Kids Cover Haiti

In this week’s issue, our “Place in the News” feature turns the spotlight on Haiti, in light of the recent devastating earthquake that occurred there.

I’d like to take this opportunity to let you know that you will find additional Haiti coverage, written by our team of kid reporters, at our Web site. Go to www.scholastic.com/haiti_report and check out Scholastic Kids Press Corps Special Report: Crisis in Haiti. This special report features more than a dozen stories, including:

• interviews with top officials from various national relief agencies
• tips on how kids can help
• suggestions for how to give responsibly
• creative ways kids, communities, and businesses are raising money
• information on how America’s Haitian community is coping.

Sincerely,
Glenn Greenberg, Editor
ggreenberg@scholastic.com

TEACHING THIS ISSUE

The President’s Place ....................... pages 1-2

SOCIAL STUDIES STANDARD—Understanding the importance of national symbols, landmarks, and documents. Students will learn about what life is like in the White House for the children of Presidents of the United States, including the daughters of President Barack Obama.

Read-Aloud Background

Name Change: The White House has been called the “President’s Palace” and the “Executive Mansion.” President Theodore Roosevelt named it the “White House” in 1901.

White House by the Numbers: The White House has six floors, including a two-story basement. It has 132 rooms, 3 kitchens, 35 bathrooms, 412 doors, 147 windows, 28 fireplaces, 8 staircases, and 3 elevators.

Critical Thinking

Apply: If you could ask the Obama girls a question about life in the White House, what would you ask?

References

• To learn more about the White House, go to www.whitehouse.gov/about/white-house-101.
• Read the new book The First Family: The Obamas in the White House by Amelie Von Zuimbich (Scholastic 2010).

(Continued on page T2)
SHIP OF THE FUTURE

**SCIENCE STANDARD**—Understanding how science, technology, and society are interwoven and interdependent. Students will learn about a new ship being built to explore the world’s oceans.

**SKILL OF THE WEEK**

**Identifying Descriptive Language**: Authors use descriptive language to help readers create pictures in their mind. One example of descriptive language is when an author describes something by comparing it with something else.

- Before reading the article “Ship of the Future,” have students look at the illustration of the *SeaOrbiter*. Ask students, “How would you describe what the ship looks like to someone who does not have a photo of the *SeaOrbiter*?”
- Read the first paragraph of the article “Ship of the Future.” Ask students, “Why do you think the author compared the *SeaOrbiter* to a spaceship and a shark fin?” and “Do you agree with the author’s description? Why or why not?”
- Explain that authors sometimes compare two objects with each other to create a picture in the reader’s mind. That picture can help the reader better understand the text.
- Have students read the second paragraph to find another example of how the author compares the ship to another object (telephone pole, building).
- Ask students, “Why did the author use that object to describe the ship?” and “What other objects do you think the author could have used?”
- Read the remaining paragraphs of the article. Then ask, “What did Jacques Rougerie mean when he compared the *SeaOrbiter* to a window?” and “Why didn’t Jacques Rougerie compare the *SeaOrbiter* to a door or a wall?”
- Have students use page T5 of this Teacher’s Edition to draw the pictures that formed in their minds while reading “Ship of the Future.”

Read-Aloud Background

**Sea Life**: The *SeaOrbiter* will be powered by ocean currents and wind. A trip around the world would take it about two years. Scientists will live in the part of the ship that is below the sea’s surface.

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Critical Thinking
Analyze: Why do scientists want to explore the ocean? How will the SeaOrbiter help them do that?

Reference
• Go to www.seaorbiter.com/vid/sea_uk2 for a video about SeaOrbiter.

Critical Thinking
Infer: Why would a seal have fish breath?

References
• Read the blogs of seal trainers at www.neaq.org/education_and_activities/blogs_webcams_videos_and_more/blogs/marine_mammals/index.php.
• For dental health lesson plans, go to www.ada.org/public/education/teachers/smilesarts/index.asp.

Smiling Seals............. p. 3
HEALTH STANDARD—Understanding the concepts related to health promotion and disease prevention. Students will learn that people should visit their dentist at least twice a year.

Read-Aloud Background
Seal Dentist: Not only do the animal trainers at the New England Aquarium brush the seals’ teeth, they also check for any dental problems. If they see any signs of decay or disease, they call an animal dentist. But the seals don’t go to the dentist’s office—the dentist comes to them! The dentist can even take X-rays of the seals’ teeth.

Tooth Talk: The American Dental Association recommends brushing your teeth at least twice a day and using a toothpaste that contains fluoride. Also, people should visit their dentist at least twice a year.

Crocodiles Cousins..................... p. 4
SCIENCE STANDARD—Understanding how fossils are used as evidence of organisms that lived long ago. Students will learn that scientists recently discovered the fossils of ancient crocodile species in the Sahara Desert.

Read-Aloud Background
Desert Discoveries: Paul Sereno has discovered the fossils of more than 20 new species of dinosaurs on five continents. His searches recently led to the discovery of crocodile fossils dating back more than 100 million years. Some of the species, such as BoarCroc, RatCroc, and PancakeCroc, had never been seen before. Many of the fossils were found lying on the surface of dunes, or hills of sand. To collect the crocodile fossils, Sereno and his teams worked in temperatures of up to 125°F Fahrenheit.

Sahara Desert: The Sahara Desert in Africa is the world’s largest desert. It is almost as large as the United States. But it wasn’t always a desert. Millions of years ago, the Sahara Desert had a much wetter climate, with lakes, streams, and grassy plains.

Critical Thinking
Analyze: Why do you think scientists went back to the Sahara Desert to look for fossils after finding the fossil of SuperCroc?

References
• Visit http://channel.nationalgeographic.com/series/expedition-week/4280/overview to learn more about the latest crocodile fossil finds.
• Take an interactive tour of SuperCroc’s bones at www.supercroc.org/supercroc.
• Watch modern-day crocodiles run, swim, and jump at www.flmnh.ufl.edu/cnhc/crocsontfilm.html.

(Continued from page T2)
Place in the News.......p. 5

GEOGRAPHY STANDARD—Understanding the physical characteristics of places and regions around the world. Students will learn about the recent earthquake that occurred in Haiti.

Read-Aloud Background
More Facts About Haiti:
• The word “Haiti” comes from the Taino word “Ayiti,” which means mountainous land. Taino Indians were the first people who lived in Haiti.
• The capital of Haiti is Port-au-Prince.
• The population of Haiti is about 9 million.

History of Haiti: Christopher Columbus landed on the island of Hispaniola on December 5, 1492. He claimed the island for Spain. In the 1600s, the French took over the island. They began importing, or bringing in, people from Africa and making them slaves. The slaves later fought against the French and gained their independence from them.

Disaster Area: In the past eight years, Haiti has been hit by a number of tropical storms, hurricanes, and floods. Much of the Haitian population lives in poverty, so it is hard for people to afford to build homes and buildings that can withstand earthquakes or hurricanes.

Critical Thinking
Comprehend and Confirm: How are nations around the world helping Haiti?

Reference

Chinese New Year............p. 5

SOCIAL STUDIES STANDARD—Understanding that people in world communities celebrate various holidays and festivals. Students will learn about Chinese New Year, the most important holiday in Chinese culture.

Read-Aloud Background
Chinese Calendar: Chinese people follow the same 12-month calendar as people in the United States, but they also observe the Chinese lunar calendar. It has been in use for more than 4,000 years. The lunar calendar is based on the moon’s phases, or changes in the moon’s shape as it appears from Earth. Each January or February, the Chinese New Year begins on a different date, depending on the phase of the moon. Celebrations begin during the second “new moon” phase after the first day of winter. During a new moon, the moon is not visible from Earth. Chinese New Year ends 15 days later, when the moon is full, or completely visible from Earth.

Critical Thinking
Compare and Contrast: How is Chinese New Year the same as the New Year holiday in the United States? How is it different?

Reference
• Watch a video about the history, traditions, and symbols of Chinese New Year at www.history.com/content/chinesenewyear.

(Continued from page T3)
Picture It!

Authors use descriptive language to help readers see pictures in their minds. Read the sentences below from the article “Ship of the Future.” Then draw pictures of what you saw inside your mind when you read each of them.

The SeaOrbiter looks like a spaceship in the shape of a shark fin.

The shape of the SeaOrbiter is straight up and down, like a telephone pole.

The SeaOrbiter will be about as tall as a 17-story building.

The SeaOrbiter will be like a window to what is under the surface of the sea.
Name That Tooth

This diagram shows a child’s first set of teeth. These are called primary teeth. Use the diagram to answer the questions.

**KEY**

- **Incisors** cut food and scoop it into your mouth. They are usually the first teeth that a baby will get. Most kids lose their first set of incisors between 6 and 8 years of age.

- **Canines** grasp and tear food. Most kids lose their first set of canines between 9 and 12 years of age.

- **Molars** chew and grind food into smaller pieces. Most kids lose their first set of molars between 9 and 12 years of age.

1. Which kind of teeth chew and grind food?

2. How many canine teeth are in the diagram above?

3. Which kind of teeth do babies usually get first?
   - (A) canines
   - (B) molars
   - (C) incisors
   - (D) tongue

4. Have you lost a tooth yet? If you have, how did you feel when it happened? If not, how do you think it will feel?

__________________________________________________________________________

__________________________________________________________________________
Year of the Tiger

Each year in the Chinese calendar is named for 1 of 12 animals. This year is named the Year of the Tiger. The animals repeat every 12 years. It is believed that each of these animals has a quality that makes it special. The chart below lists the animals, the most recent year each one represented, and each animal’s quality. Use the chart to answer the questions on the left.

1. For which animal was last year named?

2. What year was named for the pig?

3. Which animal has the quality of courage?

4. What animal will represent next year?

5. What year will be the next Year of the Tiger?

6. In what year were you born?

7. For what animal was that year named?

THINK ABOUT IT: Why do you think the dog represents the quality of loyalty?

<table>
<thead>
<tr>
<th>ANIMAL</th>
<th>YEAR</th>
<th>QUALITY</th>
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<tbody>
<tr>
<td>Rabbit</td>
<td>1999</td>
<td>Giving</td>
</tr>
<tr>
<td>Dragon</td>
<td>2000</td>
<td>Strength</td>
</tr>
<tr>
<td>Snake</td>
<td>2001</td>
<td>Grace</td>
</tr>
<tr>
<td>Horse</td>
<td>2002</td>
<td>Hardworking</td>
</tr>
<tr>
<td>Ram</td>
<td>2003</td>
<td>Gentleness</td>
</tr>
<tr>
<td>Monkey</td>
<td>2004</td>
<td>Wisdom</td>
</tr>
<tr>
<td>Rooster</td>
<td>2005</td>
<td>Courage</td>
</tr>
<tr>
<td>Dog</td>
<td>2006</td>
<td>Loyalty</td>
</tr>
<tr>
<td>Pig</td>
<td>2007</td>
<td>Accepting of others</td>
</tr>
<tr>
<td>Rat</td>
<td>2008</td>
<td>Great imagination</td>
</tr>
<tr>
<td>Ox</td>
<td>2009</td>
<td>Honesty</td>
</tr>
<tr>
<td>Tiger</td>
<td>2010</td>
<td>Leadership</td>
</tr>
</tbody>
</table>
Crocodiles and Alligators

Read the paragraph below to learn about modern-day crocodiles and alligators. Then use it to complete the chart.

Both crocodiles and alligators are from the animal group called crocodilians. But unlike alligators, crocodiles have long, narrow V-shaped snouts. Crocodiles are also light brown or olive in color. Alligators have wide, U-shaped snouts and are often more black in color. Even though both types of reptiles live in or near grassy swamps and rivers, crocodiles tend to be found in salt water. Alligators tend to live in fresh water. Both animals lay eggs and love to eat meat.

How are they alike?

How are they different?

Crocodiles

Alligators