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SCHOLASTIC
News
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

Teaching with: **Are Screens Running Your Life?** (pp. 1-3)

TEXT STRUCTURE ▶ Description, Pro/Con, Cause/Effect, Problem/Solution, Sidebar

CONTENT-AREA CONNECTIONS ▶ **Social Studies:** Science, Technology, and Society • **Social-Emotional Learning:** Self-Management •

Health: Healthy Behaviors

Close-Reading Questions

Go online to download a skills sheet with these questions.

1. What is the purpose of the section “Connecting Us”?

The section identifies some of the benefits of using screens. It gives examples of how screens help people relax, get information, and stay connected. **RI.4.6 AUTHOR’S PURPOSE**

2. What are some of the negative effects of screen use?

Notifications on screens can cause distractions and disrupt schoolwork. Heavy screen use has been linked to lower test scores and decreased exercise. Also, the light from screens can make it hard to fall asleep. **RI.4.3 CAUSE AND EFFECT**

3. What is moderation? How does Oscar Korson use screens in moderation? Moderation is the act of doing something within reasonable limits. Oscar balances using screens with activities like playing the drums and basketball. He also takes screen breaks. **L.4.6 ACADEMIC VOCABULARY**

4. How does the sidebar “Be Your Own Screen Boss” relate to the article? The article raises awareness about how much time kids spend using screens and explains the negative effects of excessive use. The sidebar gives tips on how to manage screen time so readers can make sure devices don’t take over their lives. **RI.4.7 TEXT FEATURES**

Skill Spotlight

FEATURED SKILL: Analyze Author’s Craft

Use page T3, “Zoom In on Craft,” to review nonfiction writing techniques. You might create an anchor chart with examples from previous issues. Have students label examples of each as they read and then explain how they affect readers. **RI.4.5 AUTHOR’S CRAFT**

FEATURED SKILL: Record and Analyze Data

Use page T4, “Track Your Screen Time,” to have students track the time they spend using screens. Then have students reflect on their screen use. **RI.4.9 INTEGRATING INFORMATION**

Social-Emotional Learning

Oscar Korson says, “If I’m in the screen zone, I just want to keep clicking.” What advice would you give to someone who is stuck in the screen zone? Use information from the article and video to create a guide for using screens. Include screen do’s and don’ts and other helpful advice. **W.4.4 PURPOSE AND AUDIENCE**

What’s Online?

Visit scholastic.com/sn4

Featured Video



Taking Charge of Screen Time

In this issue:

Bonus Videos

- Find out more about World War II.
- Explore the Comet Line with Mapman.
- See smiling quokkas in action.

Bonus Skills Sheets

- **Close-Reading Questions** for “She Risked Everything”
- **War WASPs** Read a paired text.

Words to Know Slideshow

- excessive
- moderation
- unsung
- interrogated

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
- **What Do You Think?** opinion-writing activity about this week’s debate

Know the News Game

- Play as a class, in teams, or independently.

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CONTAINS A
MINIMUM OF
10% POST
CONSUMER FIBER

A SUPPLEMENT TO *SCHOLASTIC NEWS*

She Risked Everything (pp. 4-5)

TEXT STRUCTURE ▶ Sequence, Description, Map

CONTENT-AREA CONNECTIONS ▶ **Social Studies:** Global Connections; Individual Development and Identity; Power, Authority, and Governance

Close-Reading Questions

Go online to download a skills sheet with these questions.

1. Why was the fall of 1943 a dangerous time to be living in France?

At that time, World War II had been going on for four years. The German army had taken over much of France, and most Americans had left the country. **RI.4.3 EXPLAINING EVENTS**

2. How were Virginia d’Albert-Lake and her husband involved with the Comet Line? Virginia and her husband helped 66 airmen move along the Comet Line. They hid airmen in their home and provided them with food and clothing. They also taught them how to blend in and helped them reach the next stop on the Comet Line safely. **RI.4.1 TEXT EVIDENCE**

3. Why is Virginia considered an unsung hero? After the war, Virginia was reunited with Philippe and continued living in France. She never thought of herself as a hero, and her story was not widely known, so she wasn’t celebrated or praised as a hero by many people. **L.4.6 ACADEMIC VOCABULARY**

Skill Spotlight

FEATURED SKILL: Read a Paired Text

Use the bonus skills sheet “War WASPs” to have students read a paired text and answer questions about female pilots who served in the U.S. during World War II. **RI.4.9 PAIRED TEXTS**

Paired Texts

Go online to explore the *Scholastic News* Women’s History text set and have students learn about how some other famous women have made history. Use the “Make a Word Web” skills sheet in the teaching resources section to have students build domain-specific vocabulary. **RI.4.9 PAIRED TEXTS;**

L.4.6 DOMAIN-SPECIFIC VOCABULARY

Say Cheese! (p. 6)

TEXT STRUCTURE ▶ Description, Order of Importance, Map

CONTENT-AREA CONNECTIONS ▶ **Science:** From Molecules to Organisms •

Social Studies: People, Places, and Environments

Writing Task Should visitors to Rottneest Island be allowed to take selfies with the quokkas? Why or why not? If you think selfies should be permitted, what rules do you think visitors should have to follow? Write a paragraph explaining your answer. Be sure to introduce the topic, provide reasons that support your opinion, and end with a concluding statement. **W.4.1 OPINION WRITING**

ANSWER KEY

Student Edition

Page 8

News Map

1. C

2. D

3. A

News Review

4. D

8. A

5. C

9. D

6. B

10. C

7. D

Teacher’s Guide

Page T3

Zoom In on Craft

Sample responses include:

Anecdote:

- Oscar Korson uses a variety of screens on a typical day (paragraph 1).
- It gives readers an example of how one 11-year-old uses screens throughout the day.

Statistic:

- Kids 8 to 12 spend about six hours on screens per day on average (paragraph 4).
- It helps readers understand how much time kids their age are spending on screens.

Rhetorical Question:

- The author asks how much time people should spend using screens (paragraph 10).
- It invites readers to consider the article’s central question and can make them feel like the author is talking to them.

Hypothetical Situation:

- The author makes up a situation involving a research project to show how easy it can be to get distracted online (paragraph 7).
- These details help readers picture a situation and might remind them of similar experiences.

Page T4

Track Your Screen Time

Responses will vary.

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Zoom In on Craft

Authors make careful decisions as they craft their articles. Review the nonfiction techniques below. As you read "Are Screens Running Your Life?," use the symbols in the chart to label the techniques in your magazine. Then choose one of each to analyze.

Nonfiction Techniques

- **Anecdote:** a short story about a person or an event
- **Statistic:** a number that provides a piece of information
- **Rhetorical question:** a question that is asked without expecting an answer
- **Hypothetical situation:** a made-up scene or example

Technique	Summarize one example in your own words.	Explain the effect on the reader.
Anecdote A	<hr/> <hr/> <hr/> <hr/> <p>(paragraph ____)</p>	It gives readers an example of _____ <hr/> <hr/> <hr/>
Statistic #	<hr/> <hr/> <hr/> <hr/> <p>(paragraph ____)</p>	It helps readers understand _____ <hr/> <hr/> <hr/>
Rhetorical Question ?	<hr/> <hr/> <hr/> <hr/> <p>(paragraph ____)</p>	<hr/> <hr/> <hr/> <hr/>
Hypothetical Situation 	<hr/> <hr/> <hr/> <hr/> <p>(paragraph ____)</p>	<hr/> <hr/> <hr/> <hr/>

Name: _____

Track Your Screen Time

Use this chart to track how much time you spend on screens on a school day and a weekend day. Then answer the questions.

Date: _____ (school day)			Date: _____ (weekend day)		
Device	Activity	Time	Device	Activity	Time
▶ Total screen time:			▶ Total screen time:		

1. Put a star next to the activities on your list that were a good use of screen time. Explain your choices.

2. Put an X next to any activities that were excessive. Explain your choices.

3. How did your weekday screen time differ from your weekend screen time?

4. What is one way you can make sure you use screens in moderation?
