Take Steps to Renew and Get a Free Election Kit!

It’s time to renew! If you order and find out later that you don’t have the funds, just write “cancel” on the invoice. The September issues are yours to keep at no charge.

Reserving your order is not a commitment. You can change grade levels, class sizes, and schools later without a problem.

Plus, we are offering an awesome election premium! When you order, mention code 1080 to get it!

Go to: www.scholastic.com/buy-SN1 or call 1-800-SCHOLASTIC (1-800-724-6527) and mention code 1080!

Best wishes,
Laine Falk, Editorial Director
scholasticnews1@scholastic.com

Make Your Way to the Library!

Make Way for Ducklings by Robert McCloskey makes a wonderful literature connection with one of this month’s issues.
This Month’s Activities

Do these extension activities with your issues.

**Make Way for Ducklings!**

**SKILL:** RL.1.5 Compare two texts

**Compare Fiction and Nonfiction**

- **Objective:** Children will compare the fiction book _Make Way for Ducklings_ by Robert McCloskey with the _Scholastic News_ nonfiction article.
- After reading the issue, read _Make Way for Ducklings_ by Robert McCloskey. Then project the Compare Fiction and Nonfiction printable. Discuss each statement and which boxes to check.
- For the bonus question, ask children to look on the chart for statements where both boxes are checked.
- You can hunt for even more similarities and differences. For instance, in both the book and the article, the ducks walk in a line behind their mother!

**Don’t Mess With This Dad**

**SKILLS:** RI.1.3 Sequencing; L.1.1 Conventions of English when writing

**Sequencing Three Ways**

- **Objective:** Use differentiation to sequence the frog life cycle.
- **Most scaffolding:** Cut out the four photos of the frog life cycle along the bottom of the Big Issue. Cut off the numbers at the top or cover them with sticky notes. Mix them up. Work with children to put them in order.
- **Medium scaffolding:** We created leveled sequencing printables for you! This one has more scaffolding. Have kids cut out the text and art and paste them in order.
- **Least scaffolding:** You can also use the page with less scaffolding. Have kids write numbers to show the order, then write a description of each step. Kids can also cut out the steps and paste them in order on a separate page.
Welcome to Ireland!

SKILLS: Engineering; Problem solving

Design and Build a Leprechaun Trap!

• **Objective:** Children will use engineering skills to build leprechaun traps.

• Collect recyclables (yogurt cups, cardboard tubes, boxes, pipe cleaners), manipulatives (blocks, connecting cubes), and lures (pennies for gold, green art supplies).

• Watch our video “Lucky Leprechauns.” Then project the “How to Catch a Leprechaun” printable. Discuss the tips. Pair children, giving each pair a copy of the Our Leprechaun Trap sheet. Have pairs use the sheet to plan their trap and then build it!

• Leave the traps out the day before St. Patrick’s Day. You can leave signs of a leprechaun visit for kids to find the next morning, like gold coins or green beads.

My Wild Weather Day

SKILL: RL.1.4 Vocabulary

Write a Wild Weather Story!

• **Objective:** Children will use weather vocabulary to write a story.

• Project the Word Idea page. Give each child a copy of the Wild Weather Day printable. Have children write their name on the first blank.

• Show children how to insert different words from the idea page to change the story and its tone. *It was chilly, so I put on my jacket,* is serious, while *It was hailing, so I put on my sun hat* is silly!

• Let children complete their stories, choosing their own words and tone. They might like to do more than one version! When finished, bind the stories into a class book.
Make Way for Ducklings!

Editor’s Note Teachers tell me how much they love literature connections with Scholastic News. This issue pairs beautifully with Make Way for Ducklings by Robert McCloskey. See our activity for comparing the two texts on page 2. –Laine

Lesson Ideas

Go to www.scholastic.com/sn1

1. Watch the Video and Think

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• After watching, ask: “What is a baby duck called?” (a duckling) How do the ducklings swim with their mother? (in a line behind her) How do they walk with her? (the same way—in a line behind her)
• Finally, ask, “Do you think ducklings need their mothers to keep them safe? How do you know?” (Yes. They stay with her until they become grown-up ducks.) (SKILL: SL.1.2 Discuss a video)

2. Read and Think

• Read the issue together. Then project and discuss the reading checkpoint printable. (SKILLS: RI.1.1 Key details; RI.1.2 Main idea)

MORE LESSON EXTENSIONS

Printable: Using Diagrams

• Kids read diagrams to answer questions about adult ducks and ducklings with this printable. (SKILL: RI.1.5 Text features)

Printable: Color by Word Ending

• Kids use their decoding and phonics skills to color in a mystery picture that will reveal a duck. Quack! (SKILL: RF.1.3 Decode words)

Reading Objective: Children will analyze the story of ducklings in trouble and discuss the ways in which people worked together to rescue them.

Common Core Standards: SL.1.2 Discuss a video; RI.1.1 Key details; RI.1.2 Main idea; RI.1.5 Text features; RF.1.3 Decode words; RI.1.10 Read and discuss first-grade texts

Science Focus: Spring animals/Animal babies

Social-Emotional Learning Focus: Cooperation

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Don’t Mess With This Dad

Reading Objective: Children examine how the glass frog father protects his eggs and also discuss the stages of the frog life cycle.

Common Core Standards: SL.1.2 Discuss a video; RI.1.1 Key details; RI.1.2 Main Idea; RI.1.8 Text evidence; W.1.2 Writing; RI.1.10 Read and discuss first-grade texts

Science Focus: Frogs, Life cycles

Lesson Ideas

1. Watch the Video and Think

• Before watching, ask: “What do you think baby frogs look like? Do they look like frogs, only smaller? Or do they look different?”

• After watching, ask, “What do you know about baby frogs now that you may not have before? How do they change as they grow?” Let kids turn and talk with a partner about what they noticed. Lead the group discussion back to the fact that frogs start their lives inside an egg! (SKILL: SL.1.2 Discuss a video)

2. Read and Think

• Read the issue together. Then project and discuss the reading checkpoint printable. (SKILLS: RI.1.1 Key details; RI.1.2 Main idea)

MORE LESSON EXTENSIONS

Printable: Write to Norbert!

• Norbert Know-It-All has another letter for your kids—this time he’s telling them all the “facts” about glass frogs! Write him back to practice using text evidence the fun way! (SKILLS: RI.1.8 Text evidence; W.1.2 Writing)

Frog Dad Comprehension Game

• Kids can help a glass frog dad protect his eggs with this game. When kids answer a question correctly, the frog kicks a hungry wasp away! KA-POW! (SKILL: RI.1.1 Key details)
Welcome to Ireland!

Editor’s Note: For this issue, we created a special bonus video, “Lucky Leprechauns.” It’s a great idea to watch it before doing our hands-on activity. Kids learn about leprechauns and then make leprechaun traps! —Laine

Reading Objective: Children take a trip to Ireland and compare and contrast country life with city life.

Common Core Standards: SL.1.2 Discuss a video; RI.1.1 Key details; RI.1.2 Main idea; RI.1.3 Compare and contrast; RF.1.3 Decode words; RI.1.10 Read and discuss first-grade texts

Social Studies Focus: World cultures; Rural and urban communities

Lesson Ideas

Go to www.scholastic.com/sn1

1. Watch the Video and Think

• Before watching, tell children they are going to see and hear about a faraway country called Ireland. Ask them to look for the different things you can see and do there.
• After watching, ask, “If you went to Ireland, what would you want to see or do the most?” Let children turn and talk with a partner. If time allows, let partners share their answers. (Castles may be a popular one!) (SKILL: SL.1.2 Discuss a video)

2. Read and Think

• Read the issue together. Then project and discuss the reading checkpoint printable. (SKILLS: RI.1.1 Key details; RI.1.2 Main idea)

MORE LESSON EXTENSIONS

Printable: Compare and Contrast

• Children use facts from the issue to complete a T-chart comparing Irish city life with Irish country life. (SKILL: RI.1.3 Compare and contrast)

Printable: St. Patrick’s Day Surprise

• Kids use a sight-word key to color this mystery picture, which reveals a leprechaun with his pot of gold! (SKILL: RF.1.3 Decode words)
Editor’s Note: Your students can get their wiggles out with “Dance Break!” Just click this button on your digital issue.

My Wild Weather Day

With this short video, kids will move to music about the weather. —Laine

Reading Objective: Children examine the variability of March weather and define words that describe it.

Common Core Standards: SL.1.2 Discuss a video; RI.1.1 Key details; RI.1.2 Main idea; RI.1.3 Sequencing; RI.1.4 Vocabulary; RI.1.10 Read and discuss first-grade texts

Science Focus: Weather

Lesson Ideas

1. Watch the Video and Think

• Before watching, ask kids if they’ve ever heard someone say that March goes in like a lion and out like a lamb. Ask kids to watch the video carefully to figure out what the expression means.

• After watching, discuss the idiom’s meaning. Then play a quick game. Call out different types of weather, having children roar if it’s “lion weather” (snowy, windy) and baa if it’s “lamb weather” (sunny, warm). (SKILL: SL.1.2 Discuss a video)

2. Read and Think

• Read the issue together. Then project and discuss the reading checkpoint printable. Later, children can fill in their own copies. (SKILLS: RI.1.1 Key details; RI.1.2 Main idea; RI.1.3 Sequencing; RI.1.4 Vocabulary)

MORE LESSON EXTENSIONS

Printable: Weather Crossword

• Kids use their knowledge of weather vocabulary to complete a crossword puzzle. (SKILL: RI.1.4 Vocabulary)

Online Game: Dressing for the Weather

• In this adorable game, kids choose from a variety of clothing options to help Little Monster get dressed, depending on the weather they see outside the window. (SKILL: Critical thinking)
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