

Hooray for Our Presidents

SOCIAL STUDIES

Standards In This Issue

Common Core State Standard

Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

National Standard

Social Studies (NCSS)

Power, authority, and governance

Explore Mount Rushmore and four great presidents.

Goal

Children will learn about Mount Rushmore and about some of our great presidents.

Objective

Children will be able to use a map of the United States to answer questions.

Concepts of Comprehension[®]

Text Features are words and pictures that help organize and highlight information. Examples include headlines, photographs, and captions.

Engage students in matching the color-coded dots in the photo of Mount Rushmore with the dots in the text sections for each president.

Ask: How does that help you understand what you are reading? How does that help organize the photos and the text? Would you recognize the presidents in the Mount Rushmore photo if the dots were not there?

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See a slide show about Abraham Lincoln's life.

Literature Connection

- *Abe Lincoln's Hat*, by Martha Brenner
- *Bo Obama: First Dog of the United States of America*, by Koji Kondo
- *If I Were President*, by Catherine Stier
- *Presidents' Day*, by Anne Rockwell
- *Presidents' Day*, by Margaret McNamara
- *Presidents' Day*, by Rebecca Rissman

Before Reading

Reinforce Vocabulary: Using words from the text, let children play a memory game by matching word cards to definition cards.

Background Information

- **George Washington** was the first U.S. president and is sometimes called the Father of Our Country.
- Washington was born on Feb. 22, 1732, in Virginia. He grew up on his family's farm there and went to school.
- Washington was elected president twice, once in 1789 and again in 1792.
- By the time Washington retired, our country had grown to include 16 states.
- **Abraham Lincoln** was born in Kentucky on Feb. 12, 1809. He went to school for less than a year, but he taught himself to read and write.
- Lincoln was the 16th U.S. president. He was elected once in 1860 and again in 1864.
- Much of Lincoln's work as president was spent handling slavery issues and the Civil War (1861–1865).

During Reading

Reinforcing Vocabulary: Create word webs about Mount Rushmore. Let students use facts they have learned from this week's issue as well as from other sources.

After Reading

Mini Activity: Write sentences from this week's issue on large strips of paper. Cut the strips apart. Let children reconstruct the sentences based on their comprehension of the text.

Language Arts/Social Studies Extension: Talk with children about the concept of character. Explain that character is made up of a person's actions and thoughts. Remind children that this issue is about presidents. Ask them to think about what character traits a person should have to be a U.S. president. Next create a class acrostic poem using the word *president*. Guide students to brainstorm descriptive words (possible words: *popular, respectful, energetic, smart, interesting, dependable, enthusiastic, noble, trustworthy*). When the poem is complete, read it aloud together, guiding students with definitions of words, as needed. Display it on a bulletin board.

Adaptation: Sit students in a circle, and spin a bottle in the middle. Ask questions about the issue. The student to whom the bottle is pointing must answer. If correct, that student may spin the bottle next.

Name _____

What Is a Proper Noun?

A **proper noun** is a word that names a person, a place, or a thing. Proper nouns begin with capital letters. Find and circle four proper nouns that should begin with capital letters. Then write the numbers on the calendar below.

1. Abraham Lincoln was born in kentucky.

2. George washington was our first president.

3. President lincoln wore a tall hat.

4. george Washington rode a white horse.



February 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8			
			15			
	20 Presidents' Day					25
26	27	28	29	<div data-bbox="917 1879 1047 1963" style="background-color: #4CAF50; color: white; padding: 5px; display: inline-block;"> ▶ TRY THIS </div> <div data-bbox="1063 1837 1567 1942" style="border: 1px solid black; padding: 5px;"> George Washington and Abraham Lincoln were presidents long ago. Who is our president today? _____ </div>		



Happy Chinese New Year!

SOCIAL STUDIES

Standards In This Issue

Common Core State Standard

Ask and answer questions about key details in the text.

National Standard

Social Studies (NCSS)

Culture

Discover a colorful, festive, and symbolic holiday.

Goal

Children will learn about the traditions that surround Chinese New Year.

Objective

Children will be able to identify where China is located on a map and tell which animal this Chinese New Year celebrates.

Concepts of Comprehension^o

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

After reading, write five questions based on the text. Ask students to look back to find the answers. Suggestions: What colors might people use to celebrate? What might people do in their homes? What foods might people eat? What is the dance in the street called? Complete this sentence: It is the Year of the _____.

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Play interactive games and learn about Chinese New Year traditions.

Literature Connection

- *Bringing In the New Year*, by Grace Lin
- *Chinese New Year*, by Nancy Dickmann
- *The Dancing Dragon*, by Marcia Vaughan
- *Dragon Parade: A Chinese New Year Story*, by Steven A. Chin
- *Happy Chinese New Year, Kai-lan!* by Lauryn Silverhardt
- *The Runaway Wok*, by Ying Chang Compestine

Before Reading

Mini Activity: Introduce the topic of the issue. Have children discuss what they already know and what they want to find out about China and Chinese New Year. Create a two-column chart. Before reading, record facts that students know in the left column. After reading, list facts students have learned in the right column.

Background Information

- This year Chinese New Year begins on January 23. It is the Year of the Dragon.
- The holiday lasts for about 15 days, ending with the Lantern Festival.
- Chinese New Year celebrates a time of joy and new beginnings. Homes are swept clean for the new year.
- Red is a favorite color for Chinese New Year. It symbolizes joy, happiness, truth, sincerity, and virtue. People wear red clothing, and homes feature red decorations.
- Special foods are prepared. Uncut noodles and whole fish signify a long life.
- The dragon dance is a highlight of the holiday. Dancers move under a paper or cloth dragon through the streets.

During Reading

Analyze and Describe: Engage students in looking closely at the photos in the issue. Discuss how the people in each photo might feel (*happy, excited, proud, loving, enthusiastic*, and so on).

After Reading

Compare and Contrast: Invite students to write questions they have about Chinese New Year. Provide picture books and other resources so students can research information. Guide them in writing answers to their questions.

Social Studies Extension: Engage students in making paper lanterns, and practice the tradition of writing riddles on pieces of paper placed inside the lanterns. Show students a few riddles, and then ask them to write their own. You can have a lantern festival and have students solve one another's riddles.

Adaptation: Engage students in associating concepts and words. Write words related to Chinese New Year on the board. (*red, noodles, colorful, flowers, dragon*) Include one or two words that do not belong. (*car, beach*) Ask students to find the words that do not belong.

Share a Poem

Continents Of The World

To learn the seven continents
Think of the letter A.
And when you're down to only one
An E will save the day.
There's Africa, Antarctica,
Australia, Asia, too.
The oceans run between them
With their waters deep and blue.
There are also two America's—
North and South, you see.
Now we're coming to the end—
Europe starts with E!
—Amy A. Anderson

Name _____

Chinese New Year: Fact or Opinion?



Fact is information that someone can prove true or false.

Opinion is what someone believes about a subject.

Read each sentence, and circle whether it is a fact or an opinion.



1. Chinese New Year is a great holiday!

Fact

Opinion

2. People eat sweet rice cakes at Chinese New Year.

Fact

Opinion

3. Gung hay fat choy is a wish for good luck in the new year.

Fact

Opinion

4. Sweet oranges taste so good!

Fact

Opinion

5. Red is used in decorations at Chinese New Year.

Fact

Opinion

6. Small red packages with money are called lai see.

Fact

Opinion

China is a country. It is located on one of the continents.
Circle the name of the correct continent.

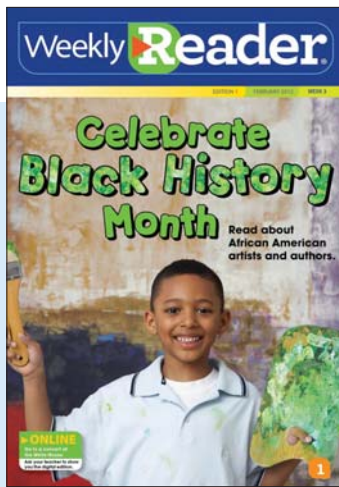


China is in _____.

Africa

Asia

Europe



Celebrate Black History Month

SOCIAL STUDIES

Standards In This Issue

Common Core State Standard

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

National Standard

Social Studies (NCSS)
Culture

Meet famous African Americans, and find out about their contributions.

Goal

Children will find out when and why Black History Month occurs and learn about some famous African Americans in the arts.

Objective

Children will be able to identify some famous black Americans and will be introduced to an African folktale.

Concepts of Comprehension^o

Genre is a type of text, such as fiction or nonfiction.

After reading the issue, read the story in the Teacher's Guide, "Why Turtles Live in Water." Ask students to tell whether they think the story is true or make-believe. Help students find sentences that show the story is make-believe. Engage students in answering the questions that appear after the story.

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Find out about African American authors, illustrators, and activities.

Literature Connection

- *African Folk Tales*, by Hugh Vernon-Jackson
- *Dinner at Aunt Connie's House*, by Faith Ringgold
- *Freedom on the Menu*, by Carole Weatherford
- *Freedom Summer*, by Deborah Wiles
- *My Name Is Not Isabella*, by Jennifer Fosberry
- *The Other Side*, by Jacqueline Woodson
- *A Picture Book of Rosa Parks*, by David Adler
- *Tar Beach*, by Faith Ringgold

Before Reading

Set a Purpose: Share books by Nikki Grimes and Faith Ringgold, two of the African American authors featured in the issue. Ask: What might help an author get an idea for a story? What ideas might you have for stories?

Background Information

- **Langston Hughes** was born in Joplin, Mo. His mother was a teacher. He began writing poetry in high school.
- **Jacob Lawrence** was born in Atlantic City, N.J. He took art classes after school in New York City and later became a painter.
- **Nikki Grimes** was born in New York City. She began writing verse at age 6. She has written many award-winning books for children.
- **Faith Ringgold** was born in New York City. She is a painter and an author. She is best known for her story quilts—art pieces that combine painting, quilted fabrics, and storytelling. Her first book, *Tar Beach*, won several awards.

During Reading

Mini Activity: Use a Venn diagram to compare and contrast the characteristics of two of the famous black Americans discussed in this week's issue.

After Reading

Reinforce Explicit Information:

Create cloze sentences based on the text in this issue. Let students complete the sentences based on comprehension of this week's issue.

Language Arts Extension: Read an African folktale from *African Folk Tales*, by Hugh Vernon-Jackson. Discuss the story with students. Ask children to identify a problem, a solution, and the lesson learned from the folktale. Create a grid on an easel pad. Include those headings to organize and review student responses.

Adaptation: Write three or four sentences about one of the people in this week's issue in random order on the board. For example: *He took art classes. Jacob Lawrence was born in New Jersey. He became a painter.* Invite children to think about what comes first, second, third, and so on in the story. Then have them write the sentences in the correct sequence. (You may also want to write the sentences on sentence strips and place them in a center where students can put them in the correct order.)

Share a Poem

African American Artists

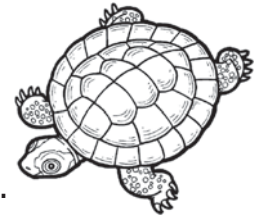
African Americans
Have done so much, you see.
Dancers, authors, and musicians,
We see them on TV.
Hard work and determination
Made them people we praise—
Each year in February
And on all other days!
—Susan LaBella

Name _____

Read an African Folktale

Folktales are stories that are passed down from one person to another. Many folktales are thought to be make-believe. True stories have real people, things, and places. They are **not** make-believe. Read the story, and answer the questions below.

Why Turtles Live in Water A Tale From West Africa



People say that at one time turtles used to live only on land and not in water. One day a few hunters caught a turtle. They brought the turtle to their village. The mayor said, "He looks like a tasty turtle. Let's cook him!" The turtle was clever. He said, "You'll have to kill me first. Why don't you take me to the river and drown me?" "Good idea," said the mayor. The hunters took the turtle to the river and threw him into the water. Soon, two little green eyes popped up out of the water. The turtle smiled and said, "I think I'll spend most of my time safely in the water."

1. What do the hunters do to the turtle?

They catch him.

They eat him.

2. How does the turtle show that he is clever?

He tricks the hunters.

He pops out of the water.

3. Who says, "He looks like a tasty turtle"?

the mayor

the hunters

4. The story is make-believe. How can you tell that it is make-believe?

Turtles do not talk.

Turtles do not swim.



What is real, and what is make-believe? Circle the answer.

Turtles have shells.

real

make-believe

Turtles can fly.

real

make-believe

Turtles can sing.

real

make-believe

Turtles have four legs.

real

make-believe



Weekly Reader®

February 2012 • Teacher's Guide • www.weeklyreader.com • Edition 1/Grade 1

Keep That Super Smile!

SCIENCE

Standards In This Issue

Common Core State Standard

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

National Standard

Science (NSES)
Personal health

Read great tips on how to keep teeth clean and healthy.

Goal

Children will understand why it is important to care for their teeth.

Objective

Children will be able to complete sentences stating dental health rules.

Concepts of Comprehension[®]

Cause is the reason why something happens. **Effect** is what happens as a result.

After reading, create a two-column chart. Label one column *Cause* and the other *Effect*. Review and discuss each dental health tip. Ask: What will happen as a result of that? For example, if you brush your teeth twice a day, what will happen? (*Your teeth will be clean.*) If you visit the dentist twice a year, what will happen? (*Your teeth will stay healthy.*) As you mention each cause and its effect, list them on the chart.

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Find poems, activities, and more about dental health month.

Literature Connection

- *Bear's Loose Tooth*, by Karma Wilson
- *Mrs. Watson Wants Your Teeth*, by Alison McGhee
- *The Night Before the Tooth Fairy*, by Natasha Wing
- *Take Care of Your Teeth*, by Don L. Curry
- *The Tooth Book: A Guide to Healthy Teeth and Gums*, by Edward Miller
- *Tooth Trouble*, by Abby Klein

Before Reading

Preview Text: Invite students to look at the photos and text in the issue.

Ask: What do you think we will read about in this issue? What will we learn? Why might that be important?

Background Information

The American Dental Association recommends the following tips for proper tooth and gum care:

- Children should brush a minimum of twice a day, being careful to brush at the gum line.
- Children should brush with gentle motion using a soft-bristled toothbrush.
- Children should remove plaque and food bits by flossing daily. Until children are 6 years old, they should receive help with flossing from an adult.
- To floss, ease the floss between the teeth—do not snap it. Form a C against the side of each tooth, moving the floss up and down.
- Children should eat foods with little or no sugar.

During Reading

Reinforce Vocabulary: Jot down important words from the text before reading. As you read, tell students that they have to name a word you are thinking about. Give a simple hint, such as: a person who examines teeth. Let children say or look for the correct word in the issue.

After Reading

Mini Activity: With students, create your own rhyme or jingle about teeth. Write the words on a whiteboard, and sing them to the tune of “Old MacDonald Had a Farm”): “Brush your teeth, brush your teeth, EE I EE I O. Now it's time to floss, floss, floss, EE I EE I O.”

Health Extension: Help children understand the importance of flossing. Put a rubber glove on one hand, and hold it up (as if giving a high five). Hold your fingers apart, and smear peanut butter between them. Tighten your fingers together. Tell children that your fingers stand for teeth. Keeping your fingers tight, let a child use a toothbrush to try to scrub the peanut butter out of the “teeth.” Next have a child try to remove the peanut butter from between the teeth holding dental floss with both hands. Ask: Which way worked best? Why? (**Note:** Be aware of allergies.)

Adaptation: Pull pages from old magazines. Invite children to go on a scavenger hunt to find photos of children and grown-ups with healthy teeth. Invite them to create a large collage with the pictures. Write a title for the collage. Add pictures of tubes of toothpaste, floss, and toothbrushes to support healthy dental habits.

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's Trip to the Dentist

Buddy tries really hard to keep his teeth bright.
 He brushes them well each day and each night.
 He flosses them, too—his mom gives him a hand.
 What a great smile, the best in the land.
 Then the dentist checks Buddy's clean teeth too.
 He says, "They just look great, Buddy. Good for you!"

—Susan LaBella



Patrick Girouard

1. What is the poem about?

a dentist

Buddy's teeth

Buddy's friends

2. In this poem, which does Buddy try hard to do?

ride a bike

keep his teeth bright

learn to swim

3. In this poem, what does Buddy do day and night?

brushes his hair

plays ball

brushes his teeth

4. Who helps Buddy floss?

his teacher

his dad

his mom

5. When Buddy's mom gives him a hand, what does she do?

She reads to him.

She helps him.

She claps for him.



Look at the poem. Which word rhymes with **bright**? _____

Which word is the opposite of **dirty**? _____