



Learn about two kinds of penguins.

### Goal

Children will understand that different kinds of penguins have different features and behaviors.

### Objective

Children will be able to name two kinds of penguins and identify similarities and differences.

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

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

After reading about the two penguins, guide students in comparing and contrasting them using a graphic organizer. Give each student a copy and have them complete it with what is the same and what is different about the two penguins. Print out an easy-to-use graphic organizer at [www.readwritethink.org/files/resources/lesson\\_images/lesson275/compccon\\_chart.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson275/compccon_chart.pdf).

### [www.weeklyreader.com/ed1](http://www.weeklyreader.com/ed1)

See some penguin parents and their chicks.

### Literature Connection

- *Here Is Antarctica*, by Madeleine Dunphy
- *Mr. Popper's Penguins*, by Richard Atwater and Florence Atwater
- *Penguin Chick*, by Betty Tatum
- *Penguin Pet*, by Marcus Pfister
- *Penguins*, by Liz Pichon
- *Penguins of the World*, by Wayne Lynch
- *What Lives in Antarctica?* by Oona Gaarder-Juntti

# Weekly Reader

December 2011/January 2012 • Teacher's Guide • [www.weeklyreader.com](http://www.weeklyreader.com) • Edition 1/Grade 1

## A Big Bird

### SCIENCE

#### Standards In This Issue

#### Common Core State Standard

Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

#### National Standard

Science (NSES)  
Characteristics of organisms

#### Before Reading

**Make Predictions:** Invite students to name the kind of bird shown in the cover photo. Ask: What do we already know about penguins? What do we want to find out? Ask: If penguins cannot fly, how do they move?

#### Background Information

- Penguins are flightless birds with black and white feathers that live on the continent of Antarctica.
- Penguins spend about 75 percent of their time underwater, searching for food.
- A penguin's body is shaped like a torpedo, allowing it to swim underwater at about 15 miles per hour.
- Penguins eat fish, squid, and krill. The hook at the end of a penguin's bill helps the animal grab its food.
- A penguin mother lays one or two eggs at a time. She then leaves to hunt for food while the father penguin keeps the eggs warm on his feet. After about two weeks the mother returns and the father leaves to find food.
- When a penguin chick hatches, it begins to call, so its parents will learn to recognize its voice.

#### During Reading

**Critical Thinking:** Discuss what penguins eat. Ask: Where might penguins live if they need to eat that? How do you know?

#### After Reading

**Reinforce Vocabulary:** On an easel pad, make a penguin word web. Write the word *penguin* in the center circle. Draw six lines from the circle with spaces at the end. Engage students by asking questions to solicit words about penguins. (Examples: *black, white, krill, waddle, swim*, and so on).

**Language Arts Extension:** Share a poem with students. After reading, invite each student to write the poem in a writing or poetry journal and to draw a picture to illustrate his or her favorite part of the poem.

#### Silly Penguins

In their suits of black and white,  
Penguins are a silly sight.  
Diving in the icy blue  
Or catching tasty fish to chew.  
Silly penguins love to go  
Waddling on the crunchy snow.  
Silly penguins slip and slide  
In a silly, playful ride.  
Some chilly day why don't you  
Act like silly penguins too?

—Carol Quinn

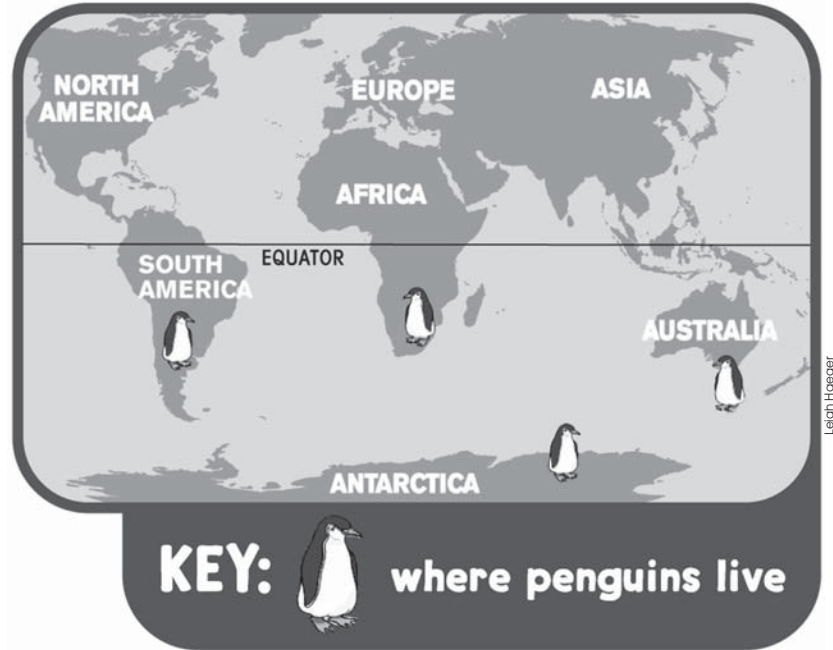
**Science Extension:** Invite students to label the picture of a gentoo penguin on page 3. On different colored sticky notes, write the following words: *beak, eye, chest, webbed, flippers*. Then ask students to place the sticky notes on the correct part of the penguin.

**Adaptation:** Create bingo grids with words from this week's text. Give one to each child along with a handful of buttons or markers. Call out one word at a time. Children cover the words with buttons or cross them out with markers. The first child to fill in a full row wins the game.

Name \_\_\_\_\_

# Where in the World Do Penguins Live?

Our world has seven continents, or bodies of land. The map shows where penguins live. Use the map to answer the questions below.



1. On how many continents do penguins live?      **two**      **four**

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2. On which four continents do penguins live?

- |                      |                      |                  |             |
|----------------------|----------------------|------------------|-------------|
| <b>North America</b> | <b>South America</b> | <b>Europe</b>    | <b>Asia</b> |
| <b>Antarctica</b>    | <b>Africa</b>        | <b>Australia</b> |             |
- 

3. Penguins do not live on which three continents?

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Write the word to complete the sentence below.

**▶ TRY THIS**

Penguins like to swim. They also eat krill and other kinds of fish.

Penguins like to live near \_\_\_\_\_.



## Holidays Are Special

### SOCIAL STUDIES

See people celebrate different holidays.

#### Goal

Children will learn that holidays are celebrated in many different ways.

#### Objective

Children will be able to identify and write words related to lights in a web.

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

**Fact** is information that someone can prove true or false. **Opinion** is what someone believes about a subject.

Play a game to teach fact and opinion. Write four sentences on an easel pad. Invite students to stand if a sentence is a fact. Have them stay seated if it is an opinion. Model thinking strategies by asking guided questions (can we prove that, or is it just what we think or believe?) to model how to respond to first sentence. (Examples: Christmas is a holiday in December. -F Presents are the best part of Christmas. -O Those candles are beautiful. -O Kwanzaa candles are red, green, and black. -F

#### [www.weeklyreader.com/ed1](http://www.weeklyreader.com/ed1)

Watch videos about holidays; just type in the name of a holiday.

#### Literature Connection

- *Eight Winter Nights: A Family Hanukkah Book*, by Laura Melmed
- *Lights of Winter*, by Heather Conrad
- *Llama Llama Holiday Drama*, by Anna Dewdney
- *The Night of Las Posadas*, by Tomie dePaola
- *Seven Spools of Thread: A Kwanzaa Story*, by Angela Shelf Medearis
- *Winter Lights: A Season in Poems & Quilts*, by Anna Grossman Hines

#### Standards In This Issue

#### Common Core State Standard

Identify the reasons an author gives to support points in a text.

#### National Standard

Social Studies (NCSS)  
Cultures

#### Before Reading

**Mini Activity:** Create several true-or-false questions based on the content of this week's issue. Ask students to try answering them. After reading the text, let students review their answers to find out what they learned.

#### Background Information

- People use various holiday lights for the winter holidays.
- **Christmas** is a Christian holiday. People string lights on Christmas trees and light candles in windows.
- During **Diwali**, a Hindu holiday, people light clay oil lamps to place in front of their homes.
- A symbol of the Jewish holiday **Hanukkah**, the menorah holds nine candles. People light one of the candles each of the eight nights of Hanukkah with the ninth candle.
- **Kwanzaa** is an African American holiday. Families light candles on a kinara each night to celebrate.
- During **Las Posadas**, a Mexican Christian holiday, families parade through town carrying lights.
- **Ramadan** is a Muslim holiday that lasts one month. Children take part in a special lantern parade. The first day of the next month is a holiday called Eid al-Fitr, when families celebrate by giving those in need.

#### During Reading

**Reinforce Explicit Information:** Reinforce explicit information. Ask students to find a word in the text that is a holiday that includes a menorah; the colors of the candles for Kwanzaa; what children do for Las Posadas; and so on.

#### After Reading

**Reinforce the Main Idea:** After reading, ask students to complete a sentence. Operation Warm gives coats to children \_\_. (*whose families do not have the money to buy them*)

**Language Arts Extension:** Help children make real-world connections. Encourage children to bring in pictures, objects, games, or food samples that represent their holidays to share with the class. Note: Be aware of allergies.

**Adaptation:** Create a holiday word web on the board. Help children look through the text to find holiday-related words. Write them in the web, and review with children.

Name \_\_\_\_\_



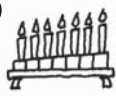
# Holiday Word Search

Search across for six holiday words in the word box. Circle the words as you find them. Then write the dates on the calendar below.

Christmas    lights    lantern    Hanukkah    Diwali    kinara

C	H	R	I	S	T	M	A	S
X	C	P	O	U	E	R	Z	L
L	A	N	T	E	R	N	W	A
O	N	K	J	M	X	Y	Q	M
S	D	I	W	A	L	I	H	P
F	L	I	G	H	T	S	L	S
H	A	N	U	K	K	A	H	A
K	I	N	A	R	A	P	M	Z

## December 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				<b>1</b>	<b>2</b>	<b>3</b>
<b>4</b>	<b>5</b>	<b>6</b>				
<b>18</b>	<b>19</b>	<b>20</b>  Hanukkah	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>
<b>25</b>  Christmas	<b>26</b>  Kwanzaa	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>



## Jump For Your Heart

### SCIENCE

#### Exercise for your heart!

#### Goal

Children will learn about the importance of having a healthy heart.

#### Objective

Students will be able to identify ways to keep their hearts healthy.

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

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

Invite children to use story headlines to determine the author's purpose for each section of the text in this issue.

[www.weeklyreader.com/ed1](http://www.weeklyreader.com/ed1)

Play an interactive game about health.

#### Literature Connection

- *Arthur's Heart Mix-Up*, by Marc Brown
- *Heart* (Body Works series), by Shannon Caster
- *Henry's Heart*, by Cherice Mericle Harper
- *My Bodyworks*, by Jane Schoenberg
- *My Heart*, by Carol K. Lindeen
- *My Heart and Lungs*, by Sally Hewitt
- *Our Hearts*, by Charlotte Guillain
- *Thump-Thump: Learning About Your Heart*, by Pamela Hill Nettleton

#### Standards In This Issue

#### Common Core State Standard

Identify the reasons an author gives to support points in a text.

#### National Standard

Science (NSES)  
Personal Health

#### Before Reading

Explain that the human body has many parts. Ask: Which parts of the body can you name? What are the most important parts that are inside the body? Why are those parts important? How does the heart work?

#### Background Information

- The human body has several main organs, or parts, that help the body work well. The main organs are the brain, heart, lungs, and stomach. Each organ has an important job to do.
- The heart is like a machine that pumps blood to all parts of the body.
- Your heart is about the size of your fist. It weighs less than a pound.
- Your heart is a muscle and needs exercise to keep it in good shape, just as arm and leg muscles do.
- The heart of a 7-year-old beats about 90 times a minute, while an adult's heart beats about 70 times a minute.
- Your heart is located almost in the center of your chest. It's tipped a bit so that part of it sticks out and taps against the left side of the chest, causing many people to think it is located there.

#### During Reading

**Mini Activity:** As children read "Kids Jump Rope for Healthy Hearts," help them describe a connection between jumping rope and having a healthy heart. Ask: What might happen to the heart as you jump rope? How might that help the heart?

#### After Reading

Prepare thinking prompt cards. On each card, include a phrase such as: *I wonder why* \_\_\_\_, *I thought* \_\_\_\_, and *What if* \_\_\_\_. After reading the issue, let each student draw a card and complete the prompts. Then share responses with the group.

#### Science/Health Extension:

Create healthy kid designs. Let children draw pictures of themselves. Then let students cut out pictures showing ways people can stay healthy or pictures of objects that help us stay well (for example, a child eating healthy foods or a child exercising). Children can paste the pictures around the drawing of themselves. Display pictures with this heading: "We're Working for Healthy Hearts."

**Adaptation:** Create 10 pairs of cards. One card shows the body part (arm, leg, head, chest, heart, lungs, for example), and the other shows the part's name. Review the words and pictures with students. Help children play a memory game with them.

Name \_\_\_\_\_

# You Need to Have a Healthy Heart!

Finish each sentence by writing the correct word on the line. Then write the dates on the calendar below.

**exercise**      **jump**      **blood**      **pump**

1. Your heart is like a \_\_\_\_\_.

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2. Your heart pushes \_\_\_\_\_ through your body.

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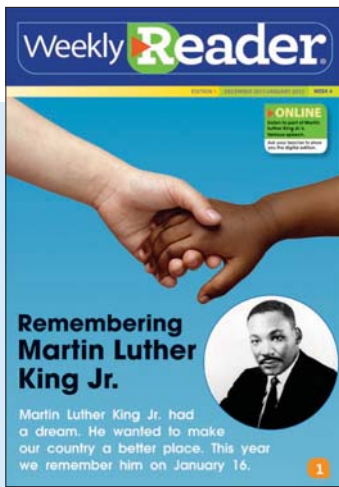
3. \_\_\_\_\_ is good for your heart.

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4. Some kids \_\_\_\_\_ rope to have healthy hearts.

## January 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>
<b>29</b>	<b>30</b>	<b>31</b>	<div style="display: flex; align-items: center;"> <div style="background-color: #4CAF50; color: white; padding: 5px; margin-right: 10px;"> <b>▶ TRY THIS</b> </div> <div style="border: 1px solid black; padding: 5px;"> <b>Which two words in the word box rhyme?</b>            _____         </div> </div>			



## Martin Luther King Jr. was an American Leader.

### Goal

Children will learn about Martin Luther King Jr. and how he grew up.

### Objective

Children will be able to complete sentences about how they can follow the example of Martin Luther King Jr. and help one another, share, play together, and so on.

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

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

On a bulletin board post a picture of King. Let children think of words that describe him, and record them around his picture. Read the words together with children.

### [www.weeklyreader.com/ed1](http://www.weeklyreader.com/ed1)

What does Martin Luther King Jr. Day mean to kids? Watch a short video.

### Literature Connection

- *Being a Good Citizen*, by Adrian Vigliano
- *Being Fair*, by Cassie Mayer
- *A Lesson for Martin Luther King Jr.*, by Denise Lewis Patrick
- *Martin Luther King Jr. Day*, by Sheri Dean
- *Martin Luther King Jr.*, by Emma Lynch
- *We Live Here Too!* by Nancy Loewen

# Weekly Reader

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## Remembering Martin Luther King Jr.

### SOCIAL STUDIES

#### Standards In This Issue

#### Common Core State Standard

Describe characters, settings, and major events in a story, using key details.

#### National Standard

Social Studies (NCSS)

Civic ideals and practices

#### Before Reading

**Tap Prior Knowledge:** Prepare students for reading. Find out what they know, and create a chart. Ask: Who was Martin Luther King Jr.? Why is he famous? Why might people remember him with a special holiday? Create a T chart. On the left side, write the question: What do I want to know? List what students want to learn about King. On the right side, write this question: What did I learn? Leave the right side of the chart blank. (After reading, guide students in completing the right side of the chart.)

#### Background Information

- Martin Luther King Jr. was born on Jan. 15, 1929, in Atlanta.
- In 1983, the third Monday in January was established as a national holiday to honor King. Today we continue to remember him for his work and his achievements.
- King believed that for us to live peacefully with equality for all, people should help others. Kindness, cooperation, and peaceful problem solving were mainstays of his philosophy.
- He encouraged people to volunteer for community service and to help fight violence and crime. On Martin Luther King Jr. Day, cities and towns across the United States have parades, speeches, concerts, and school activities to celebrate the memory of this great leader.

#### During Reading

**Make Connections:** Ask guided questions to get students to focus on the text. Ask: What do you notice about the picture of the house? How old do you think Martin Luther King Jr. was in the photo? What do you notice about the classroom? How did Martin Luther King Jr. help people?

#### After Reading

**Mini Activity:** Complete the T chart that was created in the activity above. Record in the right-hand column what students' learned after they read about King.

**Social Studies Extension:** Using long strips of paper, create a simple time line of King's life. Let children use this issue, picture books, and the Internet to contribute key events to the time line. To see a time line drawn by children, go to [www.pps.k12.or.us/schools-c/pages/buckman/timeline/kingframe.html](http://www.pps.k12.or.us/schools-c/pages/buckman/timeline/kingframe.html).

**Adaptation:** Write vocabulary words from this issue on the board or on strips of paper, such as *born*, *young*, *married*, *change*, *laws*, *special*, *honor*, and *statue*. Divide the class into two teams. Call out a word. One person from each team comes forward. The first person to find and circle the word gets a point. Add to the challenge by calling out a synonym for each word.

Name \_\_\_\_\_

## Buddy's Story

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's Special Book

Buddy's mother took him to the library.  
 She showed him where to find the picture books.  
 She told him each book had a title and an author.  
 Buddy was looking for a special book about an American leader.  
 He saw the book and smiled.  
 The book was about Martin Luther King Jr.



Pattek Grouard

1. Who took Buddy to the library?

his teacher

his sister

his mother

2. Which did she help Buddy find?

pencils

crayons

picture books

3. Which was Buddy looking for?

a special book

a special picture

a special game

4. What did Buddy do when he found the book he was looking for?

cry

yell

smile

5. What two things might Buddy learn by reading about Martin Luther King Jr.?

He was a leader.

He helped people.

He lived in Texas.

**▶ TRY THIS**

Which is the word for a person who writes a book? Circle the word.

clown

singer

author