, how effective is Edition Pre-K in reinforcing your curriculum?
very effective effective not effective
Please explain. _____
- How would you describe children's interest in the issues this year?
high medium low
- How helpful are the back-page activities?
very helpful helpful not helpful
- Which kinds of back-page activities do you find most helpful? (Rank from 1-6; 1 = most helpful.)
matching _____ letters and sounds _____
sequencing _____ analyzing pictures _____
counting _____ visual discrimination _____
- What other skills would you like *Weekly Reader* to reinforce?

- Complete this sentence by checking one of the responses:
The Teacher's Guides are
____ extremely important in my lesson planning.
____ occasionally helpful when I plan lessons.
____ not important and rarely useful.
- Which parts of the Teacher's Guide are most helpful?
____ poems ____ literature connection
____ reproducible pages ____ extension activities
____ background information ____ thinking questions
- Which of the downloadable reproducible activities at www.weeklyreader.com/teachers do you use?
____ BLAST!
____ Coloring Pals
____ Classroom Calendar

12. Please rate the issues you have received so far this year.
(1 = excellent, 2 = good, 3 = fair)

- | | |
|----------------------------------|-------------------------------|
| ____ Welcome to School! | ____ Martin Luther King Jr. |
| ____ We Say Please and Thank You | ____ On Groundhog Day |
| ____ Some Cats Are Pets | ____ Food |
| ____ Look at the Apples! | ____ Who Is Our President? |
| ____ Let's Visit a Firehouse | ____ Dinosaurs |
| ____ Shapes Are Everywhere! | ____ I Have Healthy Teeth |
| ____ Welcome to Fall! | ____ What Grows in a Garden? |
| ____ Animals of the Night | ____ Baby Animals |
| ____ We Have Five Senses | ____ Hello, Spring! |
| ____ Happy Thanksgiving! | ____ You Can Help Earth |
| ____ Who Is at the Zoo? | ____ Let's Go to the Seashore |
| ____ Holidays Are Special Days | ____ An Orange Frog! |
| ____ What Is a Pair? | ____ I Can Do It! |
| ____ Winter Is Here! | ____ Stay Safe This Summer |

13. Which of the issues did you find most effective in reinforcing your program and engaging children?

14. Which topics/issues would you rate most important and want to see repeated every year? _____

15. What other topics would you like *Weekly Reader* to feature?

16. What other materials do you use in addition to this periodical? _____
The most important of those materials is: _____

17. Which Internet sites do you use to support your classroom activities?

18. For how many years have you been teaching?
3 or less 4-6 7-10 11 or more

19. For how many years have you subscribed to *Weekly Reader*?
1 or less 2-5 6-10 11 or more

20. Thank you for completing the survey. Please add other comments or suggestions. _____

Optional

Name: _____

E-mail address: _____

School phone number: _____

May we contact you for additional information? **yes** **no**

If yes, best time to call: _____