



## TEACHER'S GUIDE

Edition  
4

SEPTEMBER 9, 2019

## ISSUE DATES

 Sept. 2   **Sept. 9**   Sept. 23   Oct. 7   Oct. 21   Nov. 4   Nov. 18   Dec. 2   Dec. 16   Jan. 6   Jan. 13   Jan. 27   Feb. 3   Feb. 17   Mar. 2   Mar. 16   Mar. 30   Apr. 13   Apr. 27   May 11

# Big News! Google Classroom Integration Is Here!

## Dear Teachers,

As a former teacher and curriculum developer, I know how tough it is to find resources that support the needs of your students, all while planning lessons, making copies, grading assignments, and teaching. So I'm here to help you. After listening to feedback from amazing teachers like you, I'm excited to announce these time-saving updates to make your hectic school week a whole lot easier.

- All close-reading questions, Skill Builders, and quizzes are in one convenient place—online! Access them before your print issues arrive for easier planning.
- You and your students can now log in to *Scholastic News* with Google Classroom. Sharing articles and assigning work are easier than ever.

I hope you love our teaching resources as much as I love creating them. I can't wait to hear what you think!

Warmly,

Elena Quagliarello  
Senior Editor, Education  
[EQuagliarello@scholastic.com](mailto:EQuagliarello@scholastic.com)  
Twitter: @ElenaGSN



## Google Classroom Integration Is Here!

Sync rosters, share articles, and assign work in one streamlined system.

Just look for the Google Classroom logo on the sign-in page.



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A SUPPLEMENT TO SCHOLASTIC NEWS

# Journey to the Titanic (pp. 1-3)

## 1 Preparing to Read

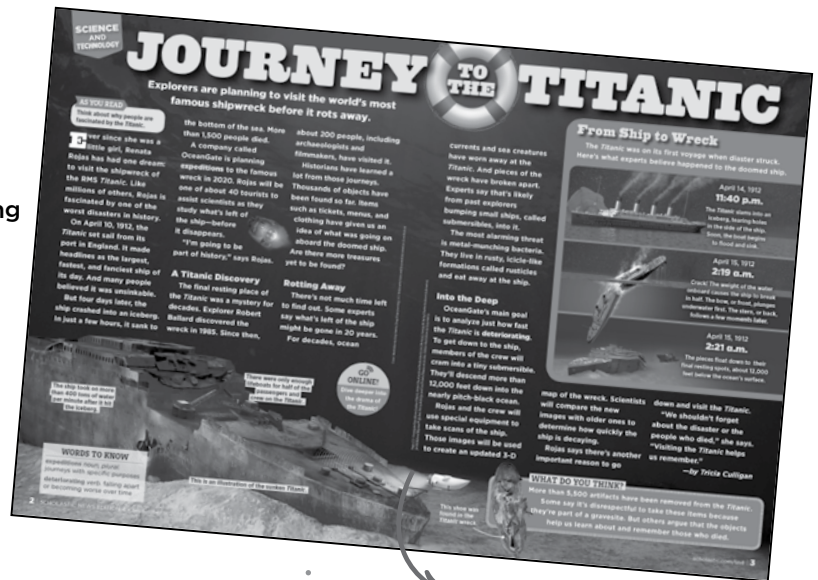
### ▶ Watch a Video: Searching for the *Titanic*

After students watch, discuss the following questions: *What challenges prevented explorers from finding the Titanic? What caused interest in the Titanic to change over the years?*

### ▶ Preview Words to Know

Project the online vocabulary slideshow and introduce the Words to Know.

- expeditions
- deteriorating



## 2 Close-Reading Questions

Go online to download a Skill Builder with these questions.

**1. How does Renata Rojas feel about visiting the *Titanic*?** Rojas has dreamed of visiting the shipwreck of the *Titanic* since she was little. She has always been fascinated by the ship and is excited for the opportunity to visit and be a part of history. **RI.4.1 TEXT EVIDENCE**

**2. Why is the *Titanic* deteriorating?** For decades, ocean currents and sea creatures and have caused the *Titanic* to deteriorate. Also, past explorers likely bumped their submersibles into it, causing pieces of the ship to break off. Finally, metal-munching bacteria live in the rusty areas of the ship and eat away at it. **RI.4.3 CAUSE AND EFFECT**

**3. What is the purpose of the sidebar “From Ship to Wreck”?** The sidebar shows what happened when the *Titanic* hit the iceberg and helps explain how and why the ship sank. **RI.4.7 TEXT FEATURES**

## 3 Skill Building

### FEATURED SKILL:

#### Write an Opinion

Use the online Skill Builder “Write About It!” to have students write an opinion paragraph about whether artifacts should be removed from the *Titanic*.

Download it at [scholastic.com/sn4](http://scholastic.com/sn4).

**W.4.1 OPINION WRITING**

## About the Article

### Learning Objectives

Students will explain why people are fascinated by the *Titanic* and how scientists study the deteriorating shipwreck.

### Text Structure

Description, Cause/Effect

### Content-Area Connections

**Science:** Science and Technology

### Standards Correlations

**CCSS:** RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.10, W.4.1, SL.4.1

**NCSS:** Science, Technology, and Society

**NEW!**

Download all Skill Builders  
in one click!



**All Skill Builders**

# I Honor Brave Heroes (pp. 4-5)

## 1 Preparing to Read

### ▶ Watch a Video: Remembering 9/11

As students watch, have them use the online Skill Builder “Unlocking Knowledge” to take notes on the video. (See step 3 for more information.)

### ▶ Preview Words to Know

Project the online vocabulary slideshow and introduce the Words to Know.

- motivated
- dedicate

## 2 Close-Reading Questions

Go online to download a Skill Builder with these questions.

### 1. What inspired Zechariah Cartledge to research Stephen Siller?

Zechariah ran a race hosted by the Stephen Siller Tunnel to Towers Foundation. At the race, he was shocked to see people running dressed in full firefighter gear. This made him want to learn more about Siller. **RI.4.2 KEY DETAILS**

**2. What is the section “He Gave His Life” mostly about?** It’s about the heroic actions of Stephen Siller on September 11. When the off-duty firefighter heard about the Twin Towers, he put on his gear and ran through a closed tunnel to help out. He lost his life while helping others that day. **RI.4.2 MAIN IDEA**

**3. What motivated Zechariah to start Running for Heroes?** Zechariah ran the Tunnel to Towers race last year in New York City. The emotional day motivated him to start his own group to raise money for Tunnel to Towers. **RI.4.1 TEXT EVIDENCE**

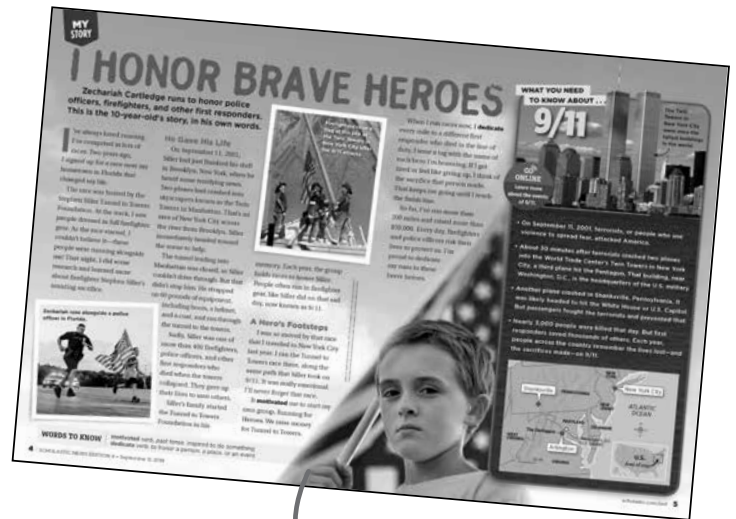
## 3 Skill Building

### FEATURED SKILL:

#### Integrate Information

Use the Skill Builder “Unlocking Knowledge” to have students take guided notes on key definitions, details, and people in the video and article. Students will then synthesize information from both sources and summarize what they learned. Download it at [scholastic.com/sn4](http://scholastic.com/sn4).

**RI.4.9 INTEGRATE INFORMATION**



## About the Article

### Learning Objectives

Students will learn about the events of September 11, 2001, and the heroic actions of those who died that day.

### Text Structure

Personal Essay, Description

### Content-Area Connections

**Social Studies:** U.S. History

**Social-Emotional Learning:** Respect for Others

### Standards Correlations

**CCSS:** RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10, L.4.4

**NCSS:** Individual Development and Identity

**CASEL:** Social Awareness

### More Online Resources

- Use the read-aloud audio feature to support English language learners and to model fluent reading.
- Download a Spanish version.

**New! You and your students can log in with Google Classroom.**

Article	Content-Area Connections	Standards Correlations	Online Resources
<b>Journey to the Titanic</b> pp. 1-3	<b>Science and Technology</b>	<b>CCSS:</b> RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.10, W.4.1, SL.4.1 <b>NCSS:</b> Science, Technology, and Society	<ul style="list-style-type: none"> <li>• <b>Vocabulary Slideshow</b></li> <li>• <b>Video:</b> Searching for the <i>Titanic</i></li> <li>• <b>Skill Builders:</b> Write About It!, Close-Reading Questions, Quiz Whiz</li> <li>• <b>Lower-Level Version</b></li> <li>• <b>Spanish Version</b></li> <li>• <b>Audio Read-Aloud</b></li> <li>• <b>Game:</b> Know the News</li> </ul>
<b>I Honor Brave Heroes</b> pp. 4-5	<b>U.S. History; Social-Emotional Learning</b>	<b>CCSS:</b> RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10, L.4.4 <b>NCSS:</b> Individual Development and Identity <b>CASEL:</b> Social Awareness	<ul style="list-style-type: none"> <li>• <b>Vocabulary Slideshow</b></li> <li>• <b>Video:</b> Remembering 9/11</li> <li>• <b>Skill Builders:</b> Unlocking Knowledge, Close-Reading Questions, Quiz Whiz</li> <li>• <b>Spanish Version</b></li> <li>• <b>Audio Read-Aloud</b></li> <li>• <b>Game:</b> Know the News</li> </ul>
<b>It's Constitution Day!</b> p. 6	<b>U.S. History</b>	<b>CCSS:</b> RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.10, W.4.1, SL.4.1 <b>NCSS:</b> Civic Ideals and Practices	<ul style="list-style-type: none"> <li>• Classroom Constitution Contest</li> <li>• <b>Video:</b> The U.S. Constitution</li> <li>• <b>Skill Builder:</b> Quiz Whiz</li> <li>• <b>Spanish Version</b></li> <li>• <b>Audio Read-Aloud</b></li> <li>• <b>Game:</b> Know the News</li> </ul>
<b>Should Kids Be on Instagram?</b> p. 7	<b>Debate</b>	<b>CCSS:</b> RI.4.1, RI.4.10, W.4.1	<ul style="list-style-type: none"> <li>• <b>Skill Builders:</b> OREO Opinions, Quiz Whiz</li> <li>• <b>Online Poll</b></li> <li>• <b>Spanish Version</b></li> <li>• <b>Audio Read-Aloud</b></li> <li>• <b>Game:</b> Know the News</li> </ul>

## ANSWER KEY

### Student Edition

#### Page 8: News Map

- 1. B
- 2. C

#### Page 8: News Review

- |      |      |
|------|------|
| 1. C | 4. B |
| 2. C | 5. D |
| 3. D | 6. C |



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