

TEACHER'S GUIDE

AUGUST 28, 2023

ISSUE DATES

Aug. 28 Sept. 4 Sept. 18 Oct. 2 Oct. 16 Oct. 30 Nov. 6 Nov. 20 Dec. 4 Dec. 18 Jan. 8 Jan. 22 Feb. 5 Feb. 19 Mar. 4 Mar. 18 Apr. 1 Apr. 15 Apr. 29 May 13

SCHOLASTIC
News

EDITION
4

Dear Teachers,

Welcome to what is sure to be a wonderful new school year! Thanks for making us a part of your classroom. We're working on an exciting lineup, and we can't wait to share every issue with you.

If you're a returning subscriber, you'll see that we've made some changes based on your feedback. For example, many of you asked for printed skill builders. You asked, we answered! Check out pages 3 and 4 of this teacher's guide—and there are more skill builders online.

We couldn't do this without you—and we wouldn't want to! If you ever have any suggestions, feedback, or questions, please email us anytime at scholasticnews4@scholastic.com. Here's to a great year!

Nicole Tocco

Nicole Tocco,
Senior Editorial Director



Activate Your Digital Resources:

- 1 Go to scholastic.com/SN4.
- 2 Log in or create an account.
- 3 Follow the prompts. Your access code is B6R5N2Q8.
- 4 Create a classroom password so your students can access *Scholastic News* on any device at school or at home.

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A SUPPLEMENT TO SCHOLASTIC NEWS



What's Online?

Visit scholastic.com/sn4

Featured Video

- "What You Need to Know About Endangered Species"



Bonus Video

- "Inventing the Internet"

Skill Builders

- **Close-Reading Questions** Sets for both main articles
- **Be a Quiz Whiz!** Multiple-choice assessment for every article in the issue
- **Species Spotlight** Research guide
- **Evaluate a Website** Student checklist for evaluating the reliability of a site
- **What I Learned** Scaffolded assessment perfect for striving readers
- **OREO Opinions** Support for the debate

Words to Know Slideshow

- Review this issue's vocabulary words:
 - **conservation** • **relevant**
 - **decline** • **civilization**
 - **reliable**

Learning Journey Slide Deck

- Explore the cover story and related resources in Google Slides or PowerPoint

Differentiation

- **Lower-level version** of the cover story
- **Spanish version** of the full issue
- **Text-to-speech audio** in English and Spanish

Know the News Game

- Enjoy a game-show-style review!



Teaching with: We're Back! (pp. 1-3)

Meet some animals the Endangered Species Act has helped since 1973.

For detailed lesson plans, visit scholastic.com/sn4.


Content Area: Life Science


Standards Correlations:


CCSS: RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.8, RI.4.10


NGSS: From Molecules to Organisms

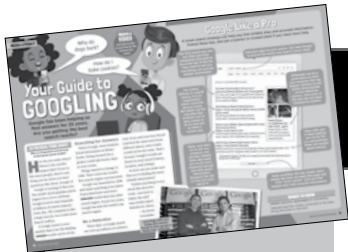
Text Structure: Problem/Solution

 Watch the video “What You Need to Know About Endangered Species,” then discuss: *What are some of the threats that can cause animals and plants to become endangered?*

 Differentiate for striving readers by taking advantage of the natural chunks in the article. Read the introduction together, then divide students into small groups and assign each group a section about a particular animal. Invite groups to share the main ideas with the class.

 Use the skill builder “Species Spotlight” to launch a fun research project. Have each student investigate an endangered plant or animal and present to the class. To support students in the research process, see “Your Guide to Googling” on pages 4-5.

 Pair this text with other articles about endangered animals from our archives. Find “The Fight to Protect Grizzlies” (Dec. 7, 2020) and others using the search tool at scholastic.com/sn4.



Teaching with: Your Guide to Googling (pp. 4-5)

Mark Google’s 25th birthday by learning how to search for reliable sites.


Content Areas: Social Studies, Media Literacy


Standards Correlations:


CCSS: RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.8, RI.4.10


NCSS: Time, Continuity, and Change


Text Structure: Chronology, Infographic

 After watching the video “Inventing the Internet,” ask: *What need did the first search engines address?*

 Differentiate for multilingual learners and striving readers by displaying the video’s closed captions. The captions help link the written and spoken word.

 For homework, have students interview an adult about what the research process was like before the internet. Discuss as a class.

 Give students a topic to search, or if you’d prefer, provide a list of sites to choose from. Have students use the skill builder “Evaluate a Website” to assess the site’s reliability and write a review.

 Have students practice identifying keywords for searches. Students can write a question they want to explore, then circle the important words in the question. Have them try searching those keywords in a school-approved search engine, using quotation marks when appropriate.



Teaching with: Play Ball! (p. 6)


A 1,200-year-old stone disc offers new clues about an ancient Maya sport.


Content Area: History

Standards Correlations:

CCSS: RI.4.1, RI.4.7

Text Structure: Description

 Have students highlight details in the text that support the claim that the Maya “were ahead of their time.”

 Invite students to make Venn diagrams comparing *pok-ta-pok* with soccer or another modern sport.

Answer Key

STUDENT EDITION

Page 8: News Review

- | | |
|----------|----------|
| 1. 1,600 | 6. 2007 |
| 2. C | 7. A |
| 3. B | 8. B |
| 4. A | 9. B |
| 5. C | 10. .gov |

Note: The answers for the skill builders on pages 3 and 4 of this teacher’s guide can be found in the online answer key for this issue.

Name: _____



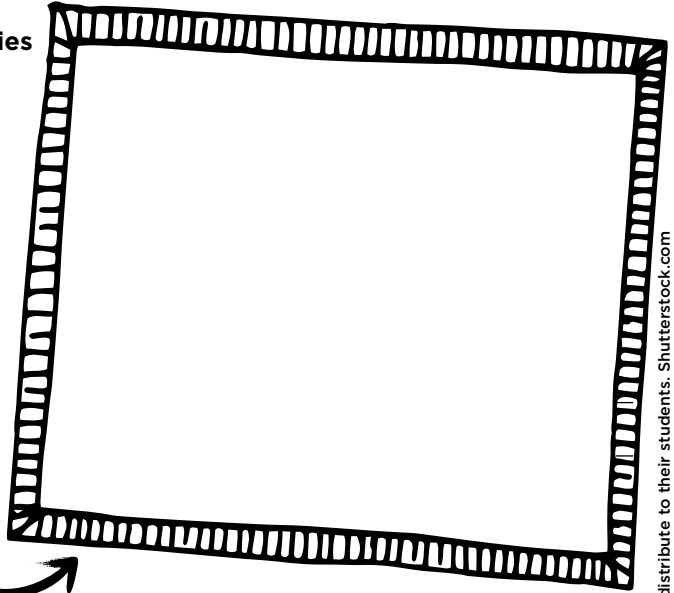
Species Spotlight



The Endangered Species Act turns 50 this year! Celebrate by learning all about a species that has received protection under this law. Use this page as your research guide. Find facts about the species in books or articles, or on websites.

1. Choose a species from the box or pick another species that has been on the endangered species list.

- black-footed ferret
- green pitcher plant
- eastern indigo snake
- loggerhead sea turtle
- giant kangaroo rat
- peregrine falcon



I am researching _____

2. Draw or paste a picture of the animal or plant.

3. Describe the habitat where this plant or animal is found.

4. When was this plant or animal added to the endangered species list? Is it still on the list?

5. What are the main threats this species has faced?

6. What steps have people taken to try to protect this species?

7. Share the title of one book or article or the address of one website where you found information.

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Name: _____

Evaluate a Website

After you've read the article "Your Guide to Googling," do your own internet search on a topic you are learning about in school. Choose one website, then use the checklist below to evaluate the site for reliability and accuracy.

Address of the website you are evaluating: _____

- 1. Does the site give the name of the group or person who created it? If so, record it here. Yes No

- 2. Have you or an adult you trust heard of the person or group that created the site? Yes No
- 3. Is the goal of the site to inform you (rather than sell you something)? If so, what is the topic? Yes No

- 4. Does the site seem current and up-to-date? If you can find it, share the date the site was last updated. Yes No

- 5. Is the site free of obvious mistakes and misspellings? Yes No
- 6. Is the site thorough and detailed, giving several sides of an issue? Yes No
- 7. Is the site free of pop-ups and other advertisements? Yes No
- 8. Can you find similar information on other websites? If so, share the address of one site that confirms the information. Yes No

Is This a Good Site?

If you mostly checked "yes," the site is probably a reliable one to use.

If you mostly checked "no," you should probably keep searching!

_____ Yes _____ No

.....
GO FURTHER On a separate piece of paper, write a review of the website you evaluated. Share whether you think the site is reliable and why.