

# Weekly Reader®

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

## Where Do I Live?

### SCIENCE

Discover animal habitats and the continents on which they are found.

#### Goal

Children will learn about animal habitats and where some are found.

#### Objective

Children will be able to identify the habitats of seven animals.

#### Concepts of Comprehension®

**Vocabulary in Context** means figuring out the meaning of a word by looking at the words and sentences around it.

Guide children to identify and understand key words in the text based on the words and sentences around them. (Examples: *habitats (live) steep (mountain), leaves (bark, trees), lizards (I eat)*. Invite each student to write a sentence using one word from those you review.

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

Invite students to play a habitat game.

#### Literature Connection

- *Animal Habitats*, by DK Publishing
- *Desert Animals*, by Connor Dayton
- *A Forest Habitat*, by Bobbie Kalman
- *I See a Kookaburra!* by Steve Jenkins and Robin Page
- *An Ocean of Animals*, by Janine Scott
- *Rain Forest Animals*, by Francine Galko
- *What Lives in Antarctica?* by Oona Gaarder-Juntti
- *Where Is My Continent?* by Robin Nelson

#### Standards Common Core State Standard In This Issue

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.

#### National Standard

Science (NSES)  
Organisms and their environments

#### Before Reading

**Set a Purpose for Reading:** Ask students what they already know about habitats and what they hope to find out.

#### Background Information

- **Grasslands** are areas with flat land and hills. Giraffes, lions, and zebras live there. Grasslands are found on every continent but Antarctica.
- **Oceans** cover about 70 percent of Earth's surface. Sea turtles, sharks, whales, and clown fish all live in oceans. The ocean waters near Antarctica are extremely cold and icy.
- **Ponds and streams** are small bodies of water. The water in ponds is still; the water in streams moves.
- **Forests** cover about one-third of the world's land and can be found in many regions with different climate characteristics. Squirrels, foxes, birds, and reptiles live in forests.
- **Deserts** are usually hot and dry. Animals must go for long periods of time without water. Snakes, jackrabbits, and camels live there.
- **Tropical rain forests** are places dominated by trees and vines. Toucans, poison dart frogs, and howler monkeys live in tropical rain forests.
- **Mountain** habitats can be cold and windy. The higher the mountain, the colder and windier the environment. Animals have adapted to the rugged landscape. They include mountain goats, ibexes (wild goats), sheep, mountain lions, and yaks. Most are good climbers and move freely in the steep, rocky landscape.

#### During Reading

**Draw Conclusions:** Ask students to wonder about animals and draw conclusions based on what they know and information from the text. (*I wonder why giraffes eat the leaves of trees. I wonder why sidewinders stay under sand during the day.*)

#### After Reading

**Mini Activity:** Play the 3-2-1 Game. Divide an easel page into three sections. (*Learned, Interesting, and Questions*) Ask students to name three facts they learned; two facts that they found especially interesting; and one question they still have. List their responses in the sections of the chart.

**Comprehension Extension:** Give each child three cards. Choose three habitats (for instance, ocean, desert, grassland). Ask each student to use a blue crayon to draw an ocean on one card, a brown crayon to draw a desert on another, and a green crayon to draw a grassland on the third card. Call out the names of animals that live in those habitats. Let students hold up the correct cards to show where each animal lives.

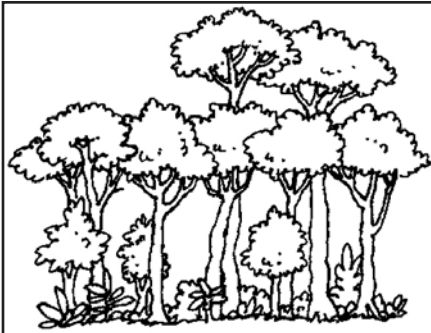
**Adaptation:** Display a set of cards with pictures of animals and their names. Have students study the pictures. Then ask them to close their eyes. Take away one picture. Have students open their eyes and name the missing animal.

Name \_\_\_\_\_

# Tropical Rain Forest or Desert?

In the top box, write the words that describe what is the same about both a rain forest and a desert. In each of the bottom boxes, write the words that describe what is different about them. For an additional challenge, write the name of an animal that lives in each place.

<b>rainy</b>	<b>wet and warm</b>	<b>sandy</b>	<b>habitats</b>	<b>hot and dry</b>
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Patrick Grouard

<b>Both</b>
_____
_____
_____
_____

<b>Rain Forest</b>
_____
_____
_____
_____

<b>Desert</b>
_____
_____
_____
_____



Where do many trees grow? \_\_\_\_\_

How do you know? \_\_\_\_\_



## What Are You Eating?

### 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

Learn about the new food groups and the new food symbol called MyPlate.

#### Goal

Children will learn what foods provide good nutrition for their bodies.

#### Objective

Children will be able to identify the new MyPlate icon, name the five nutrition groups, and identify some foods from each group.

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

**Categorize** is when you gather together information that is the same or almost the same. **Classify** is when you give that information a name.

Guide students to understand that foods are categorized into five groups. That helps us see what kinds of foods we are eating and helps us ensure we are eating a good combination of foods. For example, eating foods only from the grains group would not be good for our bodies, which need many kinds of food. Each food group has a name, which classifies that food group. Give children pictures of various kinds of foods. Let children identify each food's group and arrange the pictures under the correct food group heading.

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

Watch a video about the Kids in the Kitchen program.

#### Literature Connection

- *Dinosaurs Alive and Well!* by Laurie Krasny Brown and Marc Brown
- *Eating Right*, by Slim Goodbody
- *Fruits (Good Food)*, by Julia Adams
- *Gregory, the Terrible Eater*, by Mitchell Sharmat
- *Oh, the Things You Can Do That Are Good for You!* by Tish Rabe

#### Before Reading

**Preview and Predict:** Guide students in studying the cover photo. Ask: What might the girl be thinking? How do you know? Why might it be helpful for people to think about what foods to eat before eating them? Do the same with the other photos in the issue.

#### Background Information

March is National Nutrition Month. In 2011, First Lady Michelle Obama and Secretary of Agriculture Tom Vilsack introduced the federal government's new food icon, MyPlate. Its purpose is to help people make healthier food choices. The new icon helps reinforce the following healthy eating tips:

- Enjoy food, but eat less.
- Avoid oversized portions.
- Make half your plate fruits and vegetables.
- Make at least half your grains whole grains.
- Switch to low-fat or fat-free milk.
- Choose low-sodium foods.
- Drink plenty of water instead of sugary drinks.

#### During Reading

**Critical Thinking:** Engage students in purposeful reading by asking about the author's purpose in writing the issue. Ask: Why might the author have written this issue? Why is it important to know how much of each food group you should eat?

#### After Reading

**Access Understanding:** Engage students in creating a concept web. In the center of the word web, write "I eat healthy foods!" Create four to six sections around the web. Guide students in recalling facts they learned in the issue. Write the facts in the sections around the web.

**Language Arts/Comprehension Extension:** Discuss the concept of fact and opinion with students.





Explain that a fact is a statement that can be proved, and an opinion is a statement of what someone feels or thinks. On chart paper, create a list of simple sentences about healthful foods—some facts, some opinions. Read each sentence aloud, asking students to identify whether it is a fact or an opinion. Discuss their responses.

**Adaptation:** Sit students in a circle. Then place a bottle in the middle. Ask a nutrition question and then spin the bottle. The student to whom the bottle points must answer. If the student answers correctly, he or she may spin the bottle next.

Name \_\_\_\_\_

# Counting Two-Syllable Words

Count the number of syllables you hear in the word **apple**. Circle the eight words below that have the same number of syllables. Then fill in the missing dates on the calendar.

	orange	cereal	yogurt	fruit	
_____					
meat	cracker	lettuce	carrot		
_____					
beans	cheese	bread	chicken		
_____					
	fish	turkey	corn	pizza	

## March 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>8</b>	<b>9</b>	
						<b>31</b>



Learn about the moon and its features.

### Goal

Children will learn that the moon has many characteristics.

### Objective

Children will be able to identify at least three characteristics of the moon and name three of its shapes that appear in the night sky.

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

**Pronoun Reference** means connecting the pronouns in a sentence to the nouns that they refer to.

After reading the text, review sentences that include pronouns. Example: "Astronauts walked on the moon." They left footprints on it. Ask: What does the word *they* refer to? (*astronauts*) What does the word *it* refer to? (*moon*) "The moon has many deep holes. They are called craters." What does the word *they* refer to? (*holes*) Use the text in Buddy's letter: "Lily said that the moon is a star. My book says that the moon is a big rock. How can we find out more?" What does the word *we* refer to? (*Buddy and Lily*)

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

Watch the story of astronauts landing on the moon, and see more photos of the surface of the moon.

### Literature Connection

- *I Took the Moon for a Walk*, by Carolyn Curtis
- *The Man in the Moon*, by William Joyce
- *The Moon*, by Robert Louis Stevenson
- *The Moon Seems to Change*, by Franklyn M. Branley
- *Papa, Please Get the Moon for Me*, by Eric Carle
- *Phases of the Moon*, by Gillia M. Olson

## Fly to the Moon

### SCIENCE

#### Standards In This Issue

#### Common Core State Standard

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use personal, possessive, and indefinite pronouns. (e.g., *I, me, my; they, them, their; anyone, everything*).

#### National Standard

Science (NSES)  
Objects in the sky

### Before Reading

**Preview Text:** Give students time to look at the cover of the issue and the pictures on the other pages. Ask them to predict what they might learn about the moon.

#### Background Information

- Other than Earth, the moon is the only place in the solar system that humans have visited.
- Neil Armstrong was the first human to set foot on the moon. Astronauts also placed a U.S. flag on the moon.
- The surface of the moon is a dusty desert with plains, valleys, and mountains.
- The moon also has craters, which are holes made when fast-moving space objects hit the moon's surface.
- There is no air to breathe on the moon. In recent years, scientists have found water ice at the top and the bottom of the moon.
- The moon moves around Earth in an orbit.
- The moon is smaller than Earth.
- Sometimes the moon looks as if it has a face. That is because of the light and dark areas we see on it. The light areas are mountains, and the dark areas are plains.

### During Reading

**Activate Thinking:** After reading about a feature of the moon, ask individuals to complete this sentence: "Hmm, I think that means \_\_\_\_\_."

### After Reading

**Mini Activity:** Ask children questions about what they have read. (*When do we see the moon? What might we see on the moon? What object does the moon move around? Let them look back and find answers in the text.*

**Language Arts Extension:** Pair nonfiction text with fiction. Read to students *The Boy and the Moon*, by James Christopher Carroll. Discuss the book, pointing out details. Guide students in identifying the story's problem and its solution. Finally, let children write simple sentences that describe alternate solutions the boy might have tried.

**Adaptation:** Display pictures of items that represent key words from the issue—*sun, moon, light, mountain, valley, and crater*, for example. Invite individuals to describe a picture.

### Share a Poem

#### On the Moon

Nothing grows on the moon, they say,  
Nothing new or old,  
Whether it's August, June, or May,  
The nights are far too cold.  
Nothing lives on the moon at all  
In any sheltered spot.  
Whether it's winter, spring, or fall,  
The days are far too hot.  
But something shows on the moon,  
it's true,  
Bright in the windless air,  
Something that's red and white and blue—  
Astronauts put it there.

—Aileen Fisher

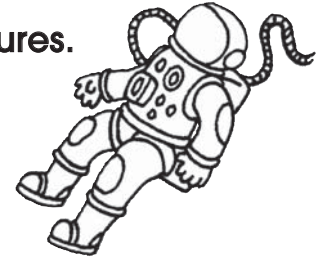
Name \_\_\_\_\_

# Listening Activity

Ask children to listen carefully as you read the story or ask them to read it independently. Invite them to circle the correct answer to each question.

## Buddy's Wish

Buddy's mother took him to the library.  
 He chose a book about the moon. The book had a lot of pictures.  
 Buddy read three facts about the moon.  
 First, Buddy learned that the moon has craters on it.  
 Second, he found out that the moon gets cold at night.  
 Third, he read that astronauts had walked on the moon!  
 Buddy finished the book.  
 Finally, he said, "I wish I could be an astronaut. Then I could go to the moon."



Patrick Girouard

1. Where did Buddy go?  
 to the bakery                      to the library                      to the zoo

---

2. Which did Buddy's book have?  
 cartoons                      pictures                      marks

---

3. What did Buddy find out about the moon first?  
 It has mountains.                      It has water.                      It has craters.

---

4. Which thing did Buddy learn about the moon next?  
 It is hot at night.                      It is cold at night.                      It is cloudy at night.

---

5. Which word helps you know what Buddy did last?  
 Second                      walked                      Finally

---

6. What did Buddy wish he could do?  
 go to the moon                      go to Mars                      go to the mountains



Think about the book Buddy read. Circle the words to finish this sentence.  
 The book about the moon was \_\_\_\_\_. **a true story**      **make-believe**



## Eyes On You

### SCIENCE

#### Standards In This Issue

#### Common Core State Standard

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

#### National Standard

Science (NSES)

Characteristics of organisms; personal health

Read about the parts of the eye, and learn eye-safety tips for children.

#### Goal

Children will learn about the parts of the eye and how to protect their eyes.

#### Objective

Children will be able to complete sentences about ways they can keep their eyes healthy and safe.

#### Concepts of Comprehension®

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

After reading, discuss why the author might have written about the parts of the eye. That encourages students to reflect on what they read and also to read more thoughtfully. (If necessary, guide students with the following choices: A. to surprise us, B. to teach us about the parts of the eye, C. to make us laugh, D. to tell us that we have two eyes.) After reading the sidebar listing ways to keep eyes safe and healthy, ask students similar questions.

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

Take an interactive eye-safety quiz, and read about amazing eye facts.

#### Literature Connection

- *Animal Eyes*, by Beth Fielding
- *Arthur's Eyes*, by Marc Brown
- *The Eye Book*, by Dr. Seuss
- *Eyes*, by Elizabeth Miles
- *Eyes (Let's Read About Our Bodies)*, by Cynthia Fitterer Klingel
- *How Your Eyes Work*, by Carol Ballard
- *My Eyes*, by Lloyd G. Douglas

#### Before Reading

**Tap Prior Knowledge:** Ask: What part of the body do you use to see? What are some of the parts of the eye? What colors are eyes? Why might it be important to take care of your eyes? How might you keep your eyes safe?

#### Background Information

- The **human eye** is shaped like a ball and is called an eyeball. It is about 1 inch across. It is about as large as a Ping-Pong ball, which is about 1½ inches in diameter.
- **Vision** occurs when light enters the eye. The eye sends signals to the brain. The brain interprets the signals as an image.
- The **iris** is the colored part of the eye. The iris gets its color from a substance called melanin. When more melanin is present, the color of the eye is darker.
- The **pupil** is the dark circle at the center of the iris. It is an opening that controls how much light enters the eye.
- The **cornea** covers the iris and the pupil. It is a clear covering that protects the eye.
- The **eyelid** protects the eyeball.
- **Eyelashes** keep dust and other small particles from getting into the eye.

#### During Reading

**Think Critically:** Many athletes wear goggles, glasses, or other shields to cover their eyes when they play sports. Ask: Which sports may cause accidental injury to the eyes? What might happen if the athletes did not protect their eyes?

#### After Reading

**Make Connections:** People who cannot see well use tools to help them. Ask: What kinds of things might help people who cannot see well? (*eyeglasses, contact lenses, guide dogs, large-print books*)

**Language Arts:** Share the poem below. Distribute copies or display it on a whiteboard or an easel pad. Guide students in understanding key vocabulary words, such as *peek, weep, blink, glare, and stare*. Ask them to act out the meaning of the words. Guide students in writing two additional lines. (Example: *To work? To play? To tell night from day? Tell me, why do we have eyes?*)

**Adaptation:** Give each student an index card. Ask him or her to write one question about eyes on the card. Review the cards. Distribute them to other students. Invite them to review the text or books for answers. Have them share their findings.

#### Share a Poem

##### Tell Me Why

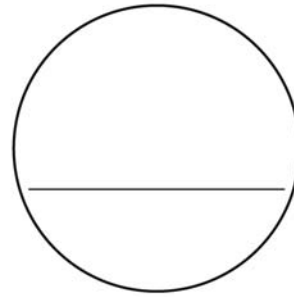
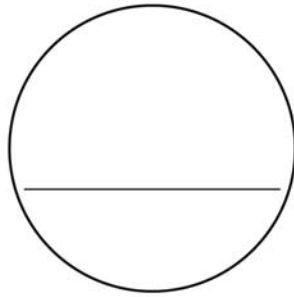
Eyes, eyes, eyes, eyes!  
Tell me, why do we have eyes?  
To see? To look? To read a book?  
Tell me, why do we have eyes?  
To peek? To weep? To close and sleep?  
Tell me, why do we have eyes?  
To blink? To glare? To stop and stare?  
Tell me, why do we have eyes?  
I'll tell you what I really think:  
Without our eyes, we could not wink.  
—Eve Mendelsohn

Name \_\_\_\_\_

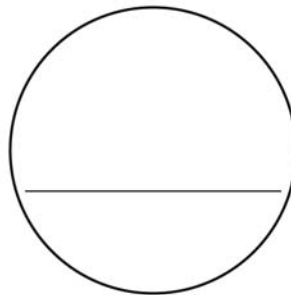
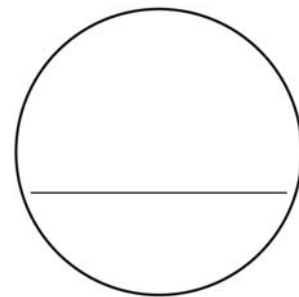
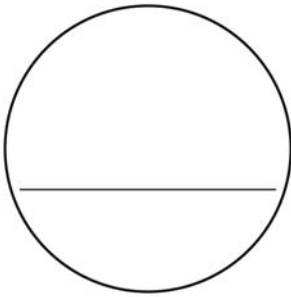
## Eye Words

Make a word web. Find the five words that are related to eyes.  
Then write them in the circles around the pictures of the eyes.

<b>pupil</b>	<b>eyelash</b>	<b>iris</b>	<b>eyebrow</b>
<b>bear</b>	<b>kite</b>	<b>eyelid</b>	<b>pencil</b>



**eyes**



Finish the sentence with the correct word from above.

The dark opening in the middle of the eye is the \_\_\_\_\_.