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SCHOLASTIC
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Edition 4

**Teacher's
Guide**

ISSUE DATES

Sept. 3	Sept. 10	Sept. 24	Oct. 1	Oct. 15	Oct. 29	Nov. 5	Nov. 19	Nov. 26	Dec. 10	Jan. 7	Jan. 21	Feb. 4	Feb. 11	Feb. 25	Mar. 4	Mar. 18	Mar. 25	Apr. 8	Apr. 22	Apr. 29	May 13
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Dear Teacher,

You've probably noticed that we've been making some changes to the magazine, such as including more in-depth articles and more text features in each issue. Many of the changes have been based on feedback from teachers like you, and we'd love to hear what you think. Which articles have your students loved most? What would you like to see more of? How can we better meet the needs of you and your students? Please email me at scholasticnews4@scholastic.com to share your feedback.



Nicole Tocco,
Editor

Teaching with: Nothing Can Stop Her (pp. 1-3)

TEXT STRUCTURE ▶ Description, Problem/Solution, Sidebars, Photos and Captions

CONTENT-AREA CONNECTIONS ▶ **Social Studies:** Individual Development and Identity • **Social-Emotional Learning:** Social Awareness

Close-Reading Questions

Go online to download a skills sheet with these questions.

1. Why do you think the author includes questions in the first paragraph? Tricia Culligan includes questions that some readers might be asking themselves. This might grab their interest and spark their curiosity. **RI.4.5 AUTHOR'S CRAFT**

2. What is Project Unicorn? How did Jordan Reeves create it? Project Unicorn is the name of Jordan's prosthetic arm that is shaped like a unicorn horn and shoots glitter. She created her invention at a special workshop where she worked with designers. They made it using a 3-D printer. **RI.4.2 KEY DETAILS**

3. What is the purpose of Born Just Right? Jordan and her mom formed the organization Born Just Right to help other kids with limb differences. They want to show kids that anything is possible. **RI.4.3 EXPLAINING IDEAS**

Skill Spotlight

FEATURED SKILL: Summarize Main Ideas

Use page T3, "Heading Hashtags," to have students determine the main idea of each section and create hashtags that summarize the ideas. **RI.4.2 MAIN IDEA**

FEATURED SKILL: Understand Technology

Use page T4, "Printing in 3-D," to have students read a diagram and answer questions about 3-D printing. **RI.4.7 READING A DIAGRAM**

Social-Emotional Learning

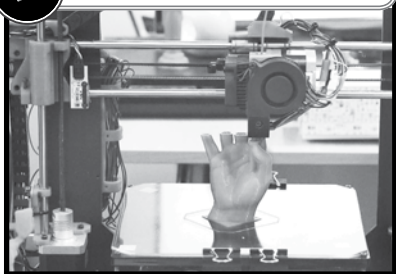
Reread the sidebar "What Jordan Wants You to Know." How do these tips help you better understand Jordan's perspective?

RI.4.3 POINT OF VIEW

What's Online?

Visit scholastic.com/sn4

Featured Video



Dream It, Print It!

In this issue:

Bonus Videos

- Watch an interview with Jordan Reeves.
- See the championship reindeer race.

Bonus Skills Sheet

- Close-Reading Questions for "Cats Under Wraps"

Words to Know Slideshow

- prosthetic • preserved • elaborate
- mentor • insight

In every issue:

Differentiation

- A lower-level version of the cover story
- A Spanish version of the issue

Bonus Skills Sheets

- Be a Quiz Whiz! multiple-choice quiz
- Seeing Both Sides opinion-writing activity about this week's debate

Know the News Game

- Play in teams or independently.

We are committed to your satisfaction. You can contact us at 1-800-724-6527.



Cats Under Wraps (pp. 4-5)

TEXT STRUCTURE ▶ Description, Order of Importance, Map, Sidebar

CONTENT-AREA CONNECTIONS ▶ **Social Studies:** Culture; Individuals, Groups, and Institutions

Skill Spotlight **FEATURED SKILL: Activate Prior Knowledge**

Visit the Graphic Organizer Library at scholastic.com/sn4 and download the KWL chart. Before reading the article, have students complete the “Know” and “Want to Know” columns for the topic of ancient Egyptian mummies. Tell each student to choose one idea to share in an idea wave. Choose a student to start the wave, saying “I know that . . .” or “I want to know . . .” Then continue around the class, with each student quickly sharing an idea. After reading, have students complete the “Learned” column. **RI.4.10 COMPREHENDING TEXTS**

Close-Reading Questions

Go online to download a skills sheet with these questions.

1. Why did the ancient Egyptians make mummies? The ancient Egyptians believed in life after death and thought people would need their bodies in the afterlife. They turned people into mummies to preserve their bodies. Egyptians also mummified animals so they could stay together in the afterlife or to honor the gods. **RI.4.3 EXPLAINING IDEAS**

2. Who was Bastet? Describe how she looked and acted. Bastet was an Egyptian goddess. She had the body of a woman and the head of a cat. She was thought to be warm and motherly, like a cat taking care of her kittens. **RI.4.2 KEY DETAILS**

3. How does the sidebar “How to Make a Mummy” relate to the article? The sidebar shows the steps the ancient Egyptians took to mummify a body. The article explains why the ancient Egyptians made mummies, and the sidebar explains the process. **RI.4.7 TEXT FEATURES**

RI.4.7 TEXT FEATURES

SCHOLASTIC

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ANSWER KEY

Student Edition

Page 8

News Graph

1. About 105 million people watched.
2. about 11 million more people
3. True. About 105 million people watched the Super Bowl, and about 36 million people watched the basketball and baseball games combined.

News Review

- | | |
|------|-------|
| 4. B | 8. A |
| 5. B | 9. D |
| 6. D | 10. C |
| 7. C | |

Teacher's Guide

Page T3

Heading Hashtags

Responses will vary. *Sample responses:*

Main Idea of Introduction: Although people sometimes stare, Jordan Reeves is proud to be different and uses her difference to inspire others.

Sample Hashtag: #ProudToBeDifferent

Main Idea of “Tackling Challenges”: Jordan was born with a limb difference, and she sometimes uses a prosthetic arm.

Sample Hashtag: #LimbDifference

Main Idea of “Glitter Girl”: Jordan worked with designers to create Project Unicorn, a prosthetic arm that shoots glitter.

Sample Hashtag: #superpower

Main Idea of “Born Just Right”: Jordan and her mom founded Born Just Right to help other kids with limb differences.

Sample Hashtag: #DifferencesAreAmazing

Page T4

Printing in 3-D

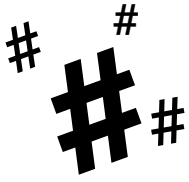
1. It uses plastic.
2. A designer uses computer software to create a 3-D image of the item.
3. The nozzle squeezes out the melted plastic to build the object.
4. B
5. The plastic might not heat up and melt, so the object wouldn't be printed.

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Main Idea
Common Core RI.4.2



Heading Hashtags

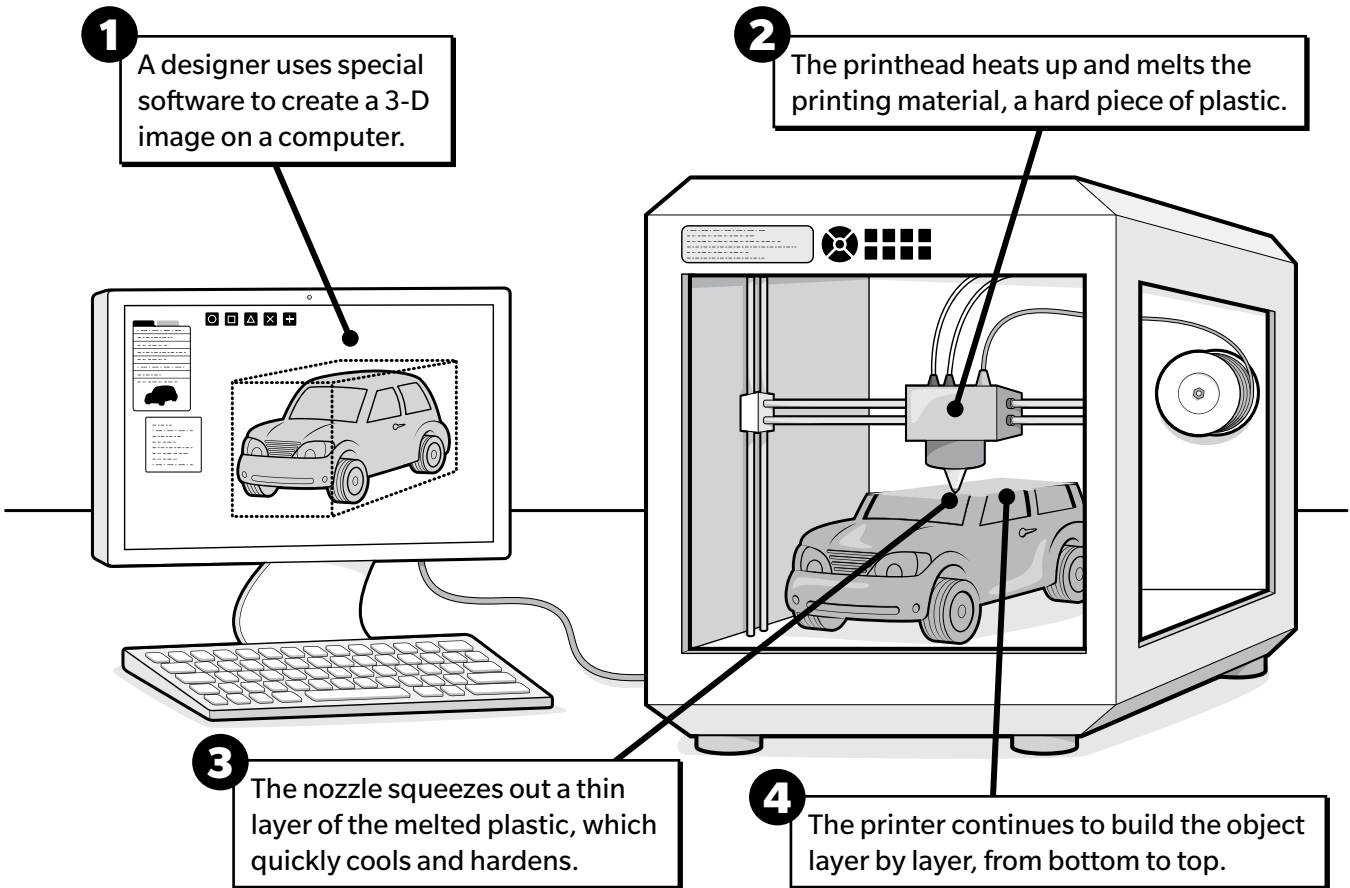
Hashtags are a way to categorize and find messages or posts about a topic. A hashtag is a word or phrase with the symbol # before it. As you read “Nothing Can Stop Her,” stop and record the main idea of each section. Then think of at least one hashtag that summarizes each main idea. For example, you could use #DifferentAndProud or #inspire for the first section.

Section	Main Idea	Hashtags
Introduction	<hr/> <hr/> <hr/> <hr/>	
Tackling Challenges	<hr/> <hr/> <hr/> <hr/>	
Glitter Girl	<hr/> <hr/> <hr/> <hr/>	
Born Just Right	<hr/> <hr/> <hr/> <hr/>	

Name: _____

Printing in 3-D

In "Nothing Can Stop Her," you read about how Jordan Reeves used a 3-D printer to create a prosthetic arm that shoots glitter. This diagram shows how a 3-D printer works. Use it to answer the questions.



1. What material does the printer in the diagram use to print objects? _____

2. What happens before the printhead heats up? _____

3. What is the purpose of the nozzle? _____

4. Which part of the car would be printed last? (A) the tires (B) the roof (C) the windshield (D) the headlights

5. What might happen if the printhead stopped working? _____