



Awake at Night

SCIENCE

Multimedia Features in This Issue

COVER

Video: Watch an owl.

Owls have strong hearing and eyesight. Ask: How do those abilities help the owl to hunt?

PAGES 2–3

Video: Watch bats fly.

Bats use echolocation to find prey. They make sounds and listen for those sounds to bounce off prey and back to them. Ask: How might echolocation be helpful to an animal that hunts at night?

PAGE 4

Activity: Classify and categorize. Assess students' ability to differentiate between nocturnal and diurnal animals.

Try This: Invite children to use the letters provided to help them write the missing word.

Teach students about nocturnal animals.

National Standard

Science (NSES)

Characteristics of organisms

Common Core Standard

With prompting and support, describe the relationship between illustrations and the text in which they appear.

Goal

Students will learn about several animals that are active at night.

Objective

Students will be able to differentiate between animals that are active at night and those that are active during the day.

Concepts of Comprehension[®]

Setting tells you where and when a story takes place.

Invite students to look at each photo of the night animals. Ask: In what kinds of places might these animals live? Would you find them in the ocean? the desert? the forest? How do you know?

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Find more resources for teaching about nocturnal animals.

Literature Connection

- *Raccoon Tune*, by Nancy Shaw
- *Sam and the Firefly*, by P. D. Eastman
- *The Sleepy Owl*, by Marcus Pfister
- *There's an Opossum in My Backyard*, by Gary Bogue
- *Where Are the Night Animals?* by Mary Ann Fraser

Before Reading

Tap Prior Knowledge: Invite children to think of things that happen at night. Ask: You are asleep at night, but is there anyone who is awake? How might you know?

Background Information

- Animals that are active at night are nocturnal.
- **Owls** use their strong eyesight to hunt in almost pitch-black settings.
- **Raccoons** have black-and-white ringed tails and black “masks” around their eyes. Raccoons eat both plants and animals. Most raccoons dip their food in water as if washing it before they eat. Scientists are not sure why raccoons do that.
- **Skunks** eat both plants and animals. They use a foul-smelling scent as a defense against enemies.
- **Moths** are flying insects with large wings. They have thick, fuzzy bodies and antennae. Moths use proboscises (straw-like mouthparts) to suck up their food.
- **Bats** use sonar to find their food. They give off high-frequency noises and listen for the noises to bounce off their prey.
- **Red-eyed tree frogs** have bright red eyes and colorful webbed feet. Scientists believe the bright colors are used to startle predators.

During Reading

Think Critically: Invite students to think about how animals might be able to find food in the dark of night.

After Reading

Make Connections: Explain that nocturnal animals must be able to move and do things in the dark. Ask: What might help them see, move, and do other things in the dark?

Language Arts Extension: Explain that *bat* begins with the letter *b*. Make a template of the letter *b*. Have each child trace the letter onto a piece of paper. As a group, think of other words that start with the letter *b*, such as *ball*, *boy*, and *bear*.

Science Extension: Explain that most animals (including people) are awake and active during the day, while other animals are awake and active at night. Read to students *Where Are the Night Animals?* by Mary Ann Fraser. Gather pictures of animals from old magazines, and laminate them. Invite students to sort the pictures into two boxes: one decorated with black paper, a moon, and stars to represent night and the other decorated with blue paper, a sun, and fluffy clouds to represent day.

Name _____

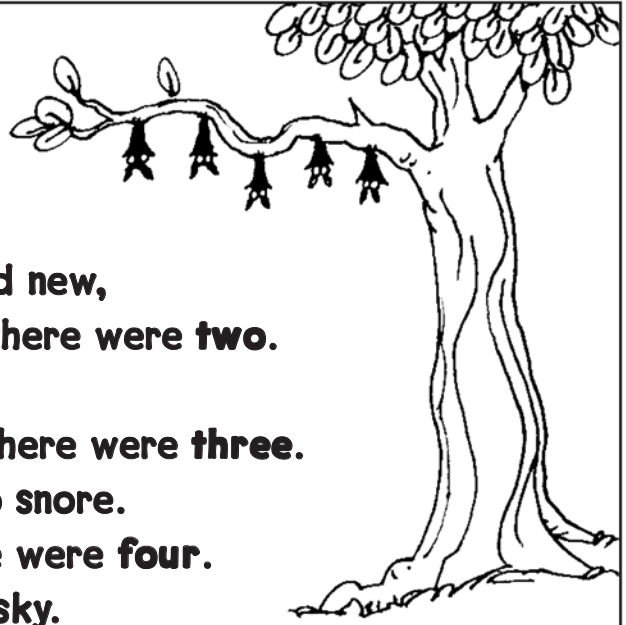
Fun With Poetry

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

Five Furry Bats

One black, furry bat, alone and new,
 Soon found a friend, and then there were **two**.
Two furry bats hung in a tree.
 Another came along, and then there were **three**.
Three furry bats were about to snore.
 Another arrived, and then there were **four**.
Four furry bats flew up to the sky.
 They were joined by another, and then there were **five**.

—Marie E. Cecchini



Patrick Girouard

1. Circle these number words in the poem.

one two three four five

2. Circle the **five** bats on the tree.

3. Circle the word that describes what bats can do.

fly talk dance

▶ TRY THIS

The poem tells a story about five bats.
Trace the number.





Engage students in a lesson about fire safety.

National Standard

Science (NSES)
Personal health

Common Core Standard

Actively engage in group reading activities with purpose and understanding.

Goal

Students will learn several ways to stay safe from fire.

Objective

Students will be able to use a simple map of a house to answer questions about fire safety.

Concepts of Comprehension[©]

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

Before reading the issue, invite children to look at all the pictures. Ask them to describe what is going on in each picture. Then read the text. Ask: What is this issue mostly about? How do you know?

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Let students play interactive fire-safety games.

Literature Connection

- *Dot the Fire Dog*, by Lisa Desimini
- *Firebears: The Rescue Team*, by Rhonda Gowler Greene
- *Fire Fighters*, by Norma Simon
- *Firefighters in the Dark*, by Dashka Slater

Firefighters Are Friends

SCIENCE

Before Reading

Set the Stage: Display a small fire truck. Invite children to predict what topic the class will be discussing.

Background Information

Fire safety experts at the Home Safety Council recommend these fire safety tips:

- Families should draw floor plans of their homes, marking two ways out of each room and an outdoor meeting area. They should practice carrying out their escape plans twice a year.
- In case of fire and smoke, people should crawl out of the building, staying close to the floor where the air is cooler and cleaner.
- The National Fire Protection Association (NFPA) has been the official sponsor of Fire Prevention Week since 1922. This year's theme is "Protect Your Family From Fire."
- Many fires start in kitchens. Misuse of stoves is the number-one cause of home fires, according to the NFPA.
- Stop, drop, and roll if your clothes are on fire. (Stop immediately where you are. Moving or running may fan the flames. Drop to the ground. Cover your face with your hands, and roll over and over. That helps put out the flames.)
- Smoke alarms should be installed on every level of a building. They are the most effective early warning devices available.

During Reading

Act It Out: Invite a child to act out one of the fire safety procedures shown in the issue.

After Reading

Reinforce Safety Lessons: Ask: What are some things that you should never touch because they might cause fires?

Language Arts Extension: Invite children to take turns dialing 9-1-1 on a play phone. Pretend to be the 9-1-1 dispatcher. Guide children in giving their street addresses and other useful information that will help the fire department respond more quickly. This activity may make them feel more comfortable doing something that might frighten them.

Personal Safety Extension: Help your students remember some fire safety rules by reciting them while acting them out. Demonstrate stop, drop, and roll; stay low and go; and get out, stay out. Then invite children to repeat the phrases and mimic your actions.

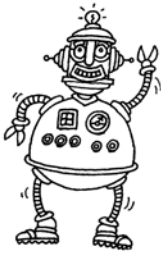
Adaptation: Make bingo cards with four rows of four spaces. Glue pictures of fire safety items, such as smoke alarms, firefighters' gear, fire extinguishers, and so on, into the squares. Be sure that each card has a different arrangement. When playing bingo, call out the name of each item, and give the children time to try to find the picture based on verbal cues alone. If necessary, show students a picture of the word to help them find the picture on their cards. Invite children to use tiles or other small items to cover the pictures you have called.

Name _____

Which Are Safe?

Circle the three things that are safe for children to play with. Draw an **X** over the three things that are unsafe for children to play with. Then write the first letter of the word that names each picture. Use the letters in the letter box to help you.

Letter Box: b s t c m r



__obot



__all



__atches



__tove



__andle



__eddy bear

TRY THIS

Write the letter to complete the word.

These things may cause a ___ ire.





Fall Is Here

SCIENCE

Teach students about the season of fall.

National Standard

Science (NSES)
Changes in Earth and sky

Common Core Standard

With prompting and support, ask and answer questions about key details in a text.

Goal

Students will learn about different things that happen in the fall.

Objective

Students will be able to write the first letter of four fall-themed words.

Concepts of Comprehension[®]

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

As a class, make a list of facts and opinions about fall. Examples of facts may include *the temperature turns cool in fall* or *leaves fall from trees in fall*. Examples of opinions may include, *fall is the best season*, or *fall is too cold*.

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Find more fall-themed lessons and activities.

Literature Connection

- *Fletcher and the Falling Leaves*, by Julia Rawlinson
- *In the Leaves*, by Huy Voun Lee
- *Mouse's First Fall*, by Lauren Thompson
- *Red Leaf, Yellow Leaf*, by Lois Ehlert

Before Reading

Tap Prior Knowledge: Ask: What happens in the fall where you live? Make a list of all the responses. Encourage children to name things they do in the fall as well as what happens in nature.

Background Information

- Fall is one of the four seasons. The other seasons are winter, spring, and summer. Fall comes after summer and before winter.
- In the fall in many parts of the country, the temperature becomes cooler and trees lose their leaves. Those are called deciduous trees.
- Most trees that do not lose their leaves are called coniferous trees.
- In many places, fall is a time of harvest. In fall, fruits and vegetables that farmers planted in the spring are ready to be picked and eaten. Apples, pumpkins, and corn are some foods that are harvested in fall.
- People in some places wear light jackets and sweaters in the fall because the air is cooler.
- During the fall, animals such as squirrels, bears, chipmunks, and mice gather food for the winter. Some animals eat a lot of food in the fall to prepare for a long, deep winter sleep.

During Reading

Make Connections: Ask: What activities do you like to do in the fall? Why is the fall a good season for that activity?

After Reading

Compare and Contrast: Invite children to think about the previous season, summer. Invite them to compare and contrast summer and fall. You may choose to record students' observations on a Venn diagram.

Language Arts/Mathematics Extension: On a sheet of paper, write *I see ____ leaves*. Make enough copies to make a four-page booklet for each student. Then supply students with piles of colored leaves or photos of leaves. Invite students to sort the leaves by color. On an easel pad, write the words *red, orange, yellow, and brown* in the appropriate colors as an aid for emergent writers. Show them how to write the color word in their booklets, so that a page might read: *I see red leaves*. After the children have written the words, invite them to glue the leaves of the corresponding colors to each page.

Science Extension: Invite children to observe a tree from a classroom window and to record how the tree looks by making drawings of it each week. As time passes, discuss with students what has changed and what has stayed the same. Provide them with a list of descriptive words, and invite them to copy the words next to their drawings. If there are no deciduous trees in the area, conduct the same activity using pictures of a tree throughout different seasons.

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 Goes to the Pumpkin Patch

Zip's class is going to the pumpkin patch.

Zip wants to pick pumpkins.

He picks two little pumpkins and one big pumpkin.

He eats a slice of pumpkin pie.

Then his class gets on the school bus.

The children go back to school.



1. What does Zip want to pick?



pumpkins



apples



corn

2. How many little pumpkins does Zip pick?

1

2

3

3. What does Zip eat?



popcorn



pumpkin pie



hamburger

4. What does Zip ride back to school?



school bus



helicopter



boat



How many pumpkins did Zip pick in all? _____



Weekly Reader®

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Helpers Can Help Us

SOCIAL STUDIES

Discuss community helpers that students should be familiar with.

National Standard

Social Studies (NCSS)
People, places, and environments

Common Core Standard

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

Goal

Students will learn about different community helpers and the jobs they do.

Objective

Students will be able to identify which tools helpers need to complete their work.

Concepts of Comprehension®

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

Talk about the different types of responsibilities each of the helpers in the issue may have. Discuss which characteristics those helpers may have. For example, *firefighters may be brave* or *doctors may be caring*.

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Print community helper coloring pages.

Literature Connection

- *Community Helpers from A to Z*, by Bobbie Kalman and Niki Walker
- *Fire Fighters*, by Paulette Bourgeois
- *The Frog Principal*, by Stephanie Calmenson
- *The Police Cloud*, by Christoph Niemann

Before Reading

Read a Poem: Explain that a community is a group of people who live and work together or near one another. Ask: To what communities do you belong? Display the following poem on an easel pad and invite children to listen as you read it aloud:

Helpers

A teacher helps children learn

When they are at school.

A lifeguard helps keep people safe

When swimming in a pool.

Doctors and librarians,

The workers at a store,

They all help people every day.

That's what their jobs are for!

—*Cynthia Cappetta*

Background Information

- Have your students help out in the classroom by assigning each child a task. Most kindergarten-age children can successfully accomplish simple jobs, such as passing out papers, erasing the board, leading and ending the line, turning the lights on and off, and feeding a classroom pet.
- Classroom jobs also teach children how to accept and carry out responsibilities. You may want to use this issue as a springboard to teaching about school helpers.

During Reading

Make Connections: Read the lines on page 3 aloud. Ask: What are some ways that police officers help keep people safe?

After Reading

Assess Understanding: Ask: What is a helper? What other helpers do you know in your community?

Dramatic Play Extension: Invite each student to think of a community helper he or she would like to be. Provide children with hats that police officers, firefighters, mail carriers, or other community helpers might wear. Then ask each student to act out his or her chosen job. The other children can identify what kind of helper the child is pretending to be.

Language Arts Extension: Cut out photos of community helpers from the issue, and mount them on a bulletin board. Point to one helper and ask: What does this person do to help the community? As the children offer responses, record them on strips of paper. Invite children to create illustrations to accompany the sentences. Display the sentences and drawings along with the photographs on the bulletin board.

Drawing Conclusions Extension: Print pictures of community helpers and pictures of the helpers tools. Glue each picture to an index card, and laminate the card. Place the cards in a learning center. Invite children to match each helper with his or her tool.

Adaptation: On index cards, write characteristics of or actions performed by various community helpers. (For example: *I can help you when there is a fire.*) Invite children to guess the name of each community helper.

Name _____

The Letter *h*, as in *Helper*!

Look at each picture, and say its name. Write the letter **h** on the line to begin each word.



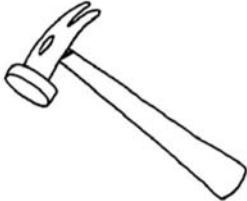
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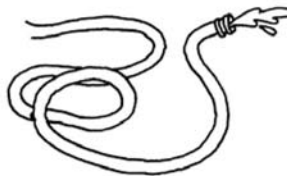
h



___ook



___elmet



___ose



___orn

▶ TRY THIS

Circle the two pictures whose names begin with the letter **h**.



Patrick Girouard