

Name: _____

Fill in the missing numbers. Add any other special days you know to the calendar. Then, follow the directions.

March 2006						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2 Dr. Seuss's Birthday		
					17 Saint Patrick's Day	
	20 First Day of Spring					
					31	

1. Tom got a new book on Dr. Seuss's birthday.
Color Dr. Seuss's birthday green.
2. He started reading the book on Saint Patrick's Day.
Circle Saint Patrick's Day.
3. He finished the book on the first day of spring.
Color the first day of spring green.
4. How long did it take Tom to read the book? To find out, color all the days green in between the days you already colored. Then, count all the green days. Write your answer here: _____



Did Tom start reading the book in winter or spring?

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KEY WORD

 hatch

STANDARDS

Science

Life cycle of organisms
Characteristics of organisms

RESOURCES

Go to www.nationalgeographic.com/ngkids/trythis/eggs-bottled.html for super-cool science eggs-periments.

Why Do Snakes Hiss? by Joan Holub. Available from Scholastic Lucky Book Club's March catalog.

To order from Lucky, call 1-800-SCHOLASTIC or visit

 www.scholastic.com/bookclubs

PHONICS

FIND IT!

R-controlled Vowels:

Do you hear the *er* sound in the word *worry*? Find the word on page 3 that has the same sound in the middle. (*furrr*)



ANSWER KEY

Answers to back page activity:

1) about 5 inches; 2) about 1 inch; 3) leopard shark egg; 4) painted turtle egg.

Brain Builders about 2 inches.

Answers to page 6 Learn-Along activity: First, the frog starts life in an egg in the water.

Next, a tadpole swims out of the egg. It has a tail. After a few weeks, the tadpole grows legs. It still has a tail. Last, the tail goes away. The tadpole is an adult frog.

Eggs Aren't Just for the Birds!

Seeing a baby chick hatching from an egg is pretty neat. But seeing a baby crocodile hatching is truly surprising! In this issue, students will learn about some egg-citing creatures that start life inside an egg.

Before-Reading Discussion

PREDICT

Display a hard-boiled (or plastic) egg. Ask students to say what it is. Then ask, "If this egg were to hatch, what animal do you think could come out?" Write their ideas on the board. Now display the cover of the issue, pointing out the baby crocodile. Use the *Think!* question to spark additional predictions about the different animals that might hatch from an egg.

Set a Purpose for Reading

Read to learn about different animals that come from eggs.

During-Reading Discussion

INFER/ANALYZE

As you read through the issue, encourage students to note the sizes of the eggs in the photos. Ask, "Why do you think the eggs are different sizes?" (*The babies that hatch from them are different sizes.*) Then, after reading the section about fish eggs, ask, "Why would the fish's mouth be a safe place to keep the eggs?" (*It is a place where other animals can't get to them.*)

After-Reading Discussion

SYNTHESIZE

Help students synthesize the information in the issue, so they can understand the concept of life cycles. Ask them, "Who lays the eggs, the adult animals or the baby animals?" (*adults*) "Who comes out of the eggs, the adults or babies?" (*babies*) "What will the baby animals do once they hatch?" (*grow up*) "Do students think some of those animals might one day lay eggs of their own?" (*yes*) As you ask them questions, draw a diagram of a life cycle on the board to help them visualize it.

Read-Aloud Background

► More Egg-Cellent Egg Facts

• Crocodiles, like most other reptiles, bury

their eggs under soil. The crocodile mother guards the nest closely. She waits for about 14 weeks, then digs the eggs up when they're ready to hatch. That way, the babies can hatch in the fresh air!

- Snakes are reptiles too. Most snakes don't build nests or care for their eggs. But the Indian python does. This big snake wraps its body around the eggs to keep them warm!
- Most frogs lay their eggs in water. But some rain-forest frogs attach their eggs to the underside of leaves that grow over the water. When the tadpoles hatch, they drop right in!
- Butterfly eggs are all very small, but they come in many shapes and colors.
- Fish lay very large numbers of eggs. Most lay hundreds or thousands at a time. The sturgeon lays about 7 million eggs a year! Not all of these eggs hatch, though. Many times, other animals eat them first.
- The only mammals that lay eggs are the platypus and the echidna (uh-kid-nuh), or spiny anteater, from Australia. They are called monotremes.

Counting-Eggs Graph Activity

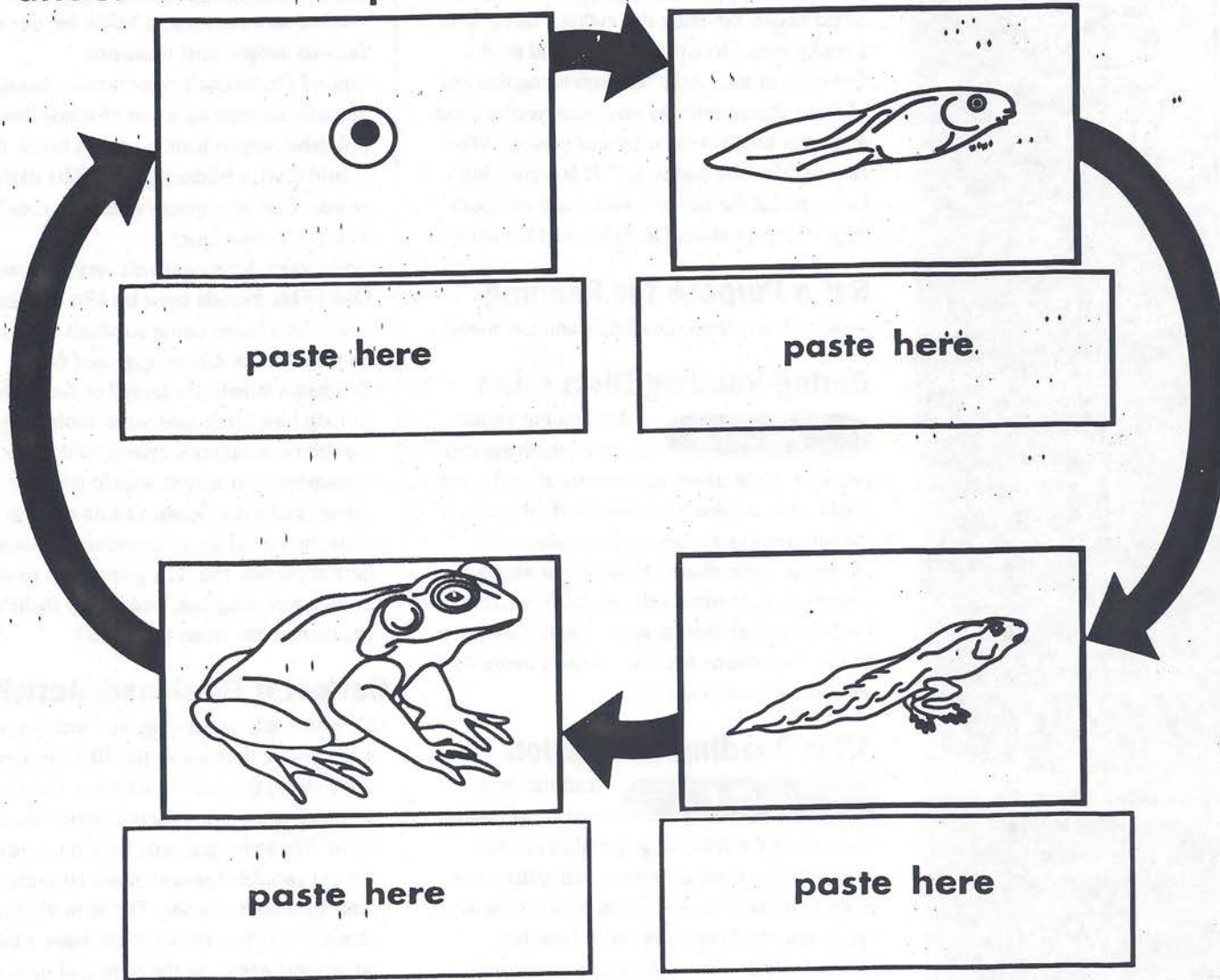
- After students complete the Egg Sizes graph on page 4 of the issue, work together to create a new graph comparing the amounts of eggs different animals lay. Write the following animal names across the top of a sheet of chart paper: *crocodile, painted turtle, redback salamander, ladybug, green snake*. Then tell students that each animal usually lays a certain number of eggs at a time. Give the following information: *crocodile lays 20 eggs; turtle lays 10 eggs; salamander lays 14 eggs; ladybug lays 10 eggs; snake lays 8 eggs*. Give students cotton balls to serve as "eggs" and have them glue the appropriate number under each animal's name. Use your completed graph for oral math problems, such as, "How many more eggs does a crocodile lay than a turtle does?"

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Name: _____

Frog Life Cycle

The changes from egg to frog are called metamorphosis (met-uh-mor-fuh-siss). Cut out the sentences below. Then, paste them under the correct pictures.



Next, a tadpole swims out of the egg. It has a tail.

Last, the tail goes away. The tadpole is an adult frog.

First, the frog starts life in an egg in the water.

After a few weeks, the tadpole grows legs. It still has a tail.



Hooray for Dr. Seuss!

Just in time for Dr. Seuss's birthday on March 2—and Read Across America Day—we're giving students a peek inside his world to see how this legendary author and artist created his magic.

KEY WORD

author

STANDARDS

Language Arts

Author studies

Writing and writing processes

RESOURCES

Go to www.nea.org/readacross/index.html for more information about Read Across America Day. "Patricia Polacco" pack. Available from Scholastic Lucky Book Club's March catalog. To order from Lucky, call 1-800-SCHOLASTIC or visit www.scholastic.com/bookclubs.



www.scholastic.com/bookclubs

VOCABULARY

FIND IT!

Word Parts:

Find the word on page 2 that uses the **-ed** ending to show an action that happened in the past. (*worked*)



ANSWER KEY

Answers to back page: 1) 3; 2) *The Cat in the Hat*; 3) *Hop on Pop*; 4) *The Cat in the Hat*.
Brain Builder: 10 students.
Answers to p. 8: 2) opinion; 3) fact; 4) fact; 5) opinion; 6) fact; 7) fact; 8) opinion; 9) fact; 10) opinion.
Brain Builder: Answers will vary.
Answers to p. 9: Answers will vary.
Answers to p. 10: The 9 mistakes are: 1) Capital "K" in "Kim"; 2) Capital "M" in "My"; 3) Period after "Dr."; 4) delete "most" in "most funnies"; 5) doesn't; 6) "shows" not "show"; 7) period, not comma, after "good"; 8) "it's" not "is"; 9) question mark after book.

Before-Reading Discussion

**ACTIVATE PRIOR KNOWLEDGE/
BUILD BACKGROUND**

Display one or two Dr.

Seuss books, covering the author's name with a sticky note. Do a picture walk and read a few lines of text. Ask, "Do you recognize any of these characters? Do you think you've read any other books written by this person? Who do you think the author is?" If students don't know, reveal the author's name and tell them they will learn about Dr. Seuss and his work.

Set a Purpose for Reading

Read to learn about Dr. Seuss and his work.

During-Reading Discussion

ANALYZE

After reading about Seuss's "thinking cap,"

pause to ask students how wearing a silly hat might have helped Dr. Seuss to think. Ask, "What kinds of stories and characters did Dr. Seuss write about? How might wearing a funny hat get him in the mood to write the kinds of stories that he did?" Lead students to make connections between Seuss's methods and his zany writing style.

After-Reading Discussion

SYNTHESIZE

Read the issue once for pleasure.

Then write the following question on the board, "What does an author and artist need to do to make a book?" Then read the issue again, encouraging students to look for answers. (*Spend many hours drawing and writing each day; think about what to write; do many drafts; change words; etc.*)

Read-Aloud Background

► The Incredible Dr. Seuss

• Theodor Seuss Geisel was born in 1904 in Springfield, Massachusetts. "Dr. Seuss" was his pen name, or fake name an author uses in his books. He chose the name "Seuss" because it was his middle name. It was also his mom's last name before she got married.

His friends and family called him "Ted."

- In Ted's school notebooks, he would doodle pictures of strange creatures. As an adult, he worked as a cartoonist before he became a famous author and illustrator.
- One of Dr. Seuss's most famous books was actually written as a sort of schoolbook. A publisher asked him to write a book that would teach children to read 220 different words. Can you guess what he wrote? It was *The Cat in the Hat!*
- Sometimes, he wrote with very few words. One of his friends once bet him that he could not write a book using 50 words or less. Well, he did—it was *Green Eggs and Ham!*
- Ted had a whole closet full of funny hats to help him think and write, including a sombrero, a miner's helmet, and a fez. (Teachers: You might want to display pictures of these kinds of hats to help students visualize.) Sometimes he used his hats at parties too. His guests had to come in an interesting hat, and if they didn't, he'd get them a hat from the closet!

Cat's-Hat Bookmark Activity

- Combine art, patterning, and literacy with a bookmark that looks just like the famous Cat's stovepipe hat! In advance, cut two strips of white construction paper for each child. The strip that will form the body of the hat should measure about 10 inches long by 3 inches wide. The brim should be about 1½ inches by 4 inches. Have children write their name on the brim and glue it to the bottom of the long strip to create the hat shape. Next, provide red markers and have children create a pattern of alternating stripes (leaving blank white stripes between the red stripes). When finished, children can use their completed hats as note-taking bookmarks! On the white stripes, they can write their favorite Dr. Seuss titles, favorite story characters, and so on. And of course, the Cat's hat will always hold their place, no matter what they're reading!

Name: _____

Dr. Seuss Fact and Opinion

A **fact** is something that is true. An **opinion** tells how someone thinks or feels. Decide whether each sentence is a fact or an opinion. Then, put an **X** in the correct column. We did the first one for you.



Sentence	Fact	Opinion
1 Dr. Seuss wrote books.	X	
2 Dr. Seuss wrote the funniest books in the world.		
3 Dr. Seuss wrote many drafts of his books.		
4 Dr. Seuss wrote <i>Green Eggs and Ham</i> .		
5 <i>Green Eggs and Ham</i> is Dr. Seuss's best book.		
6 Dr. Seuss drew pictures for his books.		
7 Dr. Seuss was born on March 2.		
8 The Cat in the Hat looks silly.		
9 Dr. Seuss wrote 44 books for children.		
10 Dr. Seuss's first drafts were always better than his final drafts.		



On the back of this page, write one fact you know and one opinion you have about Dr. Seuss.

Name: _____

My Dr. Seuss Learning Chart



Write what you know and what you want to know about Dr. Seuss.
After you read your *Scholastic News*, write what you have learned.

What do I **know**?

What do I **want** to know?

What have I **learned**?

Name: _____

A Dr. Seuss Report

Kim is writing a report about a book by Dr. Seuss. Read the first draft. When you find a mistake, underline it. Write your corrections above each mistake. (Hint: There are 9 mistakes.)



My Report

by kim

my favorite author is Dr Seuss. I think his most
funniest book is *Green Eggs and Ham*. In this book,
someone doesnt' want to eat green eggs and ham.
Then, a character named Sam show him that green
eggs and ham are good,

I like this book because its funny. The pictures are
good. What is your favorite book!



First, cut.
Then, put together!



KEY WORD

nation

STANDARDS

Social Studies (NCSS)

- Culture
- Time, continuity, and change
- People, places, and environments

RESOURCES

- Go to www.dltk-holidays.com/patrick/songs/ for fun Saint Patrick's Day songs and poems.
- Jamie O'Rourke and the Pooka* by Tomie dePaola, Putnam, 2002.
- The Leprechaun's Gold* by Pamela Duncan Edwards. Available from Scholastic Lucky Book Club's March catalog. To order from Lucky, call 1-800-SCHOLASTIC or visit www.scholastic.com/bookclubs.

PHONICS

FIND IT!

R-controlled Vowels: Do you hear the *ar* sound in the middle of the word *hearts*? Find a word on page 2 of the mini book that has the same vowel sound. (part or parts)



ANSWER KEY

Answers to page 12 Learn-Along Activity: 1) east; 2) south; 3) north; 4) Ireland.

Welcome to Ireland!

To celebrate Saint Patrick's Day, the *Scholastic News* team asked 8-year-old Jack Daly to help bring Ireland to the classroom! This mini book gives students a unique chance to see Ireland through the eyes of an Irish boy.

Before-Reading Discussion

PRETEACH CONCEPTS

Display props inspired by Saint Patrick's Day, such as a picture of a shamrock or a leprechaun. Then ask students which holiday these things make them think of. (*Saint Patrick's Day!*) How do people celebrate this holiday? Explain to students that Saint Patrick's Day comes from a country called Ireland. Point out Ireland on a map. Tell them they are going to learn about Ireland from a real Irish boy!

Set a Purpose for Reading

Read to learn about Ireland.

During-Reading Discussion

PRACTICE WITH PRONUNCIATION KEYS

As you read page 7, focus on the chart. Explain that in Irish, letters make different sounds from the sounds they make in English. A pronunciation key spells out the sounds so we can read them more easily. Model pronouncing each Irish word phonetically, and have students repeat after you. Then have a quick "chart quiz." Call out an English word and have the group respond with the Irish translation!

After-Reading Discussion

PERSONAL CONNECTIONS/COMPARE & CONTRAST

Help students make personal connections by comparing Jack's life in Ireland with their own lives. Use the structure of the mini book to help them. Is the land in Ireland similar to the land where they live? Was Ireland long ago similar to what it was like in our country long ago, and what it's like today? How is Irish culture similar to or different from our culture?

Read-Aloud Background

► An Interview With Jack Daly

To find out even more about Jack's life in Ireland, *Scholastic News* asked him a few questions in an exclusive interview.
SN: What do you do for fun?

Jack: I like to play computer games. I also like to play rugby, soccer, and football. But my favorite sport is soccer. I play every week.
SN: What is your favorite subject in school?
Jack: My favorite subject is math.
SN: What's it like where you live?
Jack: We live in a house. We have trees outside, and mountains and fields—all that kind of stuff. I live with my mom and dad and my younger brother. And a new baby's coming soon! I'm excited to help take care of the baby.
SN: What do you do on Saint Patrick's Day?
Jack: We march in a parade, and I play the tin whistle. I play with my fingers—I cover the holes and I blow it. I like to play "Mary Had a Little Lamb" and "Rain, Rain, Go Away." Some people play drums. We march by the different shops, and everyone comes and watches.
SN: Where would you like to go someday?
Jack: Florida, in the United States. I want to go because Disney World is there!

Irish Cooking Activity

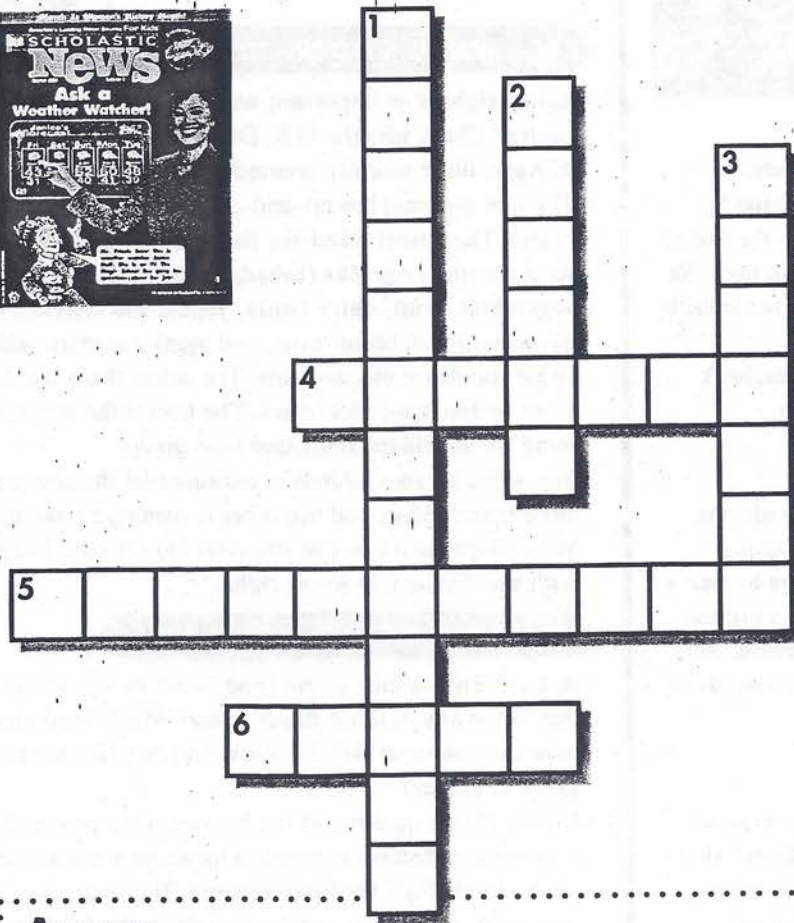
- Celebrate Saint Patrick's Day by making Irish soda bread. You can boost students' math skills at the same time by having them measure the ingredients. By copying the recipe onto chart paper and having children help read the steps, you will also incorporate literacy skills.
- You will need: 4 cups flour, 1 teaspoon baking soda, 2 tablespoons sugar, 1 teaspoon salt, 1 cup raisins, 1 cup buttermilk, and 4 tablespoons butter.
 - Mix flour, baking soda, sugar, and salt in a large bowl. Stir in raisins.
 - Make a well in center of mixture and pour in buttermilk. Stir until blended.
 - Knead dough for a few minutes on a surface covered with flour. Roll into a ball.
 - Grease a cookie sheet with 1½ tablespoons butter and place loaf on the sheet, patting into a circle. Spread remaining butter over the tops and sides. Cut an X in the center.
 - Bake at 375° about 40 minutes. Let cool and serve with butter—or green mint jelly!

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Name: _____

Do a Crossword Puzzle!

Use the word bank to complete the sentences. Your *Scholastic News* issue can help you. Then, fill out the crossword puzzle.



Word Bank

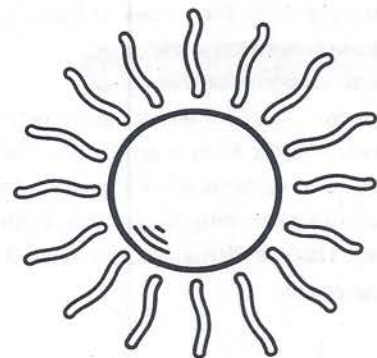
clouds rainy
meteorologist
thermometer
predict weather

Down

1. Someone who studies the earth's weather is called a _____.
2. Different kinds of _____ bring different kinds of weather.
3. _____ can be hot or cold, wet or dry, calm or windy, clear or cloudy.

Across

4. To _____ the weather is to say what it is going to be in the future.
5. A _____ is a tool that shows how hot or cold the air is.
6. People should use umbrellas when it is _____ outside.



Kites

This is the third of three Big Poetry Fun Phonics posters this year. Extend the poster with the following activities, as well as the page 16 reproducible.



EXPLAIN THE PHONICS PRINCIPLE

- “Kites” was written to highlight *-ing* words. Explain that we add the suffix *-ing* to the end of an action word when we want to show that something is happening right now. For example, we add *-ing* to the end of the word *talk* to show that someone is talking right now. We add *-ing* to the end of the word *play* to show that someone is playing right now.
- Do the Learn-Along activity on page 16 of this Teacher’s Edition to give students practice with this concept.

COMPREHENSION ACTIVITY

- Explore the meaning of the words in the poem by playing charades. Write the *-ing* words from the poem (*floating, whirling, gliding, etc.*) on cards. Call up volunteers to pick a card and act out the word. Let the class guess the word the volunteer is acting out. Write each guess on the board. At the end of each game, have students circle the root words in each *-ing* word, such as *whirl* in *whirling*.

FLUENCY ACTIVITY

- Big Poetry Fun Phonics posters are a great way to practice fluency. First, model fluent reading by reading “Kites” aloud for your students. Talk about the meaning of each verb in the poem and how you might express that meaning with your voice. Talk about the ellipses in the poem (“there they go...”) and how your voice trails off a little when you read that part.
- Now, read the poem chorally as a class. Encourage students to put expression in their voices. You might want to read the poem once a day for a week as fluency practice.

WRITE YOUR OWN LIST POEM

- The poem “Kites” is mostly made up of a list of *-ing* words that describe the kites’ movements. Using the poem as a model, have students write their own list poem as a class. Begin with a webbing brainstorm, centered around a favorite activity. Have students generate related *-ing* words to include in their poem.

The Food Pyramid

Teach your students about good nutrition—and exercise—with the new food pyramid from the USDA!



READ-ALONG BACKGROUND

- Eating right is an important way to stay healthy. That’s why the U.S. Department of Agriculture recently created a new food pyramid.
- The new pyramid has up-and-down stripes in different colors. The stripes stand for the five food groups. The five food groups are **grains** (bread, cereal, rice, and pasta), **vegetables**, **fruit**, **dairy** (milk, yogurt, and cheese), and **proteins** (meat, beans, nuts, and eggs). An extra yellow stripe stands for oils and fats. The colors show the different kinds of foods we should eat. The thicker the stripe, the more we should eat from that food group.
- You will also see children exercising near the pyramid. One child is stretching, and the other is running up the pyramid. Why? Because it’s just as important to get your body moving with exercise as it is to eat right.

PERSONAL CONNECTIONS/MENU ACTIVITY

- Ask students to look at the food shown on the poster. Have they eaten any of those foods today? Which food groups have they eaten so far? Which would they like to eat for lunch or dinner?
- Do the *Think!* question at the bottom of the poster. Extend it by asking students to create a menu for a whole day based on the foods from the food pyramid. They can even practice their skills with adjectives by describing the foods (e.g., “delicious, sweet, red cherries”), like in a real menu.

KINETIC LEARNING ACTIVITY

- Ask students to stand up and do 10 jumping jacks in place. Afterward, tell them to put their hands on their hearts. Can they feel their hearts pumping? Exercise is what gets our hearts pumping. It’s good for our bodies.

RESOURCE

- Go to www.usda.gov/cnpp/KidsPyra/PyrBook.pdf for a free booklet on using the new food pyramid for children.

Answers to page 36 Poster Learn-Along activity:

1st part: floating, swirling, jumping, walking; 2nd part: gliding, sliding, diving, dancing; 3rd part: pp, nn.

Name: _____

First, read the poem.
Then complete the word activities.

Kites

Floating, whirling,
gliding, swirling,
soaring, swooping,
dipping, drooping,
flittering, fluttering,
there they go . . .
like birds flying high
in the windy March sky.



For some words, just add **-ing**.
Write the **-ing** words on the lines.

float + ing = _____

swirl + ing = _____

jump + ing = _____

walk + ing = _____

For words that end in **silent e**, take off
the **e** and add the **-ing**. Write the **-ing**
words on the lines.

glide - e + ing = _____

slide - e + ing = _____

dive - e + ing = _____

dance - e + ing = _____



Some **-ing** words have double letters.
Circle the double letters in each word below.

dipping

running

