



What Is Groundhog Day?

SCIENCE

Standards In This Issue

Common Core State Standard

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

National Standard

Science (NSES)
Characteristics of organisms

Teach students about the legend of Groundhog Day and engage them in a lesson about shadows.

Goal

Students will learn about the Groundhog Day legend. They will also learn about shadows.

Objective

Students will be able to make connections between objects and the shadows that they make.

Concepts of Comprehension[®]

Drawing Conclusions is when you figure out what a text means by using what you already know and information from the text.

After reading about shadows, remind students that the groundhog will predict the beginning of spring based on whether it sees its own shadow. Ask: What kind of weather would it most likely be on Groundhog Day if the groundhog predicts an early spring? What kind of weather might it be if the groundhog predicts six more weeks of winter?

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Visit Punxsutawney Phil's official Web site.

Literature Connection

- *Double Trouble Groundhog Day*, by Bethany Roberts
- *Go to Sleep, Groundhog!* by Judy Cox
- *Groundhog Weather School*, by Joan Holub
- *Punxsutawney Phyllis*, by Susanna Leonard Hill
- *Substitute Groundhog*, by Pat Miller

Before Reading

Make Predictions: Point to the photo of the groundhog on the cover of the issue. Ask students to name what kind of animal it is. Then draw their attention to the headline. Ask: What do you think you will learn in this issue? What clues give you that information?

Background Information

- Share the Groundhog Day story with students. Be sure to explain that a legend is a story that is not true. A legend, or story, says that every year on February 2, a groundhog wakes up from its winter sleep and comes out of its hole. If the day is sunny, the groundhog sees its shadow and is frightened. It runs back into its hole, and winter will last six more weeks. If the day is cloudy, the groundhog does not see its shadow and stays outside. Then, the story says, spring will come early.
- Share information about shadows. Explain that shadows are created when an object comes between a source of light and another object. For example, when you stand outside on a sunny day, your body comes between the sun and the ground. Your body blocks the sunlight from reaching the ground within a certain area. That place where the sunlight does not reach is called a shadow.

During Reading

Think Critically: Encourage students to imagine what it might be like to live underground. Ask: Why might groundhogs live underground? Invite children to think of other animals that live underground. Make a class list.

After Reading

Think Critically: Remind children of the Groundhog Day story. Ask: Do you think that story is real or pretend? How do you know?

Language Arts Extension: Explain to students that *groundhog* is a compound word, a word made from two or more shorter words. To demonstrate that, draw a simple landscape scene with an arrow pointing to the ground; then draw a hog. Label each drawing. Model putting the two words together to get the new word: *groundhog*. Repeat the activity using other compound words, such as *butterfly*, *lipstick*, *basketball*, *baseball*, and *pancake*.

Science Extension: Hang a large white sheet in the classroom. Shine a bright light at the sheet. Invite four children to go to the side of the sheet where the light is. Seat the rest of the class on the other side. Invite one child at a time to stand in front of the light. Encourage the children on the other side to guess whose shadow they are looking at.

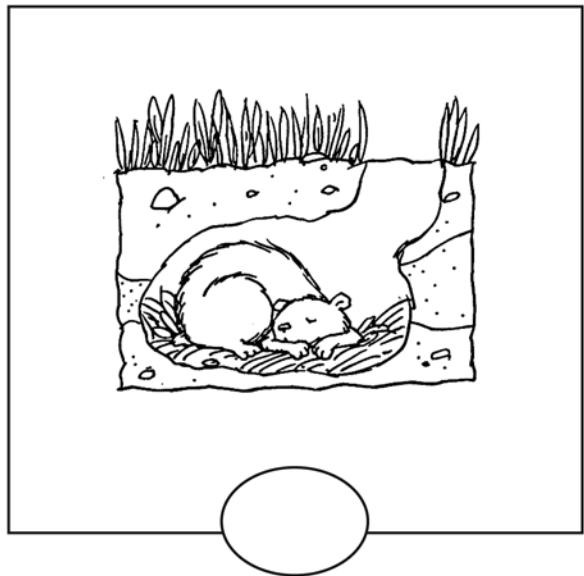
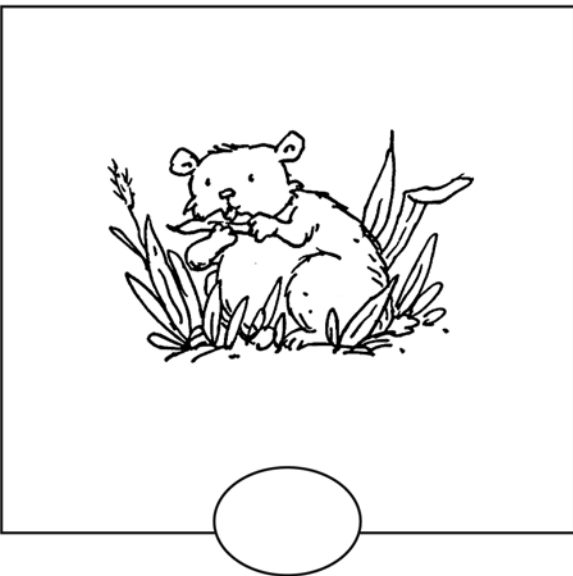
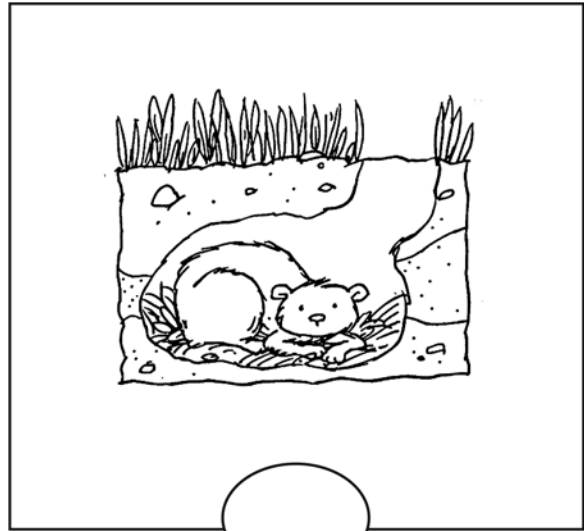
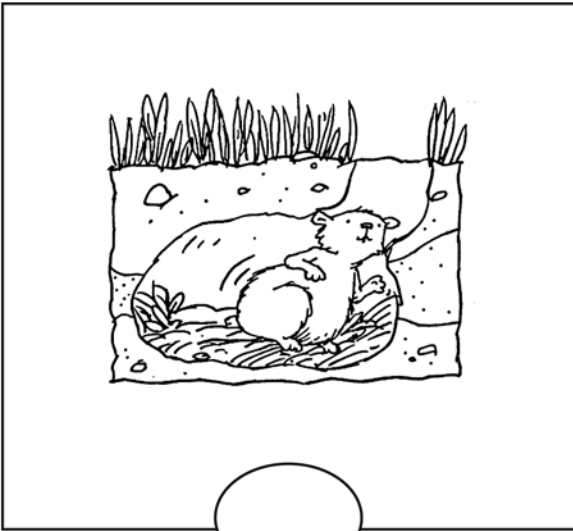
Adaptation: Create a class book about groundhogs. Invite each child to find one fact about groundhogs. Encourage the children to draw pictures illustrating their facts. Then write the facts as they dictate. If the child is able, encourage him or her to write the fact that he or she found.

Name _____

Groundhog Wakes Up!

Read or listen to the story. Then, write the numbers **1, 2, 3,** and **4** to show how the story goes.

- 1.** The groundhog sleeps all winter.
- 2.** Slowly, the groundhog wakes up.
- 3.** The groundhog climbs out of its burrow.
- 4.** The groundhog is hungry! It finds some tasty grass to eat.



Patrick Grouard



How many letters are in the word **groundhog**? Write the number. _____



Weekly Reader

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Presidents' Day

SOCIAL STUDIES

Standards In This Issue

Common Core State Standard

With prompting and support, ask and answer questions about unknown words in a text.

National Standard

Social Studies (NCSS)

Power, authority, and governance

Discuss two important past U.S. presidents, and introduce our current president.

Goal

Students will learn about George Washington, Abraham Lincoln, and Barack Obama.

Objective

Students will be able to complete a counting activity using pennies.

Concepts of Comprehension[®]

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

As you read the issue together, stop after the following sentence: *You can see his face on a quarter.* Ask: Whom does the word *his* refer to in the sentence? How can you tell? Repeat the activity for other sentences in the issue.

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Make Presidents' Day-themed crafts.

Literature Connection

- *George Washington's Birthday: A Mostly True Tale*, by Margaret McNamara
- *If I Were President*, by Catherine Stier
- *The Impossible Patriotism Project*, by Linda Skeers
- *Let's Celebrate President's Day*, by Connie and Peter Roop
- *Meet Abraham Lincoln*, by Patricia A. Pingry
- *Presidents' Day*, by Anne Rockwell

Before Reading

Tap Prior Knowledge: Explain that the president is the leader of our country. **Ask:** What is the name of our president? What are the names of some of our past United States presidents?

Background Information

George Washington

- George Washington was born on Feb. 22, 1732, in Virginia.
- He spent most of his childhood on his family's farm.
- He became the first president of the United States in 1789.

Abraham Lincoln

- Abraham Lincoln was born on Feb. 12, 1809, in Kentucky.
- He had little formal education as a child, but he taught himself to read and to write.
- He was first elected president in 1860.

Barack Obama

- Barack Obama is the 44th president of the United States. He was elected president in 2008.
- He was born on Aug. 4, 1961, in Hawaii.
- He and his wife, Michelle Obama, have two daughters, Sasha and Malia Obama.
- People will vote for a U.S. president later this year.

During Reading

Share Ideas: Talk about U.S. President Barack Obama. **Ask:** What do you know about President Obama? What kinds of jobs does he do? Where have you seen him?

After Reading

Think Critically: Invite children to think about the job of the United States president. **Ask:** Would you like to have the job of the U.S. president? Why or why not?

Social Studies/Mathematics

Extension: Invite children to inspect several coins that show pictures of George Washington and Abraham Lincoln. Then mix up the coins, and encourage children to sort the coins into piles. They may choose to sort by president, type of coin, age of the coins, and so on.

Art Extension: Pass around a few coins that show Washington and Lincoln on them. Invite children to look carefully at the faces. Then give each child a coin, a piece of paper, and an unwrapped crayon. Demonstrate how to make a coin rubbing by placing the coin under the paper and rubbing the side of the crayon on the paper.

Adaptation: Use a penny and a building block to reinforce spatial concepts and words. Place the penny on top of the block and say, "The penny is on top of the block." Encourage children to repeat after you. Then place the penny in different locations in relation to the block. Use words and phrases such as *under*, *next to*, *behind*, *to the right*, and *to the left*. Invite children to describe the penny's location as you did in the example.

Name _____

Fun With Poetry

Ask children to listen carefully as you read the poem. When you have finished, invite children to complete the activity below.

Presidents' Day

George Washington was the first president.
Abraham Lincoln was president too.
They always worked hard and did their best
Because that is what presidents do.

Both of these men helped our country grow.
We honor them on Presidents' Day.
Now our country is free, and its rules are fair,
And for that we shout, "Hip hip hooray!"



—Kate Paixão

Patrick Girouard

1. Circle the names of two presidents in the poem.

2. Underline two words in the poem that rhyme with **to**.

3. Draw an arrow pointing to the name of a holiday.

4. Draw two lines under the words you might shout when you are happy.

▶ TRY
THIS

What is the name of our president today?
Write the first letters of his first and last names.

___arack ___bama



Look at a Map

SOCIAL STUDIES

Standards In This Issue

Common Core State Standard

With prompting and support, identify two basic similarities in and differences between two texts on the same topic.

National Standard

Social Studies (NCSS)

Geography

Introduce map skills with a U.S. map.

Goal

Students will be introduced to using a map and beginning map skills.

Objective

Students will be able to follow directions to complete a map activity.

Concepts of Comprehension[®]

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

After reading the issue, invite children to look at the map on pages 2 and 3 and the map on page 4. Encourage them to talk about what makes the two maps similar and what is different about the maps.

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Find lesson plans to teach map skills.

Literature Connection

- *As the Crow Flies: A First Book of Maps*, by Gail Harman
- *Follow That Map!* by Scot Ritchie
- *Me on the Map*, by Joan Sweeney
- *My Map Book*, by Sara Fanelli
- *There's a Map on My Lap! All About Maps*, by Tish Rabe

Before Reading

Tap Prior Knowledge: Display several kinds of maps, including a road map, a treasure map, and a topographic map. Ask: What is a map? Where have you seen a map? What was it a map of? Why might people need to use maps?

Background Information

- A **map** is a picture of an area, usually of land or water, but it can also show the area within a building.
- A **globe** is a three-dimensional map of the world.
- A **compass rose** shows the directions north, south, east, and west on a map.
- The **Global Positioning System (GPS)** is a computerized system that uses satellites to show the user where he or she is.
- The water on a map is usually shown in blue.
- Land on a map is often shown in green. Land can also be shown in different colors to show temperature, height of land above sea level, and political borders.
- Maps have special symbols to show mountains, bridges, campsites, and other features. Those symbols are explained in the **legend**, or key.

During Reading

Make Connections: Encourage students to reflect on how maps are used. Ask: Did you ever go to a zoo, a museum, or an amusement park? How did you find your way around? Have you ever been riding in a car when the driver got lost? How did he or she find his way?

After Reading

Think Critically: Have children look at a map of the United States. Ask them to put their fingers on the name of your state. Ask questions such as: Is our state bordered by land, water, or both? How large is our state compared with others? In what part of the country is our state found?

Art/Kinesthetic Extension: Place large sheets of butcher paper on the floor in an area where there is not a lot of foot traffic. Invite children to draw roads, parks, and other terrain on the paper. Then encourage them to build houses and buildings using blocks. Explain that they have created a map. Encourage them to work in pairs. Give one child in each pair a toy car. Invite the other child to give his or her partner directions on how to move the car throughout the town. Observe children's skills in understanding directional and placement words as well as in following directions.

Language Arts Extension: Display the map on pages 2 and 3. Have children find your state on the map and circle it. Ask children to look for other states, if any, on the map that begin with the same letter as your state. Underline those state names. Ask: How many other states begin with that letter? How many letters make up the name of our state?

Adaptation: Write the words *water* and *land*, the name of your state, and other map words on index cards. Draw a small icon on each card to help children identify the word. Invite children to use the cards to label a map of the United States.

Name _____

Listening Activity

This *Weekly Reader* listening activity is designed to help assess and improve children's listening, recall, vocabulary, and comprehension skills.

Directions: Ask children to listen carefully as you read the story. When you have finished, read each question, and ask children to circle the correct answer.

Zip Uses a Map

Zip and his father want to go to the park.
They use a map to find the park.
The map helps show them the way.
Zip goes down the slide.
Then, he swings on a swing.
Finally, Zip and his father use the map to go home.



1. Where do Zip and his father go first?



2. What do they use to find the park?



3. What does Zip play with first at the park?



4. What does Zip do next?



Where do Zip and his father go after they leave the park? Write the word.

▶ TRY THIS



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Are Your Teeth Healthy?

SCIENCE

Standards In This Issue

Common Core State Standard

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

National Standard

Science (NSES)
Personal health

Teach about proper dental care.

Goal

Students will learn about proper dental care.

Objective

Students will be able to identify the objects that help keep teeth healthy.

Concepts of Comprehension[©]

Sequence is the order of events or steps in a text.

Write the sentences listed below on a board or an easel pad. Invite children to come to the board to each write a number showing where in the sequence each step happens.

- I sit in a big chair.
- I wait in the waiting room for my turn.
- The dentist gives me a new toothbrush before I leave.
- The dentist checks my teeth.

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Find more dental health resources.

Literature Connection

- *ABC Dentist: Healthy Teeth From A to Z*, by Harriet Ziefert
- *The Berenstain Bears Visit the Dentist*, by Stan and Jan Berenstain
- *Brush, Floss, and Rinse: Caring for Your Teeth and Gums*, by Amanda Doering Tourville
- *The Tooth Book: A Guide to Healthy Teeth and Gums*, by Edward Miller
- *We Like Our Teeth*, by Marcus Allsop

Before Reading

Think Critically: Explain that teeth are part of our bodies. Ask: Why is it important to take care of your teeth? What might happen if you do not care for them?

Background Information

- February is National Children's Dental Health Month.
- Dentists say all people should brush their teeth at least twice a day—once in the morning and once again before going to bed.
- It is also recommended that everyone visit a dentist twice a year for a checkup.
- Children should gently brush with a soft-bristled toothbrush and a pea-sized amount of toothpaste.
- Brushing teeth regularly helps prevent plaque buildup. Plaque is a clear, sticky substance that can cause tooth decay.
- Children can also fight plaque by flossing daily. Adults should help children younger than 6 with flossing.

During Reading

Make Connections: Point to the photo of the child in the dentist's chair. Ask whether any children in the class have visited the dentist before. Ask: What kinds of things did the dentist do? What was it like being in the dentist's chair?

After Reading

Make a List: Display or draw a picture of a smiling face on an easel pad. Invite each child to name one way to care for teeth. List their responses around the face.

Science Extension: Cover the underside of a plastic egg carton with cooked oatmeal. Tell children the bumps on the carton represent teeth. Give children toothbrushes, and invite them to brush the oatmeal off the "teeth." (**Note:** Beware of allergies.)

Art Extension: Cut ovals the size of your hand from red or pink paper. Invite children to glue miniature marshmallows around the perimeter of the ovals. When the glue dries, have children fold the ovals in half to make them look like mouths with teeth. You may also choose to let children glue pieces of felt to the inside of the "mouth" to represent a tongue. (**Note:** Beware of allergies.)

Adaptation: Play dental health charades. Invite one child at a time to act out a tooth-healthy habit. Guide the other children in naming the action the child is demonstrating. Encourage the children to speak in complete sentences, such as, "Julia is brushing her teeth."

Name _____

Say the Words

Say the name of each picture below. If the name has a long /ee/ sound, write the letters **ee**. If the name does not have the /ee/ sound, draw an **X** on the word.



b _ _ _



h _ _ _ se



tr _ _ _



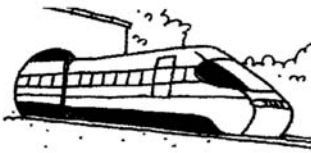
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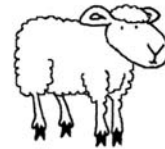
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sh _ _ _ p

Brush your _ _ _ e e _ _ _ two times each day!