



# Weekly Reader

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

## A Special Day for Veterans

SOCIAL STUDIES

Share information about Veterans Day and how people celebrate it.

### National Standard

Social Studies (NCSS)  
Civic ideals and practices

### Common Core Standard

Identify the main topic and retell key details of a text.

### Goal

Students will learn about ways people honor veterans.

### Objective

Students will be able to answer questions about a United States map.

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

**Main idea** is the big idea in a text. It tells you what the text is mostly about.

After reading about Sean's project, ask students to identify the main idea of the story. If necessary, provide students with three choices: A) Sean was trying to become an Eagle Scout. B) Sean collected sweat suits and gave them to veterans. C) Sean lived in Pittsburgh, Pennsylvania.

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

See a slide show that helps children understand who veterans are.

### Literature Connection

- *H is for Honor:*  
*A Military Family Alphabet,*  
by Devin Scillian
- *My Dad's a Hero,*  
by Rebecca Christiansen  
and Jewel Armstrong
- *Night Catch,*  
by Brenda Ehrmantraut
- *A Paper Hug,*  
by Stephanie Skolmoski
- *Veterans Day,* by Rebecca Rissman
- *The Wall,* by Eve Bunting

## Multimedia Features in This Issue

### COVER

**Video:** Watch a parade!

Watch a Veterans Day parade. Then meet members of the U.S. armed forces. Ask: Why might people honor veterans with parades?

### PAGES 2–3

**Video:** See the five main groups of the armed forces.

What are the five main groups of the armed forces? They are the Army,

the Navy, the Air Force, the Marine Corps, and the Coast Guard.

Ask: Would you want to serve in the armed forces? Why or why not?

### PAGE 4

**Activity:** Using a map

Assess students' ability to understand a map. Have students study the map and answer the questions.

**Word Power:** Encourage students to find the words that name ways to honor veterans.

### Before Reading

**Make Connections:** Explain that veterans are men and women who have served our country. They have been in the Air Force, the Army, the Navy, the Marines, or the Coast Guard. Ask: Why might our country honor veterans. Ask: Does anyone have a relative or a friend who is a veteran?

### Background Information

- Veterans Day honors all men and women who have served in any branch of the U.S. armed forces.
- Special services are held on this day each year at the Tomb of the Unknown Soldier in Arlington National Cemetery and at other U.S. locations.
- The first Armistice Day was celebrated on Nov. 11, 1919. The holiday marked the anniversary of the armistice that ended World War I on Nov. 11, 1918. An armistice is an agreement by both sides in a war to end fighting.
- In 1954, Congress changed the holiday's name to Veterans Day to honor all United States veterans.

### During Reading

**Mini Activity:** Have each child trace his or her hand on a piece of paper. Let children write a word on each finger that relates to Veterans Day.

### After Reading

**Make Connections:** Discuss reasons why statues are made to honor veterans and others. Ask: Where have you seen statues? Invite students to discuss the statues in your town or neighborhood.

**Language Arts Extension:** Provide a variety of picture books about veterans. (See Literature Connection for suggestions.) Then, on an easel pad, create a concept web with at least eight sections. Write the word *Veterans* in the center. Ask students to share words and sentences about veterans based on the books they read.

**Social Studies Extension:** Design an exhibit for Veterans Day. Invite students to color flags that can be placed in the exhibit. Download a printable coloring page of a flag at [www.united-states-flag.com/american-flag-coloring-book.html](http://www.united-states-flag.com/american-flag-coloring-book.html).

**Adaptation:** Invite a veteran to visit your classroom to speak to students. Ahead of time, guide students in writing questions that they want to ask. Afterward, discuss the visit and help each student write one sentence that tells something about the visit. Have students share their work with the class.

Name \_\_\_\_\_

## It's Veterans Day

Put the words in each row in alphabetical order. Number them **1**, **2**, or **3**.  
Then fill in the dates on the calendar below.

veteran \_\_\_\_\_

parade \_\_\_\_\_

soldier \_\_\_\_\_



celebrate \_\_\_\_\_

statue \_\_\_\_\_

honor \_\_\_\_\_

monument \_\_\_\_\_

parade \_\_\_\_\_

uniform \_\_\_\_\_

# November 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
					<b>11</b> Veterans Day	
			<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>
<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>  Thanksgiving Day	<b>25</b>	<b>26</b>
<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>			



Choose one of the words from above, and write a sentence using it.



## Stay Away, Germs!

### SCIENCE

Teach students how to avoid spreading germs.

#### National Standard

Science (NSES)  
Personal health

#### Common Core Standard

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

#### Goal

Children will learn about germs and how to avoid spreading germs to others.

#### Objective

Students will be able to complete a passage about some rules to follow to help fight germs.

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

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

Invite children to look at the steps in "The Story of a Cold." Ask them to place their fingers on the photo of the crayons. Ask: What caused the germs to go onto the crayons? (*Tom's sneeze*) Explain that Tom's sneeze is the cause. Discuss what happened as an effect: The germs fell on the crayons.

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

Watch a cute hand-washing video with Crawford the Cat!

#### Literature Connection

- *Colds, Flu, and Other Infections*, by Angela Royston
- *Germs*, by Judy Oetting
- *A Germ's Journey*, by Thom Rooke, M.D.
- *Mr. Putter & Tabby Catch the Cold*, by Cynthia Rylant
- *Sid the Science Kid: The Trouble with Germs*, by Jennifer Frantz

## Multimedia Features in This Issue

### COVER

**Video:** See what happens when you cough.

*When you cough, a blast of air comes out of your mouth. Ask: Why is it important to cover your cough?*

### PAGES 2–3

**Slide show:** Learn how to stay safe from the flu.

*Ask: How can you stay safe from the flu? Why should you cough or sneeze into your elbow and not into your hands?*

**Slide show:** Learn the right way to wash your hands.

*Health experts say people should wash their hands for 15 to 20 seconds. Ask: Why might it be important to wash under your fingernails?*

### PAGE 4

**Activity:** Vocabulary

*Assess students' ability to fill in the missing words in the story.*

**Word Power:** Encourage students to find the three words that describe what people should do to feel better.

### Before Reading

**Develop Vocabulary:** Have children think of words that describe how they feel when they are sick. Invite children to say the words in sentences.

### Background Information

- Cold and influenza viruses are transmitted in places such as homes, workplaces, and schools. The spread of such illnesses requires close contact with people and is common in the winter months when people spend more time indoors.
- Germs are spread when someone with a cold or the flu blows his or her nose or sneezes and then touches a commonly used object such as a doorknob. The next person to use that doorknob can pick up the germs and contract the illness.
- Doctors say the best way to keep germs from spreading is to wash your hands often and to keep your hands away from your eyes, nose, and mouth.

### During Reading

**Model a Lesson:** Show students how to sneeze into a sleeve or into the bend of the elbow. Explain that when you don't have a tissue handy, those are the best places to sneeze. Invite students to model the behavior.

### After Reading

**Discuss Plot:** Explain that "The Story of a Cold" presents a problem. Ask: What is the problem in the story? What is the solution, or how is the problem solved?

**Science Extension:** Talk with children about how easily they can pick up germs on their hands and spread them to others. Explain that it is important to wash your hands well with soap after sneezing, using the bathroom, or blowing your nose. Then try a simple demonstration. Mix some ground cinnamon (germs) into some cooking oil. Rub some of the mixture on each child's hands. Next let the children rinse their hands under water. Ask children to notice their hands. (The hands are still slippery with cinnamon/germs on them.) Now have the children wash their hands well with soap and warm water, creating lather. Let students rinse and dry their hands and inspect for germs again. (**Note:** Be aware of allergies.)

**Adaptation:** Reinforce comprehension by asking pairs of children to review pictures and explain to one another how people catch colds.

Name \_\_\_\_\_

# Listening Activity

Ask children to listen carefully as you read the story or ask them to read it independently. After reading, invite them to circle the word or words that correctly answer each question.

## Buddy Catches a Cold

At school one day, Buddy’s throat felt tickly. Then he started to sneeze. “Ahchoo!” He covered his mouth and nose when he sneezed. He blew his nose with a tissue. Buddy threw the tissue in the wastebasket. Then he carefully washed his hands. When Buddy went home, he told his mother he was getting a cold. “Ahchoo!” He sneezed again. The next day, Buddy stayed home from school and rested. He drank a lot of water and juice. In a few days, Buddy felt much better.



Patrick Girouard

1. Where was Buddy when he started to sneeze?  
 at home                      at school                      at the doctor’s

---

2. Which did Buddy do when he sneezed?  
 covered his mouth      covered his car      covered his nose and mouth

---

3. Where did Buddy throw his tissue?  
 in the sink                      in the wastebasket      in the closet

---

4. Where did Buddy rest?  
 at school                      at home                      in the nurse’s office

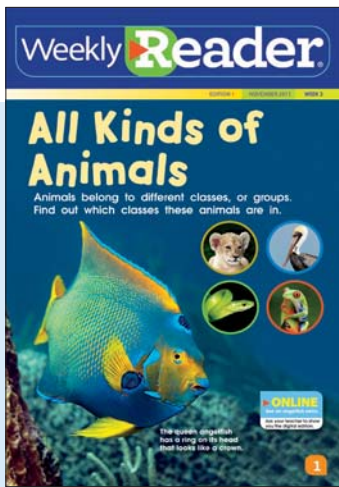
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5. What did Buddy drink to help get rid of his cold?  
 milk and water              soft drink and water              water and juice



Which word in the story means **began**? \_\_\_\_\_

Which word in the story means **toss or get rid of**? \_\_\_\_\_



**Introduce students to different animals and the different classes in which they belong.**

### National Standard

Science (NSES)

Organisms and their environment

### Common Core Standard

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

### Goal

Children will learn about five groups, or classes, of animals.

### Objective

Students will be able to name an animal from each of those groups.

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

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

Guide students in recognizing that features of different animals can help us group those animals into categories. Explain that each category can be given a name. Have students identify different animal body coverings. List the coverings on an easel pad. Invite students to list animals in each covering group (*fur, scales, skin, hair*, and so on). Explain that they have just categorized and classified.

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

Watch a video on animal classification.

### Literature Connection

- *Emma's Strange Pet*, by Jean Little
- *The Lion and the Mouse*, by Jerry Pinkney
- *A Nest Full of Eggs*, by Priscilla Belz Jenkins
- *The Pout-Pout Fish*, by Deborah Diesen

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## All Kinds of Animals

### SCIENCE

## Multimedia Features in This Issue

### COVER

**Video:** Watch an angelfish swim.

*A fish is a type of animal that lives its whole life in water. Ask: What other fish can you name?*

### PAGES 2–3

**Video:** Watch pelicans hunt.

*Pelicans swoop down into the water to catch fish. Ask: Why might it be important for pelicans to have large bills?*

**Video:** Watch a mother lion and cub.

*Watch a mother lion care for her cub.*

*Ask: What other animals have you seen that carry their babies in that way?*

### PAGE 4

**Activity:** Categorize and classify. Assess students' ability to complete the chart about the animal groups.

**Word Power:** Invite students to circle the words that describe different animal coverings.

### Before Reading

**Draw Conclusions:** Display the cover of this week's issue. Say, "I wonder what animal classes are?" Let children offer responses, and list them. Refer to the list after reading the text.

### Background Information

- Scientists group animals into classes in order to organize animals and make it easier to study them. Each animal class includes animals that have important similarities.
- Every animal in the world belongs to a class or a group.
- Vertebrates are animals with backbones; invertebrates are animals without backbones.
- Two commonly known classes of invertebrates are arachnids (which includes spiders) and insects.
- The most commonly known vertebrates are mammals, birds, fish, reptiles, and amphibians.

### During Reading

**Make Connections:** Have students think about what they are reading. **Ask:** Did you already know some of this animal information? Is it similar to something else you have read? If so, what?

### After Reading

**Mini Activity:** Help students compare and contrast by creating a two-column chart. Compare two animals from the issue. Use words or short phrases to complete the chart: *lays eggs, has feathers*, and so on.


**Science Extension:** Divide students into five groups. Assign each group one of the animal classes discussed in the issue. Give each group a large piece of paper on which you have preprinted a word web and four or five spaces around the web. Invite each group of students to complete the web based on one animal in the assigned class from pages 2, 3, or 4 of the issue. Have children share their work.


**Adaptation:** Create large word cards that name animal classes—amphibians, birds, fish, mammals, and reptiles. Hold up an animal picture, and say its name. Let a student hold up the word card that names the animal's correct class.

Name \_\_\_\_\_

# Bird or Mammal?

Which describes a bird? Which describes a mammal? Make a chart. Cut out each small box below. Paste it into the correct space under birds or mammals.

 <p>I am an owl. I am in the class called birds.</p>
<b>Birds</b>

 <p>I am a zebra. I am in the class called mammals.</p>
<b>Mammals</b>

Patrick Girouard

 **have fur**

**lay eggs**

**give birth to babies**

**have wings**

**have feathers**

**feed their babies milk**



## The Pilgrims' Journey

### SOCIAL STUDIES

## Multimedia Features in This Issue

### COVER

**Video:** Happy Thanksgiving.

Watch the turkey wish all a happy Thanksgiving. Ask: What do you do, if anything, to celebrate Thanksgiving?

### PAGES 6–7

**Video:** See a Thanksgiving Day parade.

Some people celebrate Thanksgiving by marching in a parade. Ask: Have you ever been to a parade? What was it like?

**Video:** See children then and now.

Compare and contrast Pilgrim children's lives with the lives of children today.

Ask: What is similar? What is different?

### PAGE 8

**Activity:** Reading comprehension

Assess students' ability to read a short passage and answer questions about it.

Share the Pilgrims' story.

### National Standard

Social Studies (NCSS)  
Time, continuity, and change

### Common Core Standard

Use illustrations and details in a story to describe its characters, setting, or events.

### Goal

Students will understand that the Pilgrims found a new home and learn about some of their experiences.

### Objective

Students will be able to answer questions about problem and solution after reading a short passage.

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

**Plot** is the events that make up the main story of a text.

Explain the plot of the story about the Pilgrims. Point out that the writer sets the scene by explaining that the Pilgrims sailed on a ship in search of a new home. Then guide students by viewing the photos showing the events that occur in the story. (The Pilgrims sailed; they reached land; it was cold, so they had to build homes; and so on.) Ask: At what parts of the story might the Pilgrims have been concerned about their safety? (*cold weather and no food*) What did they do to help themselves? (*built shelters, hunted and planted corn*)

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

Find more Thanksgiving-themed resources.

### Literature Connection

- *Happy Thanksgiving*, by Margaret McNamara
- *It's Thanksgiving!* by Jack Prelutsky
- *Pilgrim Cat*, by Carol Antoinette Peacock

### Before Reading

**Think Critically:** Explain that Pilgrim children's lives were different from children's lives today. Ask: Would you like to have lived as a Pilgrim child?

### Background Information

- On Sept. 6, 1620, the Pilgrims set sail on a ship called the *Mayflower*. They sailed from Plymouth, England. The trip took 65 days. They arrived at what is now Provincetown, Mass.
- For several months, the Pilgrims lived on their ship. They had no houses, and the weather was cold. In time, the Pilgrims began building wood structures to live in.
- The Wampanoag (wahm-pah-NOH-ag) befriended the Pilgrims. They taught them how to hunt for food, where to find nuts and berries, and how to grow corn.
- Pilgrim women ground corn, churned butter, sewed, and made candles. Men hunted, harvested crops, and cut wood. Children helped with all household chores.
- Children had lessons at home. They learned the alphabet and wrote with chalk on slate.
- In the fall of 1621, the Pilgrims harvested their first crops. They celebrated with a large feast and invited their Native American friends.

### During Reading

**Make Connections:** Invite students to think and reflect as they read each page and look at each photo. Ask: How might you have felt if you were a Pilgrim?

### After Reading

**Practice Problem Solving:** Explain that schools had not yet been built where Pilgrims lived. Ask: How might Pilgrim children have learned things if they did not go to school?

**Social Studies Extension:** Share books with children that tell about the *Mayflower* and the Pilgrims' journey. Discuss some of the things the Pilgrims brought with them. Ask children to collect and bring in items from home that they would take on a move to a faraway place. As children share their items, ask: Why did you bring these items? Which could you *absolutely* not leave behind? Help students compare the decisions they made when choosing items with the choices the Pilgrims had to make when they left their homes.

**Adaptation:** Create a concept wagon wheel. On three spokes of the wheel, write three words or phrases from the issue. On the fourth, write one word that does not belong. Invite students to identify the odd word and explain why it does not belong. (*homes, food, wood, paper*)

Name \_\_\_\_\_

# Read a Poem

The poem tells about some of the things Pilgrim children did long ago. Read the poem. Then circle the correct answer to each question below.

## Pilgrim Children

Pilgrim children ran and walked,  
Tossed a ball, and climbed a tree.  
Pilgrim children slept and talked,  
Very much like you and me.  
Pilgrim children grew taller,  
Just as you and I will grow.  
They gave thanks at their harvest feast,  
But that was very long ago.

—Leland B. Jacobs



Patrick Grouard

1. How were Pilgrim children like you?  
 They slept and talked.      They ate pizza.      They used computers.

---

2. When did Pilgrim children give thanks?  
 last week      long ago      yesterday

---

3. What two things did Pilgrim children do?  
 played with balls      climbed a tree      rode bikes

---

4. What is the main idea in the poem?  
 Pilgrim children were like children today.  
 Pilgrim children played games.  
 Pilgrim children had a harvest feast.



Write the words from the poem to complete the sentences below.

Pilgrim children played. They \_\_\_\_\_ a ball.  
 They also \_\_\_\_\_ a tree.