



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

Dear Teachers,

Thank you for joining us for a new year of *Scholastic News*! We have an exciting lineup planned for 2023-24.

Returning subscribers will see that our teacher's guide has a new look. Based on your feedback, we've added skill builders to pages 3 and 4, for ease of copying. You'll find additional skill builders on our website. The full list of online resources for the issue appears in the box on the right.

We love hearing from subscribers. Email me anytime with feedback, questions, or ideas at BFitzgerald@scholastic.com. Our whole team is looking forward to a great year!

All the best,

Brian Fitzgerald
Editorial Director



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- 3 Follow the prompts. Your access code is
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A SUPPLEMENT TO SCHOLASTIC NEWS

SCHOLASTIC
News

EDITION
5/6

What's Online?

Visit scholastic.com/sn56
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Featured Video

- "What You Need to Know About Endangered Species"



Slideshow

- "The Museum of Failure"

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
- **Read and Reflect** Analyze quotations
- **What I Learned** Scaffolded assessment perfect for striving readers
- **Ready, Set, Debate!** Debate support

Words to Know Slideshow

- Review this issue's vocabulary words:
 - conservation
 - reassurance
 - contiguous
 - elongated
 - perseverance

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: **They're Back!** (pp. 1-3)

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


For detailed lesson plans, visit scholastic.com/sn56.


Content Area: Life Science


Standards Correlations:
CCSS: R.1, R.2, R.3, R.4, R.5, R.8, R.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. Students can create posters, PowerPoint presentations, or slide decks to share their findings.

 Pair this text with other engaging articles about endangered animals from our archives. Find “Do Gray Wolves Still Need Protection?” (Dec. 19, 2022) and other texts using the search tool at scholastic.com/sn56.



Teaching with: **Ready, Set, Fail!** (pp. 4-5)


Experts share why failure can often be a key to long-term success.


Content Areas: Social Studies, Social and Life Skills


Standards Correlations:
CCSS: R.1, R.2, R.3, R.4, R.5, R.8, R.10


CASEL: Developing a Growth Mindset

Text Structure:
Description

 Watch the slideshow to enjoy a digital tour of the Museum of Failure. Afterward, discuss: *Which item displayed in the museum did you find most interesting? Why? Why did it fail?*

 Differentiate for multilingual learners by providing opportunities for academic discourse in English. Divide learners into groups and share sentence stems like “Failure can be good for you because ___” and “A time that I failed at something but kept trying was ___.”

 Continue your exploration of the value of failure with the skill builder “Read and Reflect.” Have students choose one quote to respond to and apply to their own lives.

 Positive language can help students build a growth mindset. Help students brainstorm inspiring phrases like “Mistakes help me learn,” “I’m on the right track,” and “How can I improve?” Have students make posters with the phrases for your classroom.




Teaching with: **Meet the Moon King** (p. 6)


Saturn is back in the spotlight as the planet with the most moons.

Content Area: Science

Standards Correlations:
CCSS: R.1, R.2, R.4, R.10

NGSS: Earth’s Place in the Universe

 Have students use the article to draw a Venn diagram comparing Saturn’s moons with Earth’s moon.

 Visit solarsystem.nasa.gov/moons/ for more information on the moons in our solar system.

Answer Key

STUDENT EDITION

Page 8: News Review

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.

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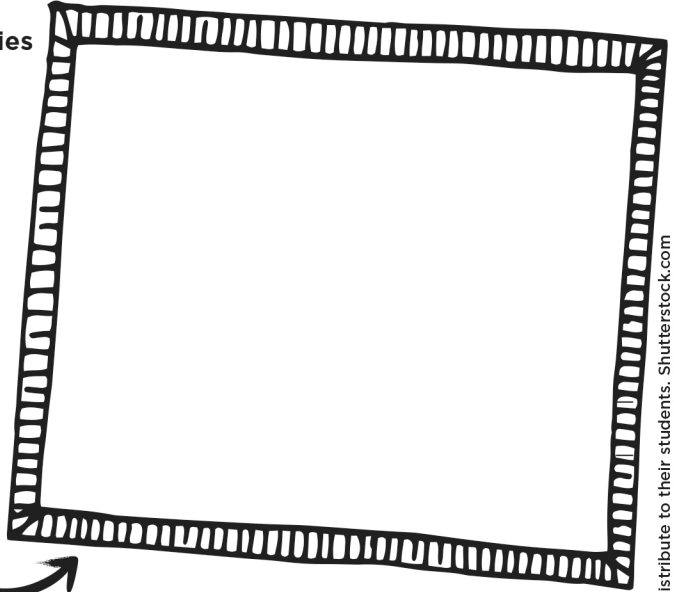
Species Spotlight



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.

Name: _____

Read and Reflect

After reading the article “Ready, Set, Fail!,” choose one of the following quotations about failure. Circle your choice. Then respond to the quotation by answering the questions.

“I’ve missed more than 9,000 shots in my career. I’ve lost almost 300 games. . . . I’ve failed over and over and over again in my life. And that is why I succeed.”

—**Michael Jordan** (1963-)
Pro basketball star

“Only those who dare to fail greatly can ever achieve greatly.”

—**Robert F. Kennedy** (1925-1968)
U.S. senator

“You may encounter many defeats, but you must not be defeated. In fact, it may be necessary to encounter the defeats so you can know who you are, what you can rise from, how you can still come out of it.”

—**Maya Angelou** (1928-2014)
Poet and civil rights activist

1. In your own words, what do you think this quote means?

2. How does this quote relate to what you read in the article?

3. Describe a situation you might face in which remembering this quote might help or inspire you.
