



Weekly Reader®

December 2011/January 2012 • Teacher's Guide • www.weeklyreader.com • Edition 2/Grade 2

Life in the Arctic

SCIENCE

Standards In This Issue

Common Core State Standard

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

National Standard

Science (NSES)
Characteristics of organisms

Engage students in a lesson about animals that live in the Arctic.

Goal

Students will understand what life is like in the Arctic and how some animals survive that cold habitat.

Objective

Students will be able to describe the Arctic and how the polar bear, harp seal, and arctic fox stay warm.

Concepts of Comprehension[®]

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

Before reading the issue, write the following animal names on the board: polar bear, penguin, harp seal, camel, arctic fox, lizard, and alligator. Ask students to put each animal into one of these categories: animals that live in the Arctic and animals that do not live at the Arctic. (Answer: Animals that live at the Arctic are the polar bear, harp seal, and arctic fox.)

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Watch a video of polar bears at the San Diego Zoo.

Literature Connection

- *Amazing Arctic Animals*, by Jackie Glassman
- *Living in the Arctic*, by Allan Fowler
- *Polar Bear, Arctic Hare: Poems of the Frozen North*, by Eileen Spinelli
- *Polar Bears Past Bedtime*, by Mary Pope Osborne

Before Reading

Make Predictions: Display the cover of this week's issue, and encourage students to make predictions. Ask: What animals live in cold places? How might those animals stay warm in cold temperatures?

Background Information

- The Arctic is a very cold, windy, and icy area around the North Pole. It includes the Arctic Ocean, many islands, and parts of northern Europe and Asia, as well as part of North America.
- In most places, the Arctic is too cold for larger plants, such as trees, to grow. Small plants that grow there include mosses, lichens, and grasses.
- The Arctic is home to many animals and birds. The Inuit people live in many parts of the region. Both people and animals have adapted well to the Arctic environment.

During Reading

Text Features: Pause after looking at the map. Ask students to point out the location of the United States in relation to the Arctic. Which U.S. state is partly in the Arctic? (Alaska) Have students look at a world map to point out the continents that are part of the Arctic. (Europe, Asia, North America)

After Reading

Compare and Contrast: Ask: How might the Arctic be similar to where you live? How might it be different?

Language Arts Extension: Read poems aloud from the book *Polar Bear, Arctic Hare: Poems of the Frozen North*, by Eileen Spinelli. Then write a poem about the Arctic as a whole class.

Afterward, ask students to write poems of their own. Encourage them to draw pictures to illustrate their poems.

Adaptation: Ask each student to choose his or her favorite animal from the story—harp seal, polar bear, or arctic fox. Ask the student to retell the details about the favorite animal in his or her own words. If a student misses a fact, spark his or her memory by asking prompting questions.

Answer Key

Student Edition: Compare Arctic Animals
1. C, 2. B, 3. B, 4. B

Word Power

habitat: a place in nature where a plant or an animal normally lives, **blubber:** fat that protects an animal from the cold, **camouflage:** the colors, patterns, or shapes that help animals match their surroundings, **satellite:** an object that orbits a planet

Teacher's Guide: Arctic Animals Are Connected

1. A 2. B, 3. A, 4. A, 5. A

Try This: food

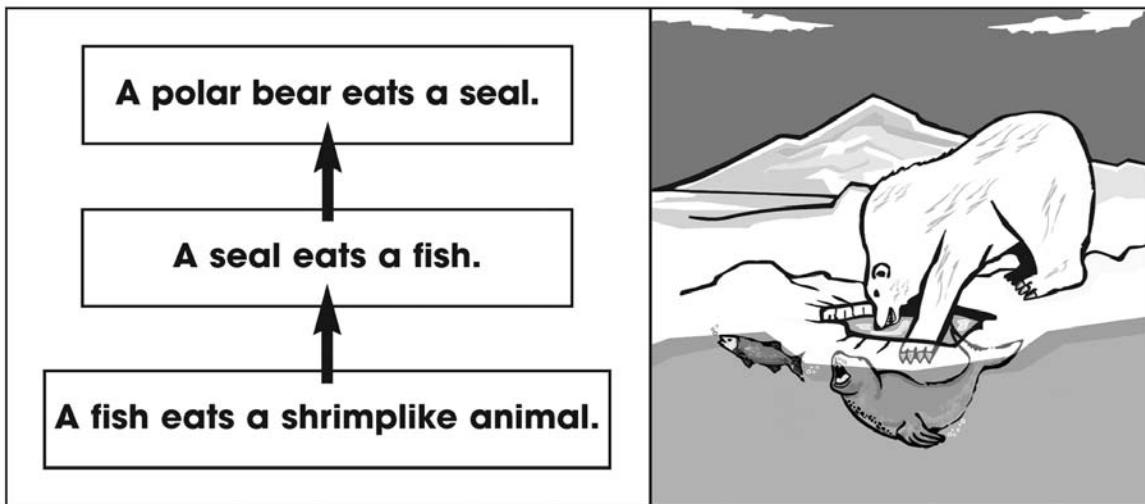
Name _____

Arctic Animals Are Connected

Read about a food chain. Then answer the questions below.

What Is a Food Chain?

Animals feed on different things. A **food chain** is a system of animals and plants that depend on one another for food. The polar bear is part of a food chain.



1. Which animal is at the top of the food chain?

- (A) polar bear
- (B) seal

2. What does a seal eat?

- (A) a polar bear
- (B) a fish

3. What does a fish eat?

- (A) a shrimplike animal
- (B) a seal

4. What might happen if there were fewer seals?

- (A) Polar bears would be hungry.
- (B) Fish would be hungry.

5. What might happen if there were more seals?

- (A) There would be fewer fish.
- (B) Fish would be hungry.

Complete the sentence.



A polar bear is part of a _____ chain.



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Light Up the Holidays

SOCIAL STUDIES

Standards In This Issue

Common Core State Standard

Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

National Standard

Social Studies (NCSS)
Cultures

Teach about different holidays that occur at this time of year.

Goal

Children will learn that winter holidays are celebrated in many different ways.

Objective

Children will be able to identify a tradition for each of several winter holidays.

Concepts of Comprehension[®]

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

Ask students to find explicit information from the text to assess reading comprehension. Ask: What holiday do many people celebrate on December 25? Which two holidays are known as a festival of lights? What colors are the candles in a kinara? How do people celebrate Las Posadas? How long is Ramadan?

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Find winter holiday songs, poems, and recipes here.

Literature Connection

- *Eight Winter Nights: A Family Hanukkah Book*, by Laura Krauss Melmed
- *Llama, Llama Holiday Drama*, by Anna Dewdney
- *Lights of Winter: Winter Celebrations Around the World*, by Heather Conrad
- *The Night of Los Posadas*, by Tomie dePaola
- *Seven Spools of Thread: A Kwanzaa Story*, by Angela Shelf Medearis
- *Winter Lights: A Season in Poems & Quilts*, by Anna Grossnickle Hines

Before Reading

Tap Prior Knowledge: Tell students that many people celebrate holidays. Ask: What holidays take place at this time of year? What are some ways people celebrate those holidays?

Background Information

- **Christmas** is a Christian holiday honoring the birth of Jesus.
- **Diwali**, also known as Deepavali, celebrates the Hindu New Year.
- A symbol of the Jewish holiday **Hanukkah**, the menorah holds nine candles. People light one candle on it for each of the eight nights of Hanukkah with the ninth candle.
- **Kwanzaa** is an African American celebration of family and African culture. It takes place from December 26 through January 1.
- **Las Posadas** is a nine-day Mexican celebration of Christmas. On the last night, people have parties.
- **Eid al-Fitr** marks the end of the month of **Ramadan**. This year, Eid al-Fitr took place at the end of August.

During Reading

Text Features: Have students focus on the holiday photos. Ask: What does each photo show? How do you think the people in each photo feel?

After Reading

Think Critically: Ask students whether they celebrate any of the holidays in the issue. Ask: What is your favorite part of the holiday? Why? Are holiday traditions important? Why or why not?

Social Studies Extension: Have students get into the holiday spirit by helping people in need. As a class, brainstorm a list of ways to help others during the holiday season, such as organizing a clothing drive, visiting a nursing home, or donating gifts. Choose one as a classroom project.

Adaptation: Create a holiday word web on the board. Help children look through their issues to find holiday words. Write them in the web and review with children.

Answer Key

Student Edition: Read a Holiday Poem

1. C, 2. B, 3. B, 4. A

Word Power

Answers may include: ate, eat, bat, cat, rat, tab, tar, brat, tale, tree, rate, late, clear, crate

Teacher's Guide: A Holiday Festival

1. B, 2. A, 3. B, 4. A, 5. B, 6. B

Name _____

A Holiday Festival

Read the story below. Then fill in the circle next to the answer to each question.

A Holiday Festival

The second-grade students were so excited. They were having a holiday festival.



At 9 o'clock in the morning, the children lined up to go to the gym. It was decorated with a Christmas tree, a menorah, small oil lamps, and a giant red piñata.

Mr. Gold, the music teacher, started playing the piano. The second graders began to sing. Some children rang silver bells. When they finished, people sitting in the audience clapped loudly. Then the children took a bow.

Patrick Girouard

1. Why were the second graders excited?

- (A) They made a giant red piñata.
- (B) They were having a holiday festival.

2. What musical instrument did Mr. Gold play?

- (A) the piano
- (B) the bells

3. What did the second graders do when the music started?

- (A) They clapped loudly.
- (B) They began to sing.

4. When did students go to the holiday festival?

- (A) in the morning
- (B) in the afternoon

5. How might the children have felt when everyone clapped?

- (A) upset
- (B) proud

6. During what time of year was the holiday festival most likely held?

- (A) in the summer
- (B) in the winter



Teach how volcanoes can be harmful and helpful.

Goal

Students will learn about volcanoes and how they can be harmful and helpful.

Objective

Students will be able to explain how volcanoes can be harmful and helpful.

Concepts of Comprehension[®]

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

Explain to students that the main idea in a story is the big idea you get from reading the story. It is what the writer is trying to tell you. After reading the issue, ask: What is the author telling you about volcanoes? What is another good title for this story?

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Find kid-friendly volcano information and safety tips here.

Literature Connection

- *The Best Book of Volcanoes*, by Simon Adams
- *Dear Katie, The Volcano Is a Girl*, by Jean Craighead George
- *Fascinating Facts About Volcanoes*, by Jane Walker
- *Jump Into Science: Volcano*, by Ellen J. Prager

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Volcano Watch

SCIENCE

Standards In This Issue

Common Core State Standard

Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

National Standard

Science (NSES)
Changes in Earth and sky

Before Reading

Critical Thinking: Invite students to look at the cover photo. Ask: What is a volcano? What happens when a volcano erupts? What comes out of a volcano when it erupts?

Background Information

- There are more than 500 active volcanoes in the world. Most are located in an area around the Pacific Ocean called the Ring of Fire.
- Most active volcanoes in the United States are in Alaska, California, Hawaii, Oregon, and Washington.
- Although volcanoes can be dangerous, they have some benefits. Farmers spread volcanic ash on soil to help crops grow. Some people use volcanic rock to build roads, and others heat homes and offices with hot water piped from volcanic areas.
- Signs of a possible eruption include rumbling ground, increased heat, and increased gas emission.

During Reading

Check for Understanding: Pause after reading the main story, and review any concepts that may seem difficult. Ask: Why might scientists want to predict when a volcano is going to erupt?

After Reading

Think Critically: Tell students that some people live near volcanoes. Ask: Would you want to live near a volcano? Why or why not?

Science Extension: Make a volcano in the classroom. Place a small empty jar, such as a baby food jar, in the center of a shallow foil pan. Shape a "mountain" around it with wet sand or mud. Fill three-quarters of the jar with vinegar. Add four drops of red food coloring and stir. Spoon small amounts of baking soda into the jar until it overflows. Discuss how this demonstrates a volcano erupting.

Adaptation: Make a list of key vocabulary words from the issue (*volcano*, *lava*, *erupt*, and so on). Invite students to draw pictures illustrating those key vocabulary words to help them remember their meanings.

Answer Key

Student Edition: The Islands of Hawaii

1. B, 2. C, 3. A, 4. C

Word Power

1. hot, cold, 2. big, little, 3. harm, help, 4. slow, quick

Teacher's Guide: Antonym Search

1. up/down, 3. good/bad, 4. wet/dry, 7. slow/fast, 10. on/off, 11. sink/float, 14. open/close, 15. cold/hot, 17. old/new, 20. near/far, 22. short/long, 23. back/front, 24. large/small, 27. thick/thin, 31. narrow/wider

Try This: Answers may include *bad*, *terrible*, *awful*, or *horrible*.

Name _____

Antonym Search

Antonyms are words that have opposite meanings. The words *happy* and *sad* are antonyms. Circle the 15 pairs of words below that are antonyms.



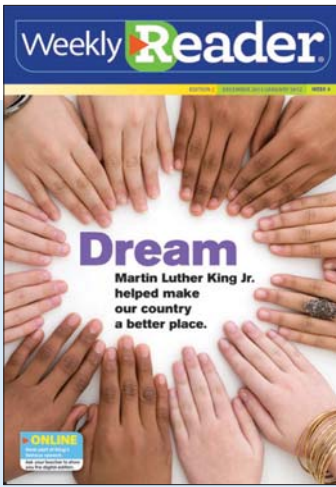
Patrick Girouard

December 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 up/down	2 angry/mad	3 good/bad
4 wet/dry	5 silly/funny	6 drop/break	7 slow/fast	8 warm/spicy	9 light/clean	10 on/off
11 sink/float	12 nice/kind	13 happy/glad	14 open/close	15 cold/hot	16 buy/wrap	17 old/new
18 carry/hold	19 strong/tiny	20 near/far	21 quiet/listen	22 short/long	23 back/front	24 large/small
25 empty/bare	26 lazy/sleepy	27 thick/thin	28 play/hide	29 run/jump	30 long/tall	31 narrow/wide

Write three antonyms for the word *terrific*.





Dream

SOCIAL STUDIES

Standards In This Issue

Common Core State Standard

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

National Standard

Social Studies (NCSS)
Civic ideals and practices

Engage students in a lesson about Martin Luther King Jr.

Goal

Students will learn about Martin Luther King Jr. and why we have a holiday honoring him.

Objective

Students will be able to name some important events in King's life and explain why we celebrate the King holiday.

Concepts of Comprehension®

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

After students read the main story, ask them to summarize the events in King's life.

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Take a virtual tour of the King memorial.

Literature Connection

- *Being a Good Citizen*, by Adrian Vigliano
- *Being Fair (Citizenship)*, by Cassie Mayer
- *A Lesson for Martin Luther King Jr.*, by Denise Lewis Patrick
- *Martin Luther King, Jr. Day*, by Sheri Dean
- *Martin Luther King Jr.*, by Emma Lynch
- *We Live Here Too! Kids Talk About Good Citizenship*, by Nancy Loewen

Before Reading

Tap Prior Knowledge: Who was Martin Luther King Jr.? Why is he famous? Why might people remember him with a special holiday?

Background Information

- Martin Luther King Jr. was living in Montgomery, Ala., when he started working for equal rights.
- King gave his "I Have a Dream" speech on the steps of the Lincoln Memorial. He referred to Abraham Lincoln in that speech as a great American civil rights leader.
- King worked toward passage of the Civil Rights Act of 1964. The act protects the rights of all people living in the United States.

During Reading

Think Critically: Read aloud the excerpt from King's "I Have a Dream" speech (below) to your class. Then hold a discussion about its meaning.

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

After Reading

Think Critically: Remind students that King wanted everyone to be treated fairly. Ask: What does it mean to be fair to others? How does treating others nicely follow King's dream?

Social Studies Extension: Tell students that Martin Luther King Jr. was a leader. A leader is a person who guides others. Ask students to brainstorm a list of leaders. Have each student draw a picture of someone he or she considers a leader. Then, have each student write a sentence to explain why this person is a leader. Afterward, have students share their work. Ask: What are some things you can do to become a leader?

Adaptation: Play an I Spy game with students to help them use words from this week's issue. Begin by giving clues about a word. For example, you might say, "I spy a word that begins with the letter *d* and rhymes with *cream*. What is the word?" (*dream*)

Answer Key

Student Edition: Show What You Know
1. A, 2. C, 3. B, 4. B, 5. C

Word Power

nonfiction, unfair, unequally, unhappy

Teacher's Guide: Find the Prefix

2. re, 3. pre, 4. dis, 5. mis, 6. non, 7. un, 8. re, 9. un, 10. dis, 11. pre, 12. un, 13. re, 14. pre, 15. un, 16. dis, 17. un, 18. pre, 19. mis, 20. pre, 21. un, 22. non, 23. re, 24. un, 25. mis, 26. non, 27. un, 28. dis, 29. re, 30. un, 31. dis

Name _____

Find the Prefix

A **prefix** is a group of letters attached to the beginning of a word that changes the word's meaning. Circle the prefix in each word below. We've done the first one for you.

January 2012



Patrick Girouard

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 unfair	2 refill	3 precook	4 disagree	5 misbehave	6 nonfiction	7 unreal
8 replay	9 unhappy	10 dislike	11 prepay	12 unhealthy	13 revisit	14 preview
15 unable	16 disobey	17 untrue	18 preschool	19 misuse	20 premade	21 unusual
22 nonfat	23 review	24 unwrap	25 misplace	26 nonsense	27 unwind	28 disappear
29 redraw	30 unlucky	31 disconnect				

Write a sentence using one or more words from above.