



## KEY WORD

develop

## STANDARDS

### Science

- Life cycle of organisms
- Characteristics of organisms

### Social Studies (NCSS)

- Time, continuity, and change

## RESOURCES

- Go to [nationalzoo.si.edu/Animals/GiantPandas/](http://nationalzoo.si.edu/Animals/GiantPandas/) to watch Mei Xiang and Tai Shan on the zoo's live Panda Cam!
- *Panda Bear, Panda Bear, What Do You See?* by Eric Carle, Henry Holt, 2003.
- *Giant Pandas: Gifts From China* by Allan Fowler, Children's Press, 1995.

## PHONICS FIND IT!

- Variant vowels:  
Listen to the -aw sound in the word *straw*. Now, find a word on page 3 of the issue that has the same sound. (paws)

## ANSWER KEY

Answers to back-page activity:

- 1) No, wild pandas do not live in the desert; 2) Wild pandas live in the mountains;
  - 3) Wild pandas live closer to a river; 4) Beijing is the capital of China. Answer to page 6
- Learn-Along Activity: Brain builder: 15 inches longer.

# Hello, Baby Panda!

For Chinese New Year (January 29 to February 12), introduce your class to Tai Shan, the panda cub at the National Zoo. Watching this furry baby grow is a great chance to learn about a panda's life cycle!

## Before-Reading Discussion

### PROBLEM-SOLVING/PREDICT

Tell students that a baby

panda was born on July 9, 2005. Ask your class, "How old is the panda today?" Display a 2005 and a 2006 calendar. Help students count months, weeks, and days to find the panda's current age. They can then compare their prediction with the information at the top of page 2 of the issue.

## Set a Purpose for Reading

Read to learn how a panda cub grows up at the zoo.

## During-Reading Discussion

### COMPARE/CONTRAST

As you read page 2 of the issue,

focus on the photos of the newborn panda and the older cub. Ask, "What is the same about the cub at both ages?" (*He has paws, nose, mouth, etc.*) "What's different at both ages?" (*In the bottom photo, he's bigger, his eyes are open, and he grew black and white fur.*) Next, compare and contrast Tai Shan and his mother on page 3. Ask, "How are they alike and different?"

## After-Reading Discussion

### EXTEND/MAKE PERSONAL CONNECTIONS

After reading the newsflash on page 3 of the issue, talk about how Tai Shan's name has a meaning. Tell your class that many of our names have meanings, too! Get a baby-naming book and look up the meanings of students' names. Students can also ask their parents where their names came from.

## Read-Aloud Background

### ► Happy Chinese New Year!

- Although Tai Shan and his mom live in our country, wild pandas live only in China. In fact, pandas are a symbol of China.
- February is a good month to learn about pandas because it's a time of Chinese

celebration! People in China are celebrating their new year from January 29 until February 12.

### ► Mom and Baby Panda

- Mei Xiang is a first-time mom. The scientists at the zoo weren't sure if she would know what to do with Tai Shan. But she loved him right away! She has big claws and big teeth—but she used them carefully to pick up Tai Shan and hold him close.
- One of the zoo scientists, Dr. Suzan Murray, says, "We didn't want to handle Tai Shan until his mom was comfortable with it. For the first couple of weeks she cuddled him constantly and fed him. Every time he made a noise, she woke up. Now she's calm—she just sits enjoying breakfast when we handle him!"

### ► Helping Pandas in the Wild

- Pandas are endangered animals. That means there are very few pandas left in the world. Tai Shan and Mei Xiang are actually helping their panda cousins who live outside of zoos. When people see the pandas in the zoo, they want to help the wild pandas too.

## Bulletin-Board Activity

- Explore life cycles with this display! Cut out one photo of the newborn cub and another photo of Tai Shan as an older cub. (Both can be found on page 2 of the issue.) Place the photo of Tai Shan as an older cub in the center of the board. Then staple the newborn-cub photo to the top to make a lift-up flap. Next, gather photos of children as they look today, and send a note home asking each family to contribute a baby photo. To complete the board, attach children's photos around Tai Shan's in the same way: create a lift-up flap with the baby photo on top and the "today" photo underneath. Invite children to explore the board and play "guess who!" They can look at each baby photo, guess which classmate it is, and then lift the flap to check their guess. Discuss how children have changed since they were babies.



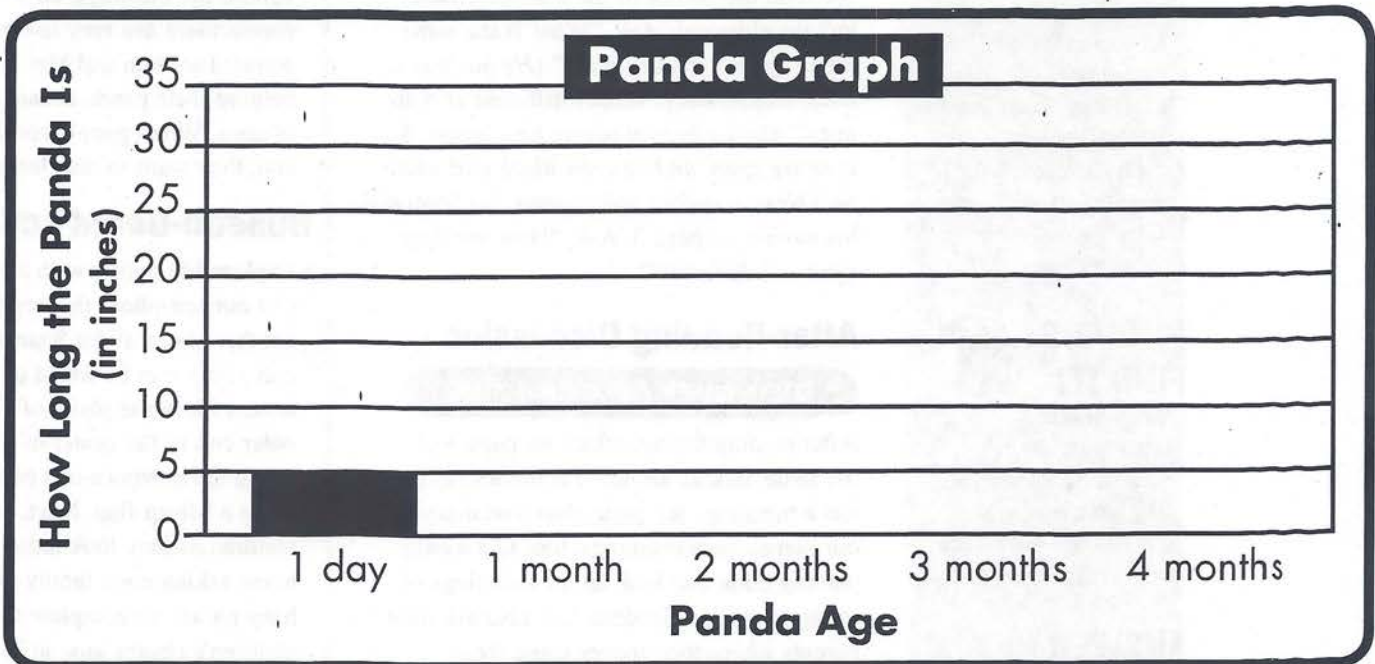
Name: \_\_\_\_\_



# A Panda GROWS

The chart shows about how many inches long a growing panda is each month. Read the chart. Then use it to fill in the graph below. We started the graph for you.

Panda Growth Chart	
Panda Age	How Long the Panda Is (in inches)
1 day old	5 inches
1 month old	15 inches
2 months old	20 inches
3 months old	25 inches
4 months old	30 inches



At 5 months old, the panda is 35 inches long. How much longer is it than when it was 2 months old? \_\_\_\_\_





## KEY WORD

 **dental**

## STANDARDS

### Science

- Form and function
- Personal health

## RESOURCES

- Go to [www.adha.org/kidstuff/index.html](http://www.adha.org/kidstuff/index.html) for tooth facts and games!
- "Animal Facts" pack. Available from Scholastic Lucky Book Club's February catalog.
- *Hungry, Hungry Sharks* by Joanna Cole. Available from Scholastic Lucky Book Club's February catalog. To order from Lucky, call 1-800-SCHOLASTIC or visit [www.scholastic.com/bookclubs](http://www.scholastic.com/bookclubs).

## PHONICS FIND IT!

Variant vowels:

Listen to the **oo**- sound in the words *flew* and *hoop*. Find the words in the elephant paragraph on page 2 that contain that sound. (Hint: One will be spelled with an **ew** and the other will be spelled with an **oo**. (*chew, food*))

## ANSWER KEY

Answers to page 8 Learn-Along

Activity: 1) Molars help you chew food; 2) Canines help you tear and bite meat; 3) Incisors would help you eat an apple. Brain Builder: Rabbit or elephant. (Elephant tusks are incisors, but children cannot be expected to know this.)

# Animal Teeth See-Through

What's behind a smile? This special see-through issue lets children explore all kinds of creatures' teeth—including their own. As an added plus, Ms. Frizzle's gang provides "tooth tips" for dental health.

## Before-Reading Discussion

### ACTIVATE PRIOR KNOWLEDGE/PREDICT

Ask, "Have you ever seen a dog's or cat's teeth? What were they like?" Invite children to share what they know about animal teeth. Next, have children open their issues flat on their desks without looking inside. Ask, "What do you think you'll see inside these animals' mouths?" Give children time to make predictions. Then let them hold their issues up to the light to find out!

## Set a Purpose for Reading

Read to learn about animal and human teeth.

## During-Reading Discussion

### ANALYZE

As you explore the pictures and text with children, ask, "What can you see in the mouths in the issue that you couldn't see in real life? What parts are hidden even when the mouths are open?" (*roots, elephant's molars, adult teeth in child's mouth*) You can also help children make connections by pointing out the horse's roots and asking: "Can you see roots in any of the other animals' mouths? Which ones?" (*elephant, rabbit, child*)

## After-Reading Discussion

### CONTEXT CLUES/USING A REFERENCE AID

Re-read about snakes on page 3 of the issue. Ask children what they think the word *fangs* means. Remind them to look at the words and the picture for help. (*Fangs are long, sharp teeth.*) How did children know? (*The words say "long, sharp teeth"; the picture shows long, sharp teeth.*) Now have them use a dictionary to check their answer.

## Read-Aloud Background

### ► Amazing Animal Teeth

- Did you know that elephants have baby teeth too? When a baby elephant is born, it has

small "milk tusks." Its adult tusks develop when the elephant is about 1 year old.

- Many kinds of poisonous snakes have small fangs waiting behind their big fangs. This way, in case a big fang breaks off, there's a new one to replace it.
- Some kinds of sharks can have more than 100 rows of teeth in each jaw!
- Chewing hard foods doesn't just help to wear down the rabbit's teeth—it also helps clean them! Both rabbits and horses chew tough grasses, leaves, and plants. The rough food scrapes the teeth to keep them clean.

### ► What's in a Smile?

- Children's smiles are made up of 20 teeth: 10 on the top and 10 on the bottom. Grown-ups have up to 32 teeth.
- Did you know that people have three different kinds of teeth? **Incisors** and **canines** help us bite into and tear off food. **Molars** help us chew it!
- Want to keep your smile healthy? Brush your teeth at least twice a day. Also, floss! And just as with rabbits and horses, food can help too! Crunchy foods like apples and carrots help scrape away germs to keep your teeth clean between brushings.

## Toothpaste-Taste-Test Activity

- Make dental health fun while building graphing skills! Gather a few toothpastes of different flavors (mint, cinnamon, baking soda, strawberry, etc.). Have children make their own "testing plates," one per child, by placing a dot of each toothpaste on a paper plate and writing the name and flavor of the toothpaste underneath. Then let children taste each flavor. When children are finished, write the toothpaste names/flavors on the board. Have children come up and write their names under the kind they liked best. Next, use that information to create a bar graph with your class. Label one axis "Name/Flavor of Toothpaste" and the other "Number of Children." Then ask, "Which flavor got the most votes?"



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

MY LEARN-ALONG PAGE

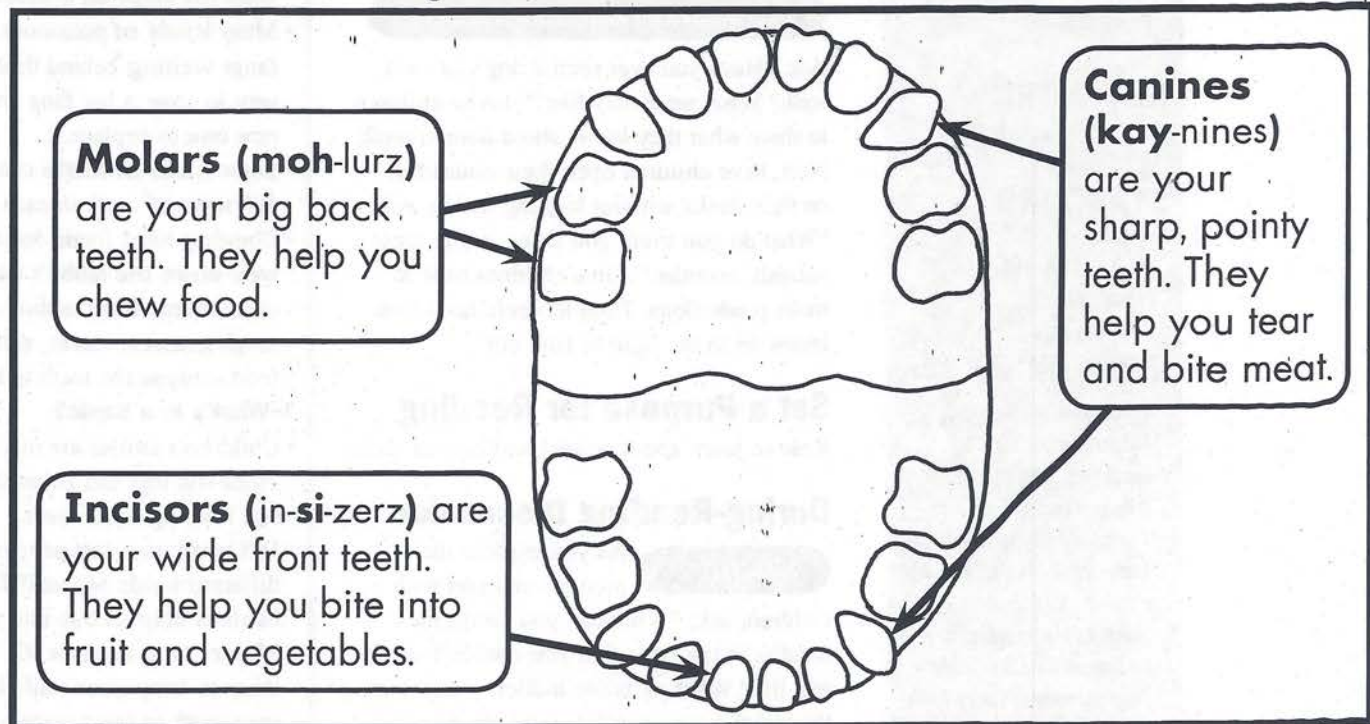
SCHOLASTIC

News

Reading a Diagram

# Teeth Diagram

The diagram shows which teeth help you eat different foods. Look at the diagram. Then, answer the questions below.



1. What do molars help you do? \_\_\_\_\_

2. What kind of teeth help you tear and bite meat? \_\_\_\_\_

3. What kind of teeth would help you eat an apple? \_\_\_\_\_



Find an animal with long incisors in your *Scholastic News* article. Write the animal's name here: \_\_\_\_\_







## KEY WORD

president

## STANDARDS

Social Studies (NCSS)

- Time, continuity, change
- Power, authority, governance

## RESOURCES

Go to [www.kidsdomain.com/holiday/presday.html](http://www.kidsdomain.com/holiday/presday.html). The following books are available from Scholastic Lucky Book Club's February catalog.

- "Great Americans" pack.
- *Valley Forge* by Richard Ammon. To order from Lucky, call 1-800-SCHOLASTIC or visit [www.scholastic.com/bookclubs](http://www.scholastic.com/bookclubs).

## PHONICS FIND IT!

- Variant vowels: Look at the second paragraph on page 2. Find a word with the vowel pair *ea* that makes the long-e sound, like *bead*. (leaders)

## ANSWER KEY

Answers to back page: 1) February 20; 2) read and learn; 3) on the penny and the five-dollar bill; 4) Abraham Lincoln was President from 1861 to 1865. **Brain Builder:** Answers will vary. **Answers to p. 10 Learn-Along:** 1) communicate; 2) Presidents; 3) capital; 4) carriage; 5) Washington; 6) plane. **Answers to p. 11 Learn-Along could include:** George Washington: First President; Rode in a carriage; George W. Bush: President today; Flies in a plane; **Both:** Named George; were Presidents.

# George and George

Meet two Presidents named George: Washington and W. Bush, that is! The compare-and-contrast format of this issue helps children see what has changed since the first George was in charge, and what has stayed the same.

## Before-Reading Discussion

### ACTIVATE PRIOR KNOWLEDGE

Pass around a dollar bill and let children explore it. Ask, "Who is on the front of the bill? What was his job?" Explain that George Washington was the first President of our country, the United States. Then ask, "Who is our President now?" Point out that his name is also George! Children will read about how "the Georges" are alike and different.

## Set a Purpose for Reading

Read to compare being President in George Washington's time and in George Bush's time.

## During-Reading Discussion

### NAVIGATE A PAGE

Show children that pages 2 and 3 are set up like a chart. After children read the "travel" section of the Washington column on page 2, ask them which section they should read next, and how they know. (*The travel section in the Bush column on page 3; the arrow points the reader there.*) Help children follow the arrows as you continue to read, comparing and contrasting the two Presidents and their jobs.

## After-Reading Discussion

### SYNTHESIZE/EXTEND

Use the *Think!* question as a springboard to help children synthesize what they've learned about the job of being President. Draw a word web on the board, writing *President's Job* in the center. Invite children to use ideas from the issue to help you write information on the web's spokes. For instance, you can ask, "What is a job both Presidents share, whether one went by carriage or the other goes by plane?" (*travel*) Do they know any other jobs of Presidents that aren't in the issue? (*lead our country; help make laws*)

## Read-Aloud Background

### ► George Number 1: George Washington

- Washington was born on February 22, 1732—before the United States was a country! At

the time, America was ruled by England.

- George grew up on a farm in Virginia. He didn't even go to school when he was young. His mother taught him at home until he was 10 or 11. Then, he might have gone to learn with a tutor or schoolmaster.
- When George Washington grew up, he fought hard to make our country free from England. Then he helped to get the country started on its own. That's why people call him "the father of our country."
- George Washington's wife was named Martha. She was a widow with two children, Martha ("Patsy") and John ("Jacky"). George and Martha didn't have any children together.
- **George Number 2: George W. Bush**
- George W. Bush was born on July 6, 1946, in New Haven, Connecticut. His family then moved to Texas, and that's where he grew up.
- George's father was also a President! His name is George H.W. Bush. He was President from 1989 to 1993.
- Bush became our country's 43rd President in 2001. His wife is named Laura, and they have two daughters, Jenna and Barbara.
- The Bush family has three pets in the White House: two dogs named Barney and Miss Beazley, and a cat named India.

## Map-the-Presidents Activity

- Celebrate Presidents' Day with a geographical exploration! Post a large, detailed map of the U.S. on a bulletin board and challenge children to look for places named after two of the Presidents in the issue: Washington and Lincoln. (Places children might find include Washington, D.C.; Washington State; Lincoln, Nebraska; and Lincoln, Illinois.) Have children mark each location with a sticker. You can extend the activity by posting a list of other Presidents' names on chart paper. Children can mark each place they find that bears a President's name (such as Madison, Wisconsin; Jefferson, Missouri; and Jackson, Mississippi). Are any towns, streets, or parks in your area named after a President?



## Vocabulary



**Use the word bank to do the crossword puzzle.**

## Word Bank

# capital

## Presidents

**carriage**

# communicate

## Washington

plane

1.							4.			
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## Across

1. Presidents \_\_\_\_\_ with other leaders.
2. George Washington and Abraham Lincoln were both \_\_\_\_\_ of the United States.
3. Philadelphia was once the \_\_\_\_\_ of our country.

## Down

4. George Washington rode in a \_\_\_\_\_ pulled by horses.
5. George \_\_\_\_\_ was our country's first President.
6. George W. Bush flies in a \_\_\_\_\_.

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

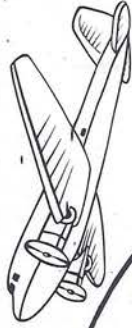


# Compare Two Presidents

MY LEARN-ALONG PAGE  
**SCHOLASTIC**  
**NEWS**

Compare and Contrast

Use facts from your *Scholastic News* to fill in the Venn diagram below.



George W. Bush

Both

George Washington





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

MY LEARN-ALONG PAGE

**SCHOLASTIC**  
**News**

Writing a Card

TEACHERS:

Maya & Miguel is a new TV  
program from Scholastic that  
airs daily on PBS KIDS GO!™  
It's all about diversity and more!

# Make a Valentine!

Valentine's Day is February 14. Maya and Miguel love to make valentine cards. Cut, color, and fill out the Valentine's Day card below. Then, give it to someone you love.

Love,

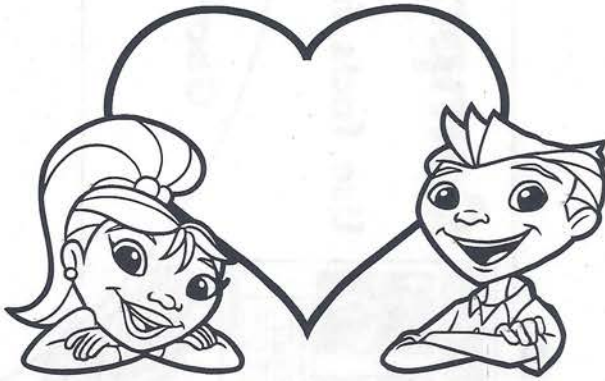



Write your message here.

First, fold here.

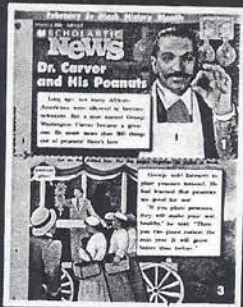
Dear \_\_\_\_\_,

Then, fold here.

Cut on dotted lines.







**EXTEND THIS ISSUE:** See Valerie Brown's vocabulary strategy on page 2.

# Dr. Carver and his Peanuts

To celebrate Black History Month, introduce children to George Washington Carver. In this mini book, children will learn how Dr. Carver helped farmers with his creativity and a little something called a peanut!

## KEY WORD

**scientist**

## STANDARDS

### Science

- Understanding about scientific inquiry
- Science as a human endeavor
- Science, technology, society

## RESOURCES

Go to [www.usda.gov/oo/colorbook.htm](http://www.usda.gov/oo/colorbook.htm) for a free book about Dr. Carver.

The following books are available from Scholastic Lucky Book Club's February catalog.

- "Young Heroes" pack.
- *I've seen the Promised Land* by Walter Dean Myers.
- "Microscope" pack.

To order from Lucky, call 1-800-SCHOLASTIC or visit [www.scholastic.com/bookclubs](http://www.scholastic.com/bookclubs).

## PHONICS FIND IT!

- Variant vowels:  
Find two words on the cover that make the same vowel sound you hear in **wow**, and are spelled with an **-ow**. (*allowed, how*)

## ANSWER KEY

Answers to p. 14: Beginning: He told them to plant peanuts; Middle: Farmers plant peanuts; they don't know what to do with them; George goes into his lab; End: George makes things out of peanuts. The farmers can keep their soil healthy; they can use the peanuts.

## Before-Reading Discussion

### PRE-TEACH CONCEPTS

Display some peanuts in the shells for the group and ask, "What are these? What is inside?" (*peanuts; nuts are inside!*) Open one, revealing the peanuts. Point out the dark-brown skins and the light-colored nuts beneath. Ask, "Have you ever eaten peanuts? What foods are made with peanuts?" Then tell children they will read about a man who made more than 300 things from peanuts!

## Set a Purpose for Reading

Read to learn about George Washington Carver.

## During-Reading Discussion

### PROBLEM/SOLUTION

Help children focus on the problems and solutions in the story. On page 2, ask, "What was the problem?" (*People were planting too much cotton; it was bad for the soil.*) On page 3, ask, "What was George's solution?" (*plant peanuts*) Then encourage children to be on the lookout for a new problem and its solution. (*Problem: There were too many peanuts; Solution: Dr. Carver invented lots of new ways to use them!*)

## After-Reading Discussion

### APPLY/EXTEND

Talk with children about foods that grow in your area—anything from apples to summer zucchini. Ask, "What could we do if we grew too many? What do you think Dr. Carver would do?" Invite children to suggest ways, real and invented, to use the extra crops. For instance, apples can be used for applesauce, apple pie—or maybe apple-seed jewelry!

## Read-Aloud Background

### ► The Life of George Washington Carver

- George Washington Carver was born a slave on a small farm in Missouri in 1865. Even as a child, George loved nature and plants.

- After slavery ended, George went to college. He was a talented artist, but he decided to study farming instead. He wanted to learn ways to help poor farmers. He studied how to make farms grow more food.
- He also worked as a teacher, but not just in the classroom! He designed a "movable school" called the Jesup Wagon. He rode the wagon to different farms and taught the farmers new ways to grow and use their crops. See the wagon on page 3 of the issue.
- Peanuts are not the only things George is known for. He also created many things from sweet potatoes. Sweet potatoes are good for the soil, just like peanuts.

## Partner-Reading Activity

- Help children write an "interview" with Dr. Carver. On a sheet of chart paper, write the roles *Dr. Carver* and *Interviewer*. Using the mini book as a reference, work as a class to create dialogue. For example: *Interviewer: Why did you tell the farmers to plant peanuts? Carver: Because planting so much cotton was bad for the soil. I knew peanuts would help!* Continue writing dialogue until you've covered the information in the mini book. Next, type what you've written, copy it, and give it out to partners. These will be their "interview scripts." Tell pairs to take on roles, reading their dialogue while paying attention to punctuation and vocal expression.

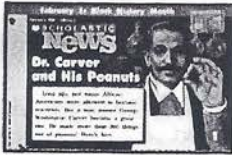
## Peanut-Math Activity

- Gather peanuts in the shell (use peanuts that have two nuts inside each). Give small groups random amounts and ask, "When you break the shells open, how many nuts will you have altogether?" Have children count by twos to make their estimates. They can then break open the shells to check the answer!

**NOTE:** Be sure to check for allergies before children handle peanuts.



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



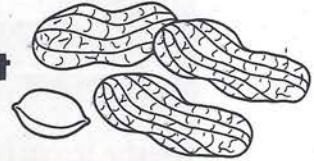
# A Story Map

MY LEARN-ALONG PAGE

SCHOLASTIC  
**News**

Story Order

Every story has a beginning, a middle, and an end.  
Look at your mini book to answer the questions about  
what happens in "Dr. Carver and His Peanuts."



**Beginning** What did George tell farmers at the beginning of the story?

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**Middle** What is one thing that happens in the middle of the story?

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**End** How does the story end?

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## The Legend of Groundhog Day

This is the second of three Big Poetry Fun Phonics posters this year. Use the following activities, as well as the Learn-Along on page 16, to extend the poster.



### READ-ALoud BACKGROUND

- A **legend** is a story handed down from earlier times. Legends are often based on fact, but they are not entirely true.
- Some parts of the Groundhog Day legend are true. First of all, groundhogs are real animals that live all over North America. They **hibernate**, or sleep all winter, in underground tunnels called **burrows**. In spring, they wake up and come out of their burrows.
- Some parts of the Groundhog Day legend are not true. Groundhogs come out of their burrows all throughout February and March, depending on the weather. They don't all come out on February 2, the day of the holiday. Also, groundhogs can't predict what the weather will be.
- As for whether groundhogs see their shadows, only the groundhog knows for sure!

### PHONICS ACTIVITY

- Read and enjoy the language of "The Legend of Groundhog Day" with your students.
- This poster was written to emphasize the long-*a* sound. First, cover the box below the poem with a sticky note. (This box has all of the long-*a* words that are in the poem.) Now, read the title of the poem aloud. Say, "One of the words in this title has the long-*a* sound, like in *may*. Which word is it?" (*day*) Now do the same for each line of the poem.
- Take the sticky note off the poster. Tell students, "Here are all the long-*a* words in the poem. Do you notice anything similar about all of them?" (*They all have an a in them. They all are spelled with an ay.*) Explain that one way to spell the long-*a* sound is with an *ay*.

Answers to page 16 Poster Learn-Along activity:

1) day, hooray, say, gray, stay

2) way; hay; may

**Brain Builder:** with an *ay*; *a* alone (as in *able* or *navy*), *ai* (as in *mail*), *a* with a magic *e* (as in *ape*).

## Valentine Hearts

Hang this poster for Valentine's Day on February 14!



### PRE-TEACH THE POSTER'S CONCEPTS

- Draw a big heart on the board. Ask students, "What do hearts make us think of?" (*love, Valentine's Day*) Write their ideas in the heart. Explain that when a picture or object makes us think of something else, it is called a **symbol**. The heart is a symbol for love.
- Help students brainstorm other symbols by writing the names of different holidays and seasons on the board and asking students to think of a symbol or symbols that stand for each one. (*Halloween—pumpkin; St. Patrick's Day—shamrock; Fourth of July—American flag; Thanksgiving—turkey; winter—snowflake; spring—robin or flower.*) You can also talk about symbols you use every day in the classroom. What symbol means students did a good job? (*star, check mark, or happy face*) What symbol hangs in the classroom and stands for our country? (*American flag*)

### DISCUSS THE POSTER

- Now, hang the poster near the heart you drew. Ask students to analyze the poster. What is one thing all the photos have in common? (*They all show things shaped like hearts!*) Go through the poster, photo by photo, and talk about what the images show and where the heart can be found. (*a candle; a leaf; an owl; synchronized swimmers; skywriting; a cactus; hot cocoa; a child*) Note: In case your students ask, the owl is a barn owl; the cactus is a prickly pear cactus from Arizona; and the leaf is an Eastern redbud leaf.

### HEART SYMMETRY ACTIVITY

- Ask students if they have ever heard the word *symmetric* before. Explain that when the halves on both sides of a line match in shape and size, that figure is called *symmetric*.
- Demonstrate this principle with hearts. Ask students to take out a piece of paper and fold it in half. Then, they should draw half a heart, with the middle of the heart at the fold of the paper. Students should then cut out the half a heart and open it up. It is the same on both sides! The heart is symmetric.
- Go to [teacher.scholastic.com/lessonrepro/lessonplans/profbooks/symmetry.htm](http://teacher.scholastic.com/lessonrepro/lessonplans/profbooks/symmetry.htm) to extend this activity.



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

Read the poem.

Then, follow the directions below.

## The Legend of Groundhog Day

It's February 2nd. Hip, hip, hooray!

That's Groundhog Day,

and you know what they say:

If he sees his shadow under the sun,  
it'll be six more weeks till winter's done.

But if the weather is cloudy and gray,  
it means that spring is here to stay!



1. The sound you hear at the end of the word *may* is the long-a sound.  
(Circle) words in the poem that have the long-a sound.
2. Read each group of words below. (Circle) the word in each group that has the long-a sound.

can	hay	dad
way	pal	may
hat	tap	law



How is the long-a sound spelled in all of the long-a words above?

Do you know any other ways to spell the long-a sound?