



# One, Two, Three..... p. 6

**Standard**  
SCIENCE: POPULATIONS AND ECOSYSTEMS

## Summary

Scientists are doing an international census of marine life. They recently visited reefs in Australia. Census workers studied several species of soft coral there. They hope their data will raise awareness of serious threats facing the corals.

## Pre-reading Discussion

What types of plants and animals can you think of that live in the ocean?

## Background

- Scientists from about 80 countries are working on the census of marine life. Their work began in 2000. They will complete their data in 2010.
- The recent expeditions in Australia mark the first time that any group has taken a census of soft corals.
- Soft corals belong to the subclass

Octocorallia. This name refers to the structure of the coral. Soft corals have eight, or a multiple of eight, tentacles on each polyp.

## Post-reading Discussion

Coral reefs are considered one of the Earth's most diverse ecosystems. Can you think of some other ecosystems that support many different species?

## Lesson Extension

Have students research one new species discovered by the census of marine life ([www.coml.org](http://www.coml.org)) and write a short news article about the discovery. Include details, such as where the discovery was made and what the new species looks like.

## Resource

- For information about the census of coral reef ecosystems, part of the census of marine life, visit [www.creefs.org](http://www.creefs.org).

# This Week Online

[www.scholastic.com/news](http://www.scholastic.com/news)



## The New President

You and your students can go online to get the news you need about the President-elect's job and the upcoming inauguration. Our post-election Special Report will give your students that information and more!

## Meet the New Kid Reporters!

Scholastic editors have been poring over applications for the 2008-2009 Scholastic Kids Press Corps. Some 25 new Kid Reporters have been chosen. Find out who they are, and introduce your students to the new team of young journalists.

## Economy 101

Scholastic News Online continues to offer coverage of the economic crisis, should teachers decide it's a topic they would like to cover in class. Scholastic News Online offers breaking economic news coverage, as well as a new Special Report that explores how the economy runs. The report includes interactive features, Kid Reporter articles, grade-appropriate glossaries, and lesson plans and reproducibles.

## Online Interactives

Your students can vote on this week's debate, respond to the Sticky Situation, or submit a book review online!

For answers to this issue's online quiz, go to [www.scholastic.com/sn4answerkey](http://www.scholastic.com/sn4answerkey).

POSTAL INFORMATION: THE TEACHER'S EDITION OF SCHOLASTIC NEWS EDITION 4 (ISSN 0736-0992) is published weekly during the school year except holidays. And mid-term, 24 issues, by Scholastic Inc., 2931 East McCarty St., P.O. Box 3710, Jefferson City, MO 65102-3710. Periodical postage paid at Jefferson City, MO 65102. And at additional mailing offices. Postmaster: send notice of address changes to Scholastic News Edition 4, 2931 East McCarty St., P.O. Box 3710, Jefferson City, MO 65102-3710. PUBLISHING INFORMATION: U.S. prices: \$3.95 per school year (for 13x copies to the same address). A 9% shipping & handling charge will be added to the total subscription order. Copyright © 2008 by Scholastic Inc. All rights reserved. Scholastic, Scholastic News, and Associated designs are trademarks/registered trademarks of Scholastic Inc. Materials in this issue may not be reproduced in whole or in part in any form or for any purpose without special permission from the publisher. PRINTED IN THE USA

SCHOLASTIC NEWS • EDITION 4 • EDITORIAL: Editor: Stephanie Smith • Associate Editor: Natalie Smith • Associate Editor: Jill Lederman • Intern: Chikaodili Anollefo Copy Chief: Renee Glaser • Copy Editor: Veronica Major • ART: Design Director: Doreen Walsh • Art Director: Jimmy Sarfati • Associate Art Director: Winifred Whipple • Senior Cartographer: Jim McMahon • Photo Editor: Larry Schwartz • PRODUCTION, IMAGING AND SYSTEMS: Production Editor: Anthony Giammanco • Digital Imaging Group: Marc Stern, Bonnie Ardita, Bianca Beaman • Technical Coordinator: Elliott Hill • SCHOLASTIC NEWS ONLINE: Executive Editor: Suzanne Freeman • Associate Editor: Dante Ciampaglia, Laura Leigh Davidson • Photo Research: Jessica Moon • SCHOLASTIC CLASSROOM MAGAZINES: President, Scholastic Classroom & Library Publishing: Greg Worrell • VP, Editor in Chief: Rebecca Bondar • Associate Editorial Director: Lee Baier • Creative Director: Judith Christ-Lafond Executive Production Director: Barbara Schwartz • Executive Editorial Director: Craig Moskowitz • Publishing System Director: David Hendrickson • Executive Director of Photography: Steven Diamond • Manager, Library Services: Kerry Pronger-Gast • Reference Librarian: Karen Van Rossum • Associate Business Manager: Jasmine Rosa • Director, Manufacturing & Distribution: Mimi Esquerro • Manufacturing Coordinator: Georgiana Dean • CIRCULATION AND MARKETING: VP Marketing: Jocelyn Forman • Marketing Manager: Christine Ochford • CORPORATE: President, Chief Executive Officer, and Chairman of the Board of Scholastic Inc.: Richard Robinson

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

# Using Quotations

Reporters often use quotations in stories to show people's experiences and opinions. Read this week's cover story (pages 4-5). Then, choose two quotes from the story. Write the quotes in the boxes below, and to the right, give your reaction to each quote. Explain why you think the writer chose to include each quote in the story.

Quotation	Reaction
1	<hr/> <hr/> <hr/> <hr/> <hr/>
2	<hr/> <hr/> <hr/> <hr/> <hr/>

**NOW TRY THIS:** Imagine you are a writer with *Scholastic News*, and you are assigned to write a cover story. Below, name a person you plan to interview for the story. Then, write two questions you would ask that person.

Story topic: \_\_\_\_\_

Name of person to be interviewed: \_\_\_\_\_

Question 1: \_\_\_\_\_

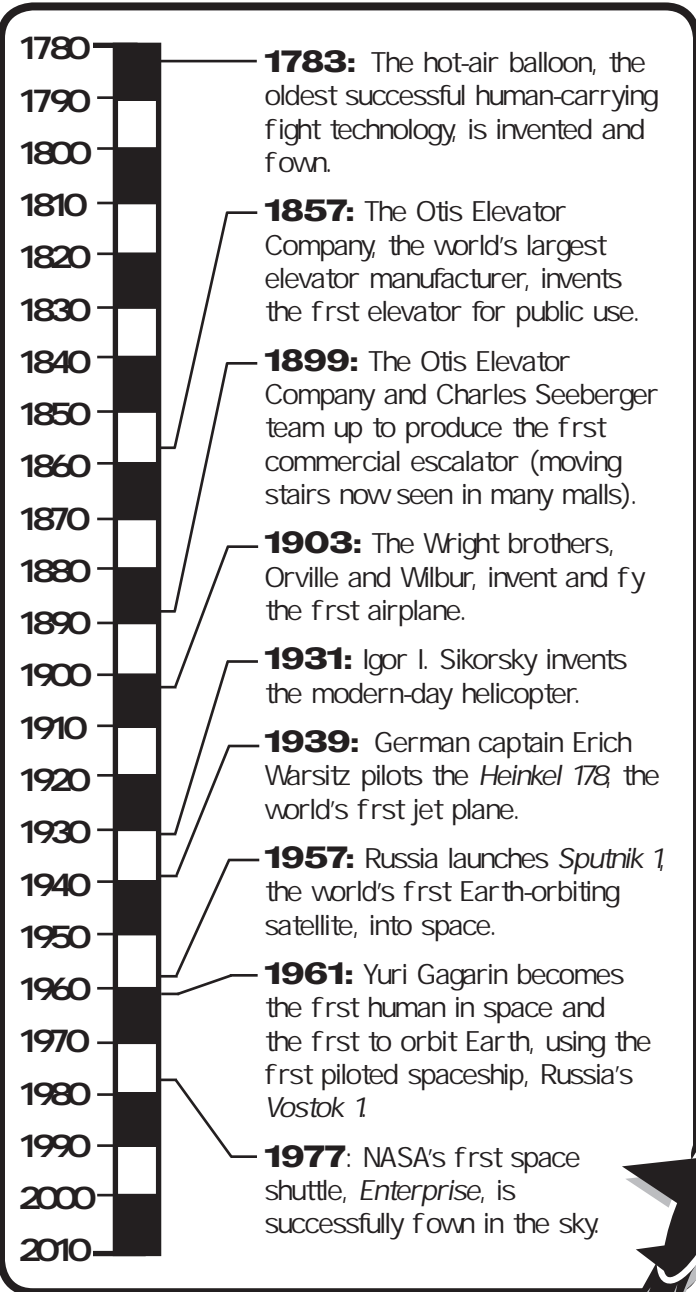
Question 2: \_\_\_\_\_

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



# Inventions Take Flight

In this week's *Scholastic News*, you read about a project to design a space elevator. For more than 200 years, inventors have been creating things that lift, fly, and blast off into the sky. Some of those inventions are used for transportation, others for exploration. This timeline shows some of those inventions. Use the timeline to answer the questions.



1. About how long ago was the hot-air balloon invented?  
\_\_\_\_\_
2. What went up first, the elevator or the escalator? What do the two things have in common?  
\_\_\_\_\_  
\_\_\_\_\_
3. How long have humans been able to fly in airplanes?  
\_\_\_\_\_
4. How are helicopters different from airplanes?  
\_\_\_\_\_  
\_\_\_\_\_
5. If you could invent something that flies, what would it be and why would you invent it?  
\_\_\_\_\_  
\_\_\_\_\_



© 2008 by Scholastic Inc. Teachers may make copies of this page to distribute to their students.