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If you haven’t registered already, you’ll need to do so to access your online resources.
Editor’s Picks for April

Every month, our editor Blair highlights her favorite activities from the Teacher’s Guide. Here are her picks for April.

STEM Earth Day Invention
Get more details on page 6.

Compare/Contrast Chart
Get more details on page 8.

Design an Animal School
Get more details on page 10.

Be a Reporter!
Get more details on page 12.

Find these and other awesome printable activities online at www.scholastic.com/sn2!
Recycle That Gum
Lesson Plan

1. Preview the Issue
This story about an unusual way to recycle comes just in time for Earth Day! Before you read, provide students with some background on the holiday.

Build background knowledge (10 min.)

Pass out or project the Video Response printable.

Then watch our video “Earth Day Every Day.” After children have finished watching the video, they will write down what it was about, something they found interesting, and something they’d still like to know.

Preview vocabulary (3 min.)
Next, play the online vocabulary slideshow. This issue’s featured words are: recycle, edible, mold, and community.

2. Read the Issue
Set a purpose for reading (5 min.)

Pass out the issue and discuss the cover. Ask, “What is happening in the photo? Would you want it to happen to you—or has it already?” Invite children to describe any experiences they’ve had with gum sticking to their shoes. Then ask them whether they think gum should be left on the sidewalk.

Next, read the As You Read prompt on page 2: “Think about how Anna’s invention helps keep gum off sidewalks.” Encourage children to think about the prompt as they read.

Read together (20 min.)

Pass out the Read and Think printable. Use it to check comprehension as you read the issue together, pausing to ask the questions.

- Pause after reading “Gross Old Gum”: Why was it a problem that gum was on the sidewalk? (It could get stuck on your shoe and wasn’t very nice to look at.) [cause and effect]
- Pause after reading “Learning About Gum”: What does edible mean? (safe to chew or eat) [vocabulary]
- Pause after reading “Recycling the Gum”: What did Anna do with the old, yucky gum once she heated it up? (She mixed in recycled plastic to make it stronger; then she poured the gum into a mold to give it a new shape.) [key details]
- Pause after reading “From Gum to Shoes”: Where does Anna hang the Gumdrops? (in schools, at airports, and in streets) [key details]
3. Focus on ELA and STEM Skills

Every issue of Scholastic News provides opportunities to teach different skills. Below, we give several lesson ideas to focus on important ELA and STEM skills. Choose any or all of them to give your class a skills workout!

ELA Focus: Text Evidence (15 min.)

Pass out the Prove It’s Not True! printable. Read the first statement aloud: Gum on the sidewalk isn’t a problem at all. Help children find the sentence in the article that proves this is untrue (the last sentence in the first column on page 2): It could get stuck on your shoe, and it wasn’t very nice to look at. Have children copy the sentence onto the printable.

Complete the printable by having children read each statement and write one or more sentences from the article that prove it is false. When you are done, email Tammi at scholasticnews2@scholastic.com to share your responses!

ELA Focus: Vocabulary and Automaticity (15 min.)

Pass out the Word Work printable. Use the questions in the top section to reinforce children’s understanding of the words edible, mold, and community.

Then use the bottom section for a fun fluency challenge. Pair students up and have each student practice reading the list by himself or herself. After practicing, pairs can see how fast they can read it together.

Editor’s Pick: STEM Earth Day Project (15 min.)

(See all of Blair’s picks on page 4.)

This fun activity will get children thinking about environmental community problems and innovative solutions—like Anna’s! Just follow the instructions on the Earth Day Problem Solvers printable.

First, you’ll have a group brainstorming session about possible problems in your area, such as too much trash or food waste. Then, using Anna’s example, children can choose one problem, brainstorm possible ideas to solve it, and then draw and write about their own innovative solution. All they need is a pencil and their imagination!

4. Assessment: Reading Checkpoint

Pass out the Reading Checkpoint to review key concepts from the issue and assess students’ proficiency on key nonfiction reading skills.

Go online and download our Assessment Tracker. It is a handy chart that will help you keep track of students’ progress on these key skills throughout the year.

Differentiate Your Teaching

Striving Readers: Have a discussion as a class about your school’s recycling program. What items and materials does your school recycle? Read the labels on any recycling bins in the classroom or around school.

Advanced Readers: Have students brainstorm ideas about how something they use in school could be recycled, such as pencils, erasers, or markers. Following the example of Anna Bullus in the article, students should identify the problem, learn about the item, and come up with a way the item could be recycled or reused.
Rainbow Plants
Lesson Plan

1. Preview the Issue
Provide students with some background on plant parts.

Build background knowledge
(10 min.)

Pass out or project the Three Important Words I Heard video printable.

Then watch our video "Parts of a Plant." As children watch, they will jot down three important words. Encourage them to write down some of the plant parts they heard about. After children have finished watching the video, they will write the meanings of the words.

Preview vocabulary (3 min.)

Next, play the online vocabulary slideshow for more practice with the plant parts words students just learned. This issue’s featured words are: bark, sheds, trunk, roots, absorb, stem. Do students recognize any of the words from the video?

2. Read the Issue
Set a purpose for reading (5 min.)

Pass out the issue and discuss the cover. Ask, “Does this tree look like most trees you’ve seen before? How is it different? In what ways is it the same?”

Next, read the As You Read prompt on page 2: “Think about how the rainbow plants are alike and how they are different.” Encourage children to think about this prompt as they read.

Read together (20 min.)

Pass out the Read and Think printable. Use it to check comprehension as you read the issue together, pausing to ask the questions.

- Pause after reading “Rainbow Trunk”: What is the job of a tree’s bark? (It protects the tree.) [key details]
- Pause after reading “Rainbow Roots”: What is the job of a plant’s roots? (They keep the plant in place and absorb water from the soil.) [key details]
- Pause after reading “Rainbow Petals”: What is the job of a plant’s stem? (It carries water to the leaves and flowers.) [key details]
- Which two plants in this article get their rainbow colors naturally? (rainbow eucalyptus trees and rainbow carrots) [compare/contrast]
- Which plant gets its rainbow color from people adding dye to it? (rainbow roses) [compare/contrast]
3. Focus on ELA and Science Skills

Every issue of Scholastic News provides opportunities to teach different skills. Below, we give several lesson ideas to focus on important ELA and science skills. Choose any or all of them to give your class a skills workout!

**Science Focus: Read a Life Cycle**

*(15 min.)*

Pass out the Carrot Life Cycle printable and project it for the class. Read the steps in the life cycle as children examine the pictures. To reinforce understanding, invite volunteers to retell the steps in their own words, using the pictures as a guide.

Next, have children answer the questions in their own copies independently.

**ELA Focus: Vocabulary**

*(15 min.)*

Pass out the Word Work printable. Use the questions to deepen children’s understanding of the words roots, bark, sheds, and trunk.

**Editor’s Pick: Compare and Contrast Rainbow Plants**

*(15 min.)*

(See all of Blair’s picks on page 4.)

Pass out the Compare and Contrast Rainbow Plants printable and have children take out their issues. Show children how they can find the information to fill in the first row of the chart in the first section of the article. Likewise, they can find the information for the second row in the second section, and the third row in the third section.

Circulate as children work, providing guidance as needed. You might want to fill in your own copy of the chart to project when children are finished. Then you can use the “Bonus” prompt to compare and contrast different combinations of plants.

4. Assessment: Reading Checkpoint

Pass out the Reading Checkpoint to review key concepts from the issue and assess students’ proficiency on key nonfiction reading skills.

Go online and download our Assessment Tracker. It is a handy chart that will help you keep track of students’ progress on these key skills throughout the year.

**Differentiate Your Teaching**

- **Striving Readers:** Take a short walk outdoors and let students look at and touch a tree, pointing out the trunk, bark, leaves, and so on. If you have a classroom plant, you can have students explore its parts as well.

- **Advanced Readers:** Nutrition experts say it’s healthy to eat a “rainbow” of fruits and vegetables. Challenge students to make a list of bright colors and then list as many fruits and vegetables as they can for each!
1. Preview the Issue
Provide students with some background on endangered animals.

Build background knowledge (10 min.)
Pass out or project the Make a Word Web video printable.

Then watch our video “What Are Endangered Animals?” After children have finished watching the video, guide them to fill in the web about the word endangered. They will tell what they think the word means, use it in a sentence, and draw a picture to go with it.

Preview vocabulary (3 min.) Next, play the online vocabulary slideshow. This issue’s featured words are: orangutan, endangered, nursery, independent, and flanges.

2. Read the Issue
Set a purpose for reading (5 min.)
Pass out the issue, and discuss the cover. Read the title and ask, “What do you think orangutan school is like? Do you think orangutans learn the same kinds of things at school that you do? Why or why not?”

Next, read the As You Read prompt on page 2: “Think about how the school helps baby orangutans.” Encourage children to think about this prompt as they read.

Read together (20 min.)
Pass out the Read and Think printable. Use it to check comprehension as you read the issue together, pausing to ask the questions.

- Pause after reading “Endangered Apes”: Why do many baby orangutans not have moms? (Farmers have killed many adult orangutans.) [cause and effect]
- Why is that a problem? (The babies don’t have anyone to teach them the things they need to know.) [key details]
- Pause after reading “Going to School”: What do orangutans learn at Baby School? (They learn how to climb trees, find food, and make nests.) [key details]
- Pause after reading “Graduation!”: What happens after the orangutans have learned everything they need to know at the school? (They are set free in a safe forest to take care of themselves.) [sequencing]
- Pause after reading “Orangutan Facts”: What is one way people and orangutans are alike? (They both use tools.) [compare/contrast]
3. Focus on ELA and Science Skills

Every issue of Scholastic News provides opportunities to teach different skills. Below, we give several lesson ideas to focus on important ELA and science skills. Choose any or all of them to give your class a skills workout!

ELA Focus: Key Details (15 min.)
- Pass out the Orangutans Grow Up printable and have children take out their issues. Show them that they can get all the information they need to fill in the chart from the section of the article that is headed Going to School.
- Work together to fill in the first box. Point out the information in the second and third paragraphs of the section: The youngest babies go to the nursery, and they go to Baby School when they turn 2. That means that the orangutans in the nursery are all less than 2 years old. Have children write this in their chart.
- You can continue to fill in the chart as a class, or let children complete it independently.

ELA Focus: Vocabulary and Automaticity (15 min.)
- Pass out the Word Work printable. Use the questions to deepen children’s understanding of the words endangered, nursery, independent, and flanges.

Editor’s Pick: Design Your Own Animal School! (20 min., plus extra time for research)
(See all of Blair’s picks on page 4.)
- This easy-to-do yet rich activity is loads of fun, whether you complete it as a class, individually, or in pairs or small groups.

4. Assessment: Reading Checkpoint

- Pass out the Reading Checkpoint to review key concepts from the issue and assess students’ proficiency on key nonfiction reading skills.
- Go online and download our Assessment Tracker. It is a handy chart that will help you keep track of students’ progress on these key skills throughout the year.

Differentiate Your Teaching
- Striving Readers: Ask students to tell what kinds of things they know how to do now that they didn’t know how to do as babies. How did they learn to become more independent?
- Advanced Readers: Invite students to visit savetheorangutan.org/our-work/rehabilitation to read and watch more about how people help baby orangutans.
Reading Objective: Children will identify the causes and effects of a garbage strike, as well as evaluate the importance of sanitation workers in our communities.

Social Studies Focuses: trash, economics

ELA Skills: key details, cause and effect, vocabulary, nonfiction writing

Page 4 Skill: Read a diagram

Vocabulary: sanitation, landfill, strike, compost, recycle, communities

CCSS: RI.2.1, RI.2.3, RI.2.4, RI.2.10, W.2.2, W.2.8, SL.2.2

Guided Reading Level: M

The Great Garbage Strike
Lesson Plan

1. Preview the Issue
Provide students with background on trash and sanitation workers.

Build background knowledge (10 min.)

Pass out or project the Fast Facts video printable.

Then watch our video “What Happens to Our Trash?” After children have finished watching the video, they will write down three facts they learned.

Preview vocabulary (3 min.)
Next, play the online vocabulary slideshow. This issue’s featured words are: sanitation, landfill, strike, compost, recycle, and communities.

2. Read the Issue
Set a purpose for reading (5 min.)

Pass out the issue, and discuss the cover. What do children see in the photo? What is all over the street? A whole lot of garbage! How do children think it got there?

Read together (20 min.)
Pass out the Read and Think printable. Use it to check comprehension as you read the issue together, pausing to ask the questions.

3. Focus on ELA Skills
Every issue of Scholastic News provides opportunities to teach different skills. Below and on the next page, we give several lesson ideas to focus on important ELA skills. Choose any or all of them to give your class a skills workout!

ELA Focus: Main Ideas (15 min.)

Pass out the Cause and Effect printable. Explain that an effect is
something that happens; the **cause** is why it happens. For example, an effect might be that a glass of water spills. The cause might be that a cat knocked it over.

- Read aloud the first effect: *The sanitation workers went on strike.* What was the cause of this? In other words, why did it happen? (They said they weren’t being paid enough to do their jobs.)

- You can complete the printable as a class, or children can complete it individually using the clues on the printables as well as the information in the issue for reference.

### ELA Focus: Vocabulary (15 min.)

- Pass out the *Word Work* printable. Use the questions in the top section to reinforce the meanings of the words recycle, strike, compost, landfill, and communities.

### Editor’s Pick: Be a Reporter! (two 15-minute sessions)

(See all of Blair’s picks on page 4.)

- First, review with students what the 5 W’s and H stand for: who, what, when, where, why, and how. Explain that when journalists are reporting on an event, they strive to answer these questions in their article. Pass out *The 5W’s and H* printable. Read the first question aloud: What is this article about? Lead students to see that the answer is in the headline on the cover: *The Great Garbage Strike.* Have children fill in the answer. Continue, helping children find information from the issue to answer the other questions as needed.

- Later, pass out the *Be a Reporter!* printable. Children can complete the sentences using the prompts and what they wrote on *The 5W’s and H* printable. When they are finished, they can read their article to “report the news” to a partner or for the group. If you have video-recording equipment, this would be a super-fun activity to record on camera!

### 4. Assessment: Reading Checkpoint

- Pass out the *Reading Checkpoint* to review key concepts from the issue and assess students’ proficiency on key nonfiction reading skills.

- Go online and download our *Assessment Tracker*. It is a handy chart that will help you keep track of students’ progress on these key skills throughout the year.

### Differentiate Your Teaching

- **Striving Readers:** Discuss with students why it’s important to keep the classroom and school clean. Talk about the role of custodians and janitors. Why do we need these workers? Even if we put all the garbage in our classroom in a garbage can, we still need someone to take it away!

- **Advanced Readers:** Have students brainstorm other community helpers we need to keep our community safe, clean, and livable. Invite them to research what these workers do, either online or in books.