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SCHOLASTIC News®

September 2009 Edition 2

Your Time-Saving TEACHER'S EDITION

Here's What's Inside:

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Planning Calendar

Quick, easy discussion questions

Skills-building reproducible pages

Fast read-aloud facts

Fall Fruits

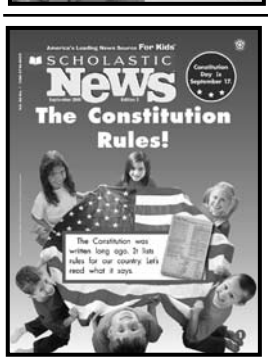
What fruits are ripe and ready to harvest in the fall? It's time to find out!

Stay Safe With the Experts

In this issue, kids meet school helpers who help them stay safe in and around school.

Second-Grade Stars

In this fun quiz-format mini book, kids can learn respectful habits at school.



The Constitution Rules!

For Constitution Day, read to learn the laws of the United States Constitution.

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SCHOLASTIC News®
September 2009 Edition 2

2009-2010* Planning Calendar

September
- Back to School
- Apples
- Constitution Day
- School Safety

Poster: Hispanic Heritage Month

October
- Firefighters/Fire Safety
- Christopher Columbus
- Pumpkins
- Autumn to Winter Changes

Posters: Bats/Autumn Leaves

November/December
- Pilgrims
- American Indians
- Bears
- Winter Holidays

January
- Winter Weather
- Arctic/Antarctic Animals
- Martin Luther King Jr.
- Reading Skills Practice Test

February
- Presidents' Day
- Dental Health Month
- Groundhog Day
- Black History Month

March
- Spring Wind and Rain
- Kites
- Dr. Seuss
- Saint Patrick's Day

April
- Earth Day
- Plants and Seeds
- Baby Animals
- Reading Skills Practice Test

Posters: Birds/Insects

May/June
- Summer Safety
- Butterflies
- Ocean
- Animals Keep Cool

***Topics may change at editors' discretion.**

CONTAINS A MINIMUM OF 10% POST CONSUMER FIBER

More Useful Than Ever

Years ago, at my first job in educational publishing, I was working on the Teacher's Edition for a kindergarten textbook. At one point, a colleague turned to me and said, "When I was a teacher, I never used the T.E. I bet no one will ever read this!"

That remark was in my mind as we worked on re-designing the Teacher's Edition for *Scholastic News* Edition 2. How do we make a T.E. that teachers *want* to read?

We decided to keep only the sections that teachers said they used frequently. We added more skills pages than ever before. And we simplified the look of the pages. We wanted them to be easy for you to read while standing in front of a mob of wriggly, chatty 7 year olds.

We wanted the pages to be easy for you to read while standing in front of a mob of wriggly, chatty 7 year olds.

Happy September, teachers. We aimed to make these issues the most age-appropriate, most curriculum-connected, most motivating (not to mention the most adorable) nonfiction you can find. Please e-mail me and let me know what you think!

Laine Falk

Laine Falk, Editor
lfalk@scholastic.com

This Month's Reading Skills Focus

Vocabulary	• Using context clues (Teacher's Edition, page 5) • Pre-teach vocabulary (Teacher's Edition, page 13
Comprehension	• Text features (Teacher's Edition, pages 11 and 13) • Make personal connections (Teacher's Edition, pages 9 and 13)

SN EDITIONS 1 AND 2 EDITORIAL: Associate Editorial Director: Amanda Miller; **Editor:** Laine Falk; **Assistant Editor:** Kim Greene; **Copy Chief:** Renee Glaser; **Copy Editor:** Veronica Majerol; **ART: Group Art Director, Beginning Readers:** Sandra Mayer; **Designers:** Yoana Yelin, Wendy Tang; **Production Editors:** Audrey Pavey, Paul Scherr; **Photo Editor:** Eric Russ; **Senior Cartographer:** Jim McMahon. **PRODUCTION: Mgr, Digital Imaging:** Marc Stern; **Digital Imaging Group:** Bonnie Ardita, Bianca Beeman; **MAGAZINE GROUP: President, Scholastic Classroom Library Group:** Greg Worrell; **VP, Editor in Chief:** Rebecca Bondor; **Creative Director:** Judith Christ-Lafond; **Executive Production Director:** Barbara Schwartz; **Executive Editorial Director, Copy Desk:** Craig Moskowitz; **Publishing System Director:** David Hendrickson; **Executive Director of Photography:** Steven Diamond; **Manager, Library Services:** Kerry Prendergast; **Reference Librarian:** Karen Van Rossem; **Senior Administrative Coordinator:** Mirtha Williams; **CIRCULATION & MARKETING: VP, Marketing:** Jocelyn Forman; **Marketing Manager:** Christine Rochford; **Director, Manufacturing & Distribution:** Mimi Esguerra; **Manufacturing Coordinator:** Georgiana Deen. **CORPORATE: President, Chief Exec. Officer, Chairman of the Board of Scholastic Inc:** Richard Robinson.

Fall Fruits

OBJECTIVE: Read to learn about the fruits that are ready to be harvested in the fall.

STANDARDS: Science: Characteristics of organisms; organisms and environments; life cycle of organisms; Social Studies (NCSS): Production, distribution, and consumption

"Some apples are as small as cherries. Others are as large as grapefruits!"

BEFORE READING

Preview

Do a picture walk of the issue to introduce the Magic School Bus characters.

Show children the front cover and ask, "Do you recognize the characters sitting on the apples? Who are they?" Some children may be familiar with Ms. Frizzle and the students in her class. Open the issue, and have children look for Ms. Frizzle inside. Tell children she will arrive each month in an issue of *Scholastic News* to teach them about science topics.

DURING READING

Use Context Clues

Focus on the word *orchard* to build children's vocabulary skills.

After reading the section about apples, pause to discuss context-clue strategies. Explain, "When you see a word you don't know, you can sometimes find hints to the meaning in the words around it." Read the apple text again and ask, "What is an **apple orchard**?" (*A farm where apple trees grow.*) "How do you know?" (*The definition is in the next sentence.*)

AFTER READING

Evaluate

Take a survey to find out which fall fruit most children like best.

Create a tally chart on the board or chart paper to determine children's favorite fall fruit. Write the words *Apples, Pears, Grapes*, and *Cranberries* in a vertical row, leaving plenty of space between each. Then invite children up to the chart one at a time to make a tally mark next to the fruit they like best. When the chart is complete, count the results. You just might have found a new treat for snack time!

READ ALOUD BACKGROUND

Amazing Apples

- Apples don't come in just red, yellow, and green. They can also be pink or orange. Some apples are as small as cherries. Others are as large as grapefruits!
- Apples were not always called "apples." Long ago, they were called "winter bananas". An apple was also called a "melt-in-the-mouth." Do you think that's a good name?

Perfect Pears

- Today, you can buy pears for less than one dollar. But in the 1800s, pears were hard to find. People paid more than $20 to buy just one.
- Unlike apples, pears don't get ripe on the tree. They get picked before they're ready to eat, and finish getting ripe afterward.

Great Grapes

- More grapes are grown around the world than any other fruit. Almost all the grapes in our country are grown in California.
- Did you know purple grape juice might be good for your brain? As people get older, their brains do too. But scientists think drinking grape juice might help keep brains young and sharp.

Cranberry Crops

- Cranberries have been growing in our country long before the first Thanksgiving. Native Americans used cranberries for food and medicine, and to dye rugs.
- Long ago, a farmer discovered that good cranberries bounce. He poured his cranberries down the barn stairs instead of carrying them. Only the freshest ones bounced to the bottom. The rotten ones stayed on the steps. Today, a machine separates the cranberries that bounce from the ones that don't!

Name: _____

SCHOLASTIC News

Comprehension

Reading Checkpoint: Fall Fruits

Use "Fall Fruits" to answer the questions. Remember to use complete sentences.

1. What is an apple orchard? _____

_____

2. What colors can pears be? _____

_____

3. What is the same about grapes and cranberries? _____

_____

4. How do farmers pick cranberries? _____

_____

5. Would you rather visit an apple orchard or a cranberry bog? Why? _____

_____

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Name: _____

SCHOLASTIC News

Filling In a Graphic Organizer

Compare Apples and Pears

Fill in the blanks to compare apples with pears.

Apples

1. Apples grow on _____.

2. An apple _____ is a farm where apples grow.

3. Apples come in many colors, like _____ and _____.

Pears

1. Pears grow on _____.

2. Most pears taste _____ and _____.

3. Pears come in many colors, like _____ and _____.

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Name: _____

SCHOLASTIC News

Reading a Chart

Fruits of the Fall

Look at the chart. Then answer the questions below.

Fall-Fruits Chart

Fruit	Color	Where It Grows
Apple	Red, yellow, green, orange	Orchard
Pear	Yellow, green, brown	Orchard
Cranberry	Red	Bog

1. Where do apples grow?

_____

2. What colors can pears be?

_____

3. Which two fruits can be yellow?

_____

4. Where do both apples and pears grow?

_____

BRAIN BUILDER

What can be the same about apples and cranberries?

_____

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Stay Safe With the Experts

OBJECTIVE: Read to learn about people who can help you stay safe in and around school.

STANDARDS: Science: Personal health; Social Studies (NCSS): Individual development and identity; production, distribution, and consumption

"The most important thing you can do to stay safe at school is to listen."

BEFORE READING

Make Personal Connections

Talk about the safety helpers at your school.

You can talk about the helpers at your school, or even conduct a tour of the school, introducing the children to the various helpers. Talk about the school nurse, the P.E. teacher, the indoor and outdoor safety patrols, the crossing guard, the principal, the custodians, and, of course, all of the teachers, who are the biggest safety helpers of all. Tell children that they are going to read some safety tips from safety helpers at another school.

DURING READING

Analyze Information

Ask children the reasons behind the safety tips.

Reinforce the safety tips in the issue by asking children the reasoning behind them. After reading the crossing guard section on page 2, ask, "Why should you look both ways before crossing the street, even if a crossing guard is there?" *(because a car could be coming very fast and you wouldn't want to walk out into the street*) After reading the custodian section on page 3, ask, "Why should you walk, not run, down the hall?" *(because if you run, you could trip and hurt yourself*)

AFTER READING

Apply Knowledge

Ask children to apply the safety rules they have learned to different situations.

Now that children have met the experts, see if they've become experts themselves! Give children a situation and ask how they might handle it safely. For example: You are sitting on the school bus and you drop your pencil. The pencil rolls far away. What do you do? (*Stay in your seat. Get your pencil when you're getting off the bus.*

READ ALOUD BACKGROUND

Jobs at School

- **School bus drivers** have to go to school to learn how to do their job. They learn how to help sick people in emergency situations, as well as the rules of the road.
- **Crossing guards** have to learn traffic rules and hand signals. You can see the hand signal for "stop" in the picture of the crossing guard on page 2 of the issue. Crossing guards usually get to their posts before students leave for school, and they stay there until the last student is inside.
- **Custodians** have to be in good shape! Besides mopping, sweeping, and vacuuming, they often have to move furniture, climb ladders, and open and shut heavy gates.
- **Kids** can do jobs at school. Kids can be snack helpers, line leaders, board erasers, and much more. Do you have a job in your class?

Get Safety Smart

- Be safe on the way to school. If you ride a bike, wear a **helmet**. If you ride in a car, wear your **seat belt**. If you ride the bus, keep your hands inside at all times.
- If something spills in the classroom, clean it up right away. Don't leave games or toys on the floor either. This will help make sure that nobody slips and falls.
- There is one thing that should stay on the floor—your chair! Don't rock back or wiggle around when you sit in it. You could fall and hurt yourself.
- At recess, stand away from the front of the slide. You wouldn't want someone to slide down right on top of you!
- The most important thing you can do to stay safe at school is to listen. Follow directions the first time you hear them.

Name: _____

SCHOLASTIC News

Reading Comprehension

Safety Expert Chart

Use your *Scholastic News* to fill in the chart.

Experts	What They Do
Bus Drivers	_____ _____
Crossing Guards	_____ _____
Recess Monitors	_____ _____
School Custodians	_____ _____
Teachers	_____ _____

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Great Graphic Organizer #1

Second-Grade Stars

OBJECTIVE: Read to learn respectful habits at school.

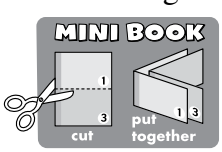
STANDARDS: Social Studies (NCSS): Individual development and identity; individuals, groups, and institutions

"You never know when you'll learn something new and interesting if you listen to others."

BEFORE READING

Follow Directions

Show children how to put together their mini books.
Explain that each month in *Scholastic News*, children will get a book they can put together themselves. Point out the logo on page 1:



Have children follow the first picture to cut the pages in half. Then ask, "What does the second picture tell you?" (*Place the middle pages inside the cover.*) Have children use the page numbers to check that their books are in order.

DURING READING

Using Interactive Text Features

Explain to children how to take the quiz.
Explain that this mini book is very special: Not only are children allowed to write in it, they are supposed to! As you begin the quiz, tell children to listen to each answer before filling in the star. Ask children to not call out their answers; they will get a chance to discuss them after reading (see below). When you reach page 8, help children see how they did!

AFTER READING

Draw Conclusions

Talk about the reasons behind school rules.
Return to Question 1, and read choice B aloud. Then ask, "What would happen if everyone did this?" (*People could trip and fall.*) Repeat for choice C, eliciting that in this case, nobody would get to eat any lunch! Finally, ask, "Why is choice A correct?" (*Everyone will get to the lunch room unhurt, and everyone can eat lunch.*) Continue, using a similar process of elimination for each question.

READ ALOUD BACKGROUND

More Ways to Be a Star in School

- **You are a star if you listen.** When it's your turn to talk, you want people to listen. So when someone else is talking, it's your turn to be quiet! Listening is about more than being polite to others. You never know when you'll learn something new and interesting if you listen to others.
- **You are a star if you share**. If you and a friend both want to read the same book, fighting over it wastes your time. Would you rather spend time arguing or reading?
- **You are a star if you take turns.** Another way to share is to take turns. One child can read the book first and another can read it later.
- **You are a star if you are honest.** Be honest if you did something wrong. Say you are sorry, and help to fix the problem too.
- **You are a star if you are kind.** You like to be friends with people who are nice to you. So you should be nice to other people too. It might help you make friends.
- **You are a star if you do your best.** Nobody's perfect, and different people are good at different things. But you'll always be a star if you do the best you can.

Get Ready to Learn

- There are a lot of things you can do to get ready to learn every day. Here are a few:
- Get at least 10 hours of sleep the night before school, and you'll start the school day off right.
- Eat a healthy breakfast. That could be cereal, fruit, and milk. Candy and other sugary foods aren't a good breakfast at all. In fact, they can make you sleepy in school.
- Bring all the supplies you need to school. Remembering your supplies is part of being responsible.

Name: _____

SCHOLASTIC News

Filling In a Chart

I Am Ready to Learn

Draw a ✔ next to what you did each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
I raised my hand.					
I stood in line quietly.					
I cleaned up after myself.					

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The Constitution Rules!

OBJECTIVE: Read to learn the laws in the United States Constitution for Constitution Day.

STANDARDS: Social Studies (NCSS): Power, authority, and governance; civic ideals and practices

"The Constitution says our country has a President, not a king or queen."

BEFORE READING

Pre-Teach Vocabulary

Use the Key Word feature to introduce the word *Constitution*.

Show children the logo on the upper-left corner of page 2:

Explain that each issue has a **key word**, or an important word to know. In this issue, the key word is **Constitution**. Read the definition aloud. Then ask, "Why is it important to know this word?" Elicit that without knowing the definition, readers would not understand what the magazine issue is about.

DURING READING

Understand Text Features

Help children use labels and captions.

Pause after reading the green box on page 2. Tell children to point to President Obama. Explain that the green box with the arrow pointing to the President is called a **label**. Labels tell who someone is. After reading the purple box on page 3, ask children, "What do the kids want? How do you know?" Lead children to find the purple **caption** at the top-right corner of the page. Explain that captions give information about pictures.

AFTER READING

Make Personal Connections

Discuss how the Constitution plays a part in children's everyday lives.

The Constitution is just as important to kids as it is to grown-ups! Lead children to connect our country's laws to their own experiences, with questions such as, "Do your friends celebrate different holidays?" and "Have you ever been with your mom or dad when they voted?"

READ-ALOUD BACKGROUND

Making the Constitution

- The Constitution was written 222 years ago. September 17 was the date that the leaders of our country signed it. That's why we celebrate Constitution Day on September 17.
- The Constitution was signed in Philadelphia, Pennsylvania. The leaders met there because it used to be our country's capital. Now the capital is Washington, D.C., so the Constitution is kept there in a building called the National Archives.
- Over the past 222 years, some changes have been made to the Constitution. They are called **Amendments**. One of the Amendments ended slavery. Another one gave women the right to vote.

Why Is the Constitution So Important?

- At the time the Constitution was written, many countries around the world had kings or queens as their rulers. Kings and queens were born into their jobs. People did not vote for these leaders. Often, there were wars when someone else wanted to become king or queen.
- The Constitution says our country has a President, not a king or queen. We, the people, vote to say who we think would do the best job. Voting is a peaceful and fair way to pick the country's President.

Constitution Fun Facts

- Constitution Day is a special day at schools all over the country. It's a time for kids to learn what the Constitution is and what it says—just like you're doing right now.
- There is a special celebration on September 17 called America Reads the Constitution. People all over the country read the whole Constitution out loud! The words in the Constitution may be long and old-fashioned, but the ideas are still great!

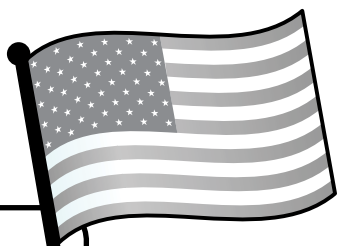
Name: _____

SCHOLASTIC News

Vocabulary

Constitution Word Search

Find the words from the Word Bank below.
Then circle them.



Word Bank

Constitution	**country**	**flag**
money	**vote**	**laws**
rules	**President**	**states**

S	L	A	W	S	C	E	A	N	E
R	C	I	P	S	O	T	R	C	A
I	G	K	R	I	N	M	S	O	B
E	R	L	E	Y	S	G	T	U	R
N	U	J	S	O	T	H	A	N	M
S	L	Z	I	A	I	R	T	T	S
J	E	M	D	L	T	G	E	R	Y
A	S	B	E	A	U	L	S	Y	Q
X	E	O	N	V	T	F	L	A	G
W	V	O	T	E	I	H	K	B	T
P	L	N	Y	U	O	A	C	L	K
A	I	F	M	O	N	E	Y	K	O

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