

# SCHOLASTIC News

Nov./Dec. 2009

Edition 2

Your  
**Time-Saving**  
TEACHER'S EDITION



## Here's What's Inside:

Letter From the  
Editor

Reading Skills  
Chart

Planning  
Calendar

Quick, easy  
discussion  
questions

Skills-building  
reproducible  
pages

Fast read-aloud  
facts



## A Pilgrim Child

In time for Thanksgiving, children can learn about the lives of Pilgrim children long ago.



## An American Indian Child

Read to learn about the lives of Wampanoag children long ago.



## Bears Fiction and Nonfiction

Compare and contrast the bears in "Goldilocks and the Three Bears" with real bears.



## Mailing a Holiday Card

Learn how a letter gets from one place to another.



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# Thank You, Teachers!



The staff of *Scholastic News* Edition 2 knows that teachers are the real experts on what works in the classroom. That's why every year, we work closely with a group of teacher-advisers. These teachers guide the magazine by helping us choose topics and evaluate issues after they have read them with children. I am

so grateful to this group of second-grade educators for giving their time.

The 2009-10 *Scholastic News* Edition 2 Advisory Board members are:

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**Teachers are the real experts on what works in the classroom.**

We want your opinion too. Please e-mail me your comments!

*Laine Falk*

Laine Falk, Editor  
lfalk@scholastic.com

## 2009-2010\* Planning Calendar

### September

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

**Poster: Hispanic Heritage Month**

### October

- Firefighters/Fire Safety
- Autumn Dictionary
- Pumpkins
- Christopher Columbus

**Posters: Bats/Autumn Leaves**

### November/December

- Pilgrims
- American Indians
- Bears
- Winter Holidays

### January

- Winter Weather
- Arctic/Antarctic Animals
- Martin Luther King Jr.
- White House News

### February

- Presidents' Day
- Black History Month
- Winter Olympic Games
- Valentine's Day Science

### 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.



## This Month's Reading Skills Focus

<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Word parts (Teacher's Edition, page 7)</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• Evaluate (Teacher's Edition, page 3)</li> <li>• Compare/contrast (Teacher's Edition, page 7)</li> </ul>



# A Pilgrim Child

**OBJECTIVE:** Read to learn about the lives of Pilgrim children long ago.

**STANDARDS:** Social Studies (NCSS): Culture; time, continuity, and change

**“I’d like to go back in a time machine and see what it looked like.” —Paul**

## BEFORE READING

### Activate Prior Knowledge

Use the issue’s cover to review what children know about Pilgrims.

Have children look at the cover. Explain that the photo shows a modern boy dressed up like a Pilgrim. There are no photos of real Pilgrims because they didn’t have cameras. Ask, “How can you tell the Pilgrims lived long ago? Then ask, “What else do you know about Pilgrims?” Review that the Pilgrims traveled from England to America on a ship called the *Mayflower*.

## DURING READING

### Main Idea and Details

Help children organize their learning by finding the main idea and details.

After reading page 2, ask, “What is this issue about?” (*a Pilgrim child’s life*) Then ask, “What two details have you learned about Pilgrim children’s lives so far?” (*what clothes they wore and what food they ate*) Discuss how these details tell more about the main idea. After reading page 3, ask: “What other details did you learn about Pilgrim children’s lives?” (*what chores they did and what games they played*)

## AFTER READING

### Evaluate

Have children share their opinions on Pilgrim life.

Ask, “Do you think life is easier or more difficult for children today? Why?” (You may want to share information from the Read-Aloud Background first.) For instance, some children might say life is easier today because Pilgrim children had more demanding chores; some might say life is more difficult today because Pilgrim children didn’t have to go to school or do homework!

## READ-ALoud BACKGROUND

### Life of a Pilgrim

- **Home:** Most Pilgrim homes had only one room and a few small windows. Some had a storage space under the roof called a **loft**, which could be reached by climbing a ladder. The space was used to store food or as a place to put a bed.
- **Clothes:** Both men and women wore **aprons** to protect their clothes. Women’s aprons were long, and men’s were short. Most Pilgrims also wore a cloth collar around their necks. Some collars were ruffled, and some were flat.
- **Work:** Pilgrim children usually woke up very early to do their chores. They helped clean, cook, sew, hunt, fish, and plant. Older children took care of younger brothers and sisters too. Children did not go to school; they learned how to read and write at home.
- **Play:** Pilgrim children played some games that children still enjoy today. They played marbles, catch, and **noughts and crosses**, which was a lot like tic-tac-toe.

### Working at Plimoth Plantation

- Paul and his father both work at Plimoth Plantation. Paul’s father plays a **blacksmith**. That’s a person who makes horseshoes for horses. Paul says he would not like to have lived in Pilgrim times, but he would like to go back for a visit! “I’d like to go back in a time machine and see what it looked like,” he says.
- The girl in the photos works at Plimoth too. Her name is Miranda. She says she likes her life today better than she would have liked being a Pilgrim. One reason is the heavy clothes. “It would be too hot in the summer to wear them all the time!” she says.

We would like to thank Jennifer Monac of Plimoth Plantation for her help with this issue.

Name: \_\_\_\_\_

# Pilgrims and Me

Draw and write in the chart to compare the Pilgrims' lives with yours.

<b>Pilgrim Children</b>	<b>Me</b>
Clothes	Clothes
Chores	Chores
Food	Food

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Name: \_\_\_\_\_



## Reading Checkpoint: **A Pilgrim Child**

Use your "A Pilgrim Child" to answer the questions.  
Remember to write complete sentences!

**1.** What clothes did Pilgrim boys and girls wear?

---

---

**2.** What chore did Pilgrim children do?

---

---

**3.** What foods did the Pilgrims eat that you also eat?

---

---

**4.** Would you have liked to live in Pilgrim times? Why or why not?

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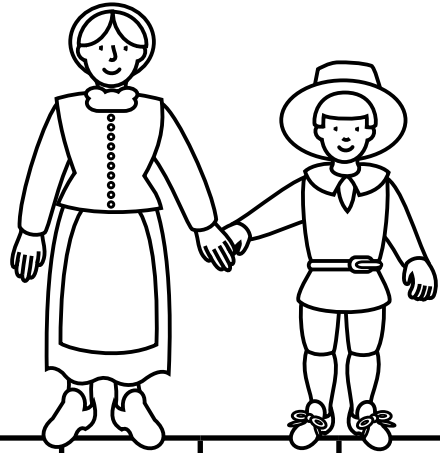
Name: \_\_\_\_\_

# Pilgrim Word Find

Look at the words in the Word Bank. Find and **circle** them in the word search below.

## Word Bank

Pilgrim	Hat	Yoke
Petticoat	Turkey	Ninepin
Breeches	Buckets	Goat



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



# An American Indian Child

**OBJECTIVE:** Read to learn about the lives of Wampanoag children long ago.

**STANDARDS:** Social Studies (NCSS): Culture; time, continuity, and change

**“The Wampanoag taught the Pilgrims how to live a better life in America.”**

## BEFORE READING

### Build Background

Provide children with basic information about the Wampanoag people.

Explain to children that although America was a brand-new place to the Pilgrims who arrived in Massachusetts, it wasn't new for everyone—the Wampanoag people were already living there! The Wampanoag taught the Pilgrims how to live a better life in America. They already knew which plants grew best on the land and how to stay warm in the winter.

## DURING READING

### Use Word Parts

Help children dissect compound words to determine their meanings.

After reading the text in the orange box, pause to reread the word *deerskin*. Ask, “What two shorter words can you find in this longer word?” (*deer, skin*) “What does the word mean?” (*the skin of a deer*) Next, pause after reading the blue box. Challenge students to find the compound word. (*watermelon*) Have students come up with a definition based on its two shorter words.

## AFTER READING

### Compare/Contrast

Find ways in which Wampanoag children and Pilgrim children were alike and different.

Review this issue alongside the issue about Pilgrims, and help children compare and contrast each aspect of Pilgrim and Wampanoag life. You might want to create a chart. Label the columns *Pilgrim Children* and *Wampanoag Children*. Label the rows *Clothes*, *Food*, *Chores*, and *Play*. Have children use the information from the issues to fill in each space on the chart.

## READ-ALoud BACKGROUND

### The Wampanoag's Ways

- **Home:** Wampanoag homes were called **wetus**. They were round and had a hole at the top. The hole worked like a chimney to let smoke escape when a fire was built inside. In rainy or snowy weather, the Wampanoag used sheets of bark to cover the hole so the inside of the house would stay dry.
- **Clothes:** When the weather was cool, both men and women wore leg coverings called **leggings**. Women's leggings went up to the knee, and men's went all the way up to the waist. The Wampanoag wore jewelry too, such as bracelets, necklaces, and earrings.
- **Work:** Wampanoag children did many of the same chores as Pilgrim children. They did not go to school either, but their parents taught them all about animals, plants, and nature. Children also learned how to make things, such as clothes and clay pots.
- **Play:** Wampanoag children played **football** the way children today play soccer. The ball was made out of deerskin and had deer hair inside. Children also used purple and white shells to play a game called **hubbub**.

### Working at Plimoth Plantation

- When Autumn works at Plimoth Plantation, she plays a Wampanoag child from long ago. But she also is one of the Wampanoag people today! She tells people about some of the traditions that the Wampanoag carry on today.
- Autumn works at Plimoth Plantation alongside her mother. She says her favorite part of the job is helping her mom cook. She also says that visitors sometimes ask if they can taste the food. Autumn has to say no, because there is not enough for everyone!

Name: \_\_\_\_\_

# Compare the Children

Fill in the diagram to show how the Pilgrim children and Wampanoag children are different and the same.

**Pilgrim**

- The boys wore \_\_\_\_\_

- The children played \_\_\_\_\_

- The boys' chore was \_\_\_\_\_

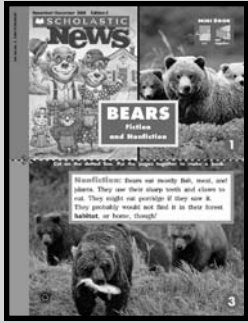
**Wampanoag**

- The girls wore \_\_\_\_\_

- They both ate \_\_\_\_\_

- The children played \_\_\_\_\_

- The girls' chore was \_\_\_\_\_



# Bears Fiction and Nonfiction

**OBJECTIVE:** Read to compare the bears from a fairy tale with bears from real life.

**STANDARDS:** Science: Characteristics of organisms; organisms and environments; Language Arts: Fiction and nonfiction

**“A boy bear is called a he-bear. A girl bear is called a she-bear.”**

## BEFORE READING

### Pre-Teach Concepts

Read “Goldilocks and the Three Bears” as a class.

Ask children if they’ve heard the story of “Goldilocks and the Three Bears,” and invite them to share what they know about it. Then read the story aloud. (You can read the story on the right.) Conclude by telling children that the story of the three bears is **fiction**, or made-up. Stories that are **nonfiction** tell about real life.

## DURING READING

### Get Information From Pictures

Use the illustrations and photos to compare fiction and nonfiction.

Before reading the text on pages 2-3 of the mini book, have children look carefully at the pictures. Ask, “Which picture shows fiction?” (*the one on page 2*) “How do you know?” (*It’s drawn like a cartoon; the bears are acting like people.*) Then ask, “Which picture shows nonfiction?” (*the one on page 3*) “How do you know?” (*It’s a photograph taken in nature; the bears are doing what real bears do.*)

## AFTER READING

### Apply/Extend

Help children use what they learned to distinguish fiction from nonfiction.

Write the following made-up book titles on the board: *Barry Bear Takes a Bubble Bath*; *How a Bear Cub Grows*; *Polar Bears of the Arctic*; *Mr. Bear’s Birthday Wish*; and *100 Facts About Grizzly Bears*. Read each title aloud and ask: “Would a book with this title probably be fiction or nonfiction? How do you know?” Encourage children to explain their reasoning. If you have time, invite children to sort fiction and nonfiction books from your classroom library.

## READ-ALoud BACKGROUND

### Goldilocks and the Three Bears

- Goldilocks saw an empty house in the woods and went inside. She saw three bowls of porridge. One was too hot; one was too cold; but the third was just right, so she ate it up!
- Then she saw three chairs. One was too high; one was too wide; the third was just right, but she broke it! She decided to go upstairs. She saw three beds in the bedroom. One was too hard; one was too soft; but the third was just right, so she fell fast asleep.
- Papa, Mama, and Baby Bear came home. “Someone’s been eating my porridge!” they said. “And mine’s all gone!” added Baby Bear. “Someone’s been sitting in my chair!” they said. “And mine’s broken!” added Baby Bear. “Someone’s been sleeping in my bed!” they said. “And she’s still there!” added Baby Bear. Goldilocks woke up, saw the three bears, and ran out of the house. And she never went back!

### More Bear-y Special Stories

- Winnie-the-Pooh, Paddington, and Corduroy are three famous make-believe bears. There are also the Berenstain Bears, Little Bear, Yogi Bear, and Fozzie Bear. Which is your *bear-y* favorite?

### More Bear Nonfiction

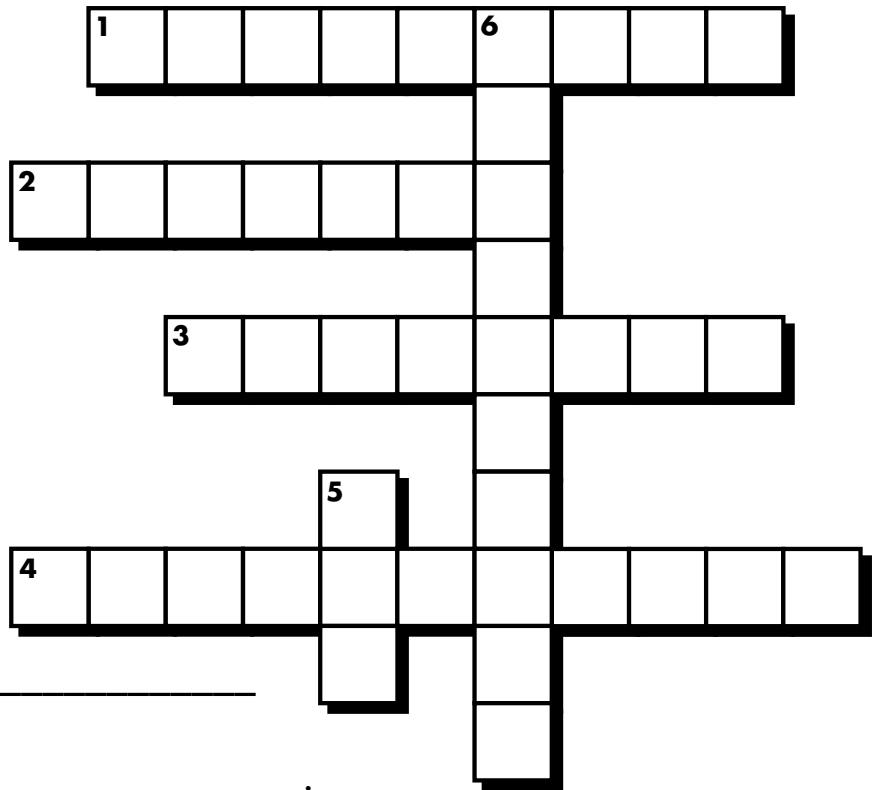
- There are eight different kinds of bear in the world. Among them are black bears, brown bears, polar bears, sun bears, and giant pandas. Grizzly bears are a kind of brown bear.
- Brown bears and black bears live in our country.
- Baby bears are called **cubs**. They are usually born in **litters**, or groups, of one to four.
- A male, or boy, bear is called a **he-bear**. A female, or girl, bear is called a **she-bear**.
- Not all bears sleep throughout the winter. Mainly brown and black bears do.

# Bear Crossword Puzzle

Use the words in the Word Bank to fill in the crossword puzzle.

## Word Bank

cub  
hibernate  
porridge  
communicate  
fiction  
nonfiction

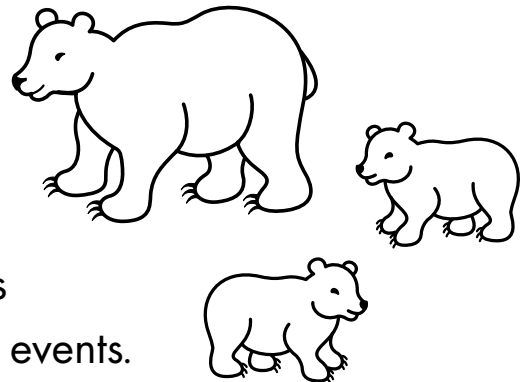


## ACROSS

1. Bears \_\_\_\_\_  
all winter long.
2. \_\_\_\_\_ is  
about characters that are not real.
3. \_\_\_\_\_ is like oatmeal.
4. Animals \_\_\_\_\_ to show how they feel.

## DOWN

5. A baby bear is called a  
\_\_\_\_\_.
6. \_\_\_\_\_ is  
about real things, people, and events.

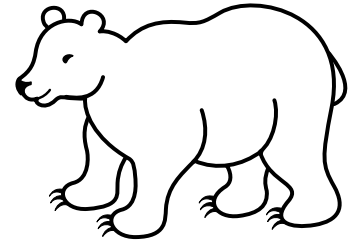




# Reading Checkpoint:

## Bears Fiction and Nonfiction

Answer the questions below.  
Remember to write complete sentences.



1. What do real bears eat?

---

---

2. Imagine you read a story in which bears talk. Is that story fiction or nonfiction?

---

3. Imagine you are writing nonfiction about bears. How do the bears communicate with each other?

---

---

4. Which do you think is more interesting, "Goldilocks and the Three Bears" or nonfiction about bears? Why?

---

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# Mailing a Holiday Card

**OBJECTIVE:** Read to learn how a holiday card travels from one family member to another.

**STANDARDS:** Social Studies (NCSS): Individuals, groups, and institutions; power, authority, and governance.

**“There was once a post office under the ocean!”**

## BEFORE READING

### Personal Connections

Invite children to talk about times when they’ve sent or received mail.

Show children a posted envelope and ask, “What am I holding?” (*a letter*) “Have you ever sent a card or a letter in the mail? Have you ever received one? Whom was it to or from? What did it say?” Encourage children to share their experiences. Then ask, “How do you think letters get where they’re supposed to go?” Tell children they will learn the answer by reading the issue.

## DURING READING

### Draw Conclusions

Encourage children to consider the different methods of transportation used to carry mail.

After reading step 4, remind children that Ben and his grandma live far from each other. Then ask: “Do you think all mail travels on a plane? Why or why not?” Elicit that mail travels in different ways depending on the distance it needs to go. For instance, if Ben’s grandma lived right across town, it would be very silly to put the card on a plane! Instead, it would probably travel by van or truck.

## AFTER READING

### Sequence

Ask children to put the steps of the card’s trip in the correct order.

On separate sheets of paper, write a description of each step without writing the step number. For instance: *A truck picks up the mail. Workers separate the packages from the cards and letters, etc.* (Or you can cut an extra copy of the issue into five pieces and cover up the step numbers.) Post the steps out of order on a bulletin board or wall and ask children to put them back in order.

## READ-ALoud BACKGROUND

### On the Mail Trail

- The post office uses planes, trains, trucks, cars, boats, ferries, helicopters, subways, bicycles, and even mules to carry mail! Of course, there’s one more kind of transportation: Many mail carriers just walk to deliver their letters.
- The money you pay for stamps helps keep the post office running. That’s why you can use each stamp only once. A machine puts lines over the stamp to show it has been used. So if you want to send a letter, you have to buy a new one.
- Today, stamps have sticky backs, which makes them easy to put on an envelope. But the very first stamps had to be pasted on. People who didn’t have paste would sometimes pin or sew the stamp to their letter.
- Mail gets sent to many different addresses, but the most common street names in our country are Main, Maple, Second, Oak, and Park.
- Have you ever seen a mail carrier driving a mail truck? They sit on the right side to drive. (In regular cars, drivers sit on the left side.) This makes it easier for mail carriers to drop mail into mailboxes.







### Mail Believe It or Not...

- There’s a post office in Corrales, New Mexico, that’s made of 875 **bales**, or bunches, of straw!
- The smallest post office is in Ochopee, Florida. Each wall of the post office building is only about as long as two kids lying end to end!
- People can collect all kinds of stamps from the post office. There are stamps of insects, polar bears, and even Disney characters!
- There was once a post office under the ocean! Scientists were working under the sea near the Bahamas. Their post office used a special address: Seafloor/Bahamas.

# Holiday Party

Ms. Brown's class had a holiday party. The chart shows the holidays the children celebrate and what they brought to the party. Use the chart to write the answers to the questions below.

### Holiday Chart

Name	Holiday	What Each Brought
Vani	Diwali	diya lamp 
Amy	Eid al-Fitr	handmade cards 
Josh	Hanukkah	dreidel 
Tim	Christmas	ornament 
Mari	Las Posadas	piñata 
Henry	Kwanzaa	kinara 

1. Who brought in a piñata?

\_\_\_\_\_

2. Who brought in a diya lamp?

\_\_\_\_\_

3. What did Tim bring to the party?

\_\_\_\_\_



Imagine you are going to a holiday party. What would you bring?

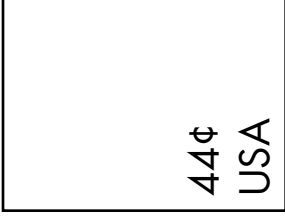
\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# Fill In the Envelope

Pretend you are mailing a card to the principal of your school. Don't forget to write your home address in the corner. Then color in the stamp.

_____	
_____	
_____	
_____	Principal's name
_____	School name
_____	Street
_____	City, state, and ZIP code

# Holiday Stamps

Read the news article below. Then fill in the bubbles of the correct answers.

## NEWS FLASH

Each year, people can buy holiday stamps. This year, the post office made a new stamp for **Kwanzaa**. That is a holiday many African-Americans celebrate. The stamp shows a family.

Other new holiday stamps came out this year too. They show a snowman, a gingerbread man, a reindeer, and the Nutcracker. Which stamp is your favorite?



### 1. What kind of stamps is this article about?

- flag stamps     
  holiday stamps     
  bird stamps

### 2. What is one new stamp the post office made this year?

- Kwanzaa stamp     
  fish stamp     
  star stamp

### 3. What is on the Kwanzaa stamp?

- a gingerbread man     
  a family  
 a rainbow

### 4. What is another new stamp the Post Office made this year?

- cat stamp     
  fly stamp     
  reindeer stamp