



### 1. Overview

- Kid reporters from TIME for Kids magazine bring you the news of the week, with stories, interviews, quizzes, games, and more! This podcast is an ideal tool for teaching current events, non-fiction, and media literacy, as well as core subjects like science and social studies.
- Length per episode: 10-12 minutes
- Target grade range: 2nd - 6th grade

### 2. Activity Sheet Breakdown

- This podcast is recorded in real time and tied to current events. This means every episode will be different and the segments in each may change. For that reason, we've created Activity Sheets that can be used for every episode, as well as Rotating Segment Activity Sheets that can be used when appropriate.

### 3. The Flow

- **Before listening:**
  - In order to introduce students to concepts and techniques they will encounter throughout this podcast, review some or all of the Media Literacy vocabulary words and terms included at the end of the Teacher Guide. This can be done before listening to this series for the first time or before listening to an episode.
  - Pre-listening to each episode is recommended in order to determine which rotating segments (if any) are included in the episode. Depending on your class and your lesson plan, you can choose to incorporate activities specifically designed to accompany the rotating segments (see Instructional Sequence for Teachers for more details). A breakdown of all activities is featured later on in the Teacher Guide.
- **While listening:**
  - Depending on the needs of your students, they can complete the provided activities either while first listening to an entire episode or segment, after listening to an episode or segment, or while listening to an episode for a second time.
- **After listening:**
  - After completing the activities, have students review and share their work and answers. See the implementation ideas below for additional activities and curricular extensions.

#### 4. Implementation Ideas:

- **Class debates:** Students can debate a topic from current events or one related to your curriculum, similar to the TIME for Kids kid reporters in the “Debate” segment. Provide a topic for students and have them work in partners, with each person debating one side of an argument. Tell students to make sure they have at least two reasons or supporting ideas to explain their side of the argument.
- **Make your own hot seat quiz:** Create a class wide trivia show related to your curriculum or current events. Students can write questions and serve as hosts and guests. You can even form teams to make the stakes higher!
- **Spread your class news:** Create a class newsletter or magazine or a class news podcast. Students can write or record articles about class and school current events and even interview each other! You can use TIME for Kids Explains as a guide for a podcast or a class newsletter or magazine.
- **Supplement non-fiction units:** Use this podcast and the paper version of the TIME for Kids magazine as real life examples in your non-fiction reading and writing units.
- **Support a cause:** Pick a cause to support as a class, just like the kids in the “Find the Good” segment. Research various causes and decide as a class which to support and ways you can support the chosen cause.

## **5. Standards Alignment CCSS ELA**

### **Comprehension and Collaboration:**

#### **CCSS.ELA-LITERACY.SL.2.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

#### **CCSS.ELA-LITERACY.SL.3.2**

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### **CCSS.ELA-LITERACY.SL.4.2**

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### **CCSS.ELA-LITERACY.SL.5.2**

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### **CCSS.ELA-LITERACY.SL.6.2**

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

### **Vocabulary Acquisition and Use:**

#### **CCSS.ELA-LITERACY.L.2.4.A**

Use sentence-level context as a clue to the meaning of a word or phrase.

#### **CCSS.ELA-LITERACY.L.3.4.A**

Use sentence-level context as a clue to the meaning of a word or phrase.

#### **CCSS.ELA-LITERACY.L.4.4.A**

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

#### **CCSS.ELA-LITERACY.L.5.4.A**

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

### **CCSS.ELA-LITERACY.L.6.4.A**

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

### **CCSS.ELA-LITERACY.L.2.6**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

### **CCSS.ELA-LITERACY.L.3.6**

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

### **CCSS.ELA-LITERACY.L.4.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic.

### **CCSS.ELA-LITERACY.L.5.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

### **CCSS.ELA-LITERACY.L.6.6**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Instructional Sequence for Teachers**

### **Preparation**

1. Pre-listen to review the topics being discussed and segments included in the episode
2. Determine if any rotating segments were included and decide if you want to introduce that activity from the Rotating Segment Activity Sheets to your students
3. Print copies of the activity sheets, plus any additional rotating segment activities
4. Students can either complete while listening to the episode, after listening, or while listening to the episode for a second time - pass out the activity sheets accordingly
  - Note: The “Fact/Fishy” & “Hot Seat Quiz” segments provide answers during the episode. Pause before the answer is given to allow students time to answer or fill out the corresponding Rotating Segment Activity Sheets. It is recommended that students complete these while listening.
5. Cue up the episode for students

### **Before playing episode**

After pre-listening to an episode, provide students with an overview of the topics and news they will hear about. To establish their level of background knowledge on the topic, ask students to share what they know, or provide them with base knowledge prior to playing the episode.

### **Play episode**

Depending on your class and the needs of your students, pause the episode between each segment to gauge comprehension. Answer questions that may come up.

### **After playing episode**

If applicable, complete the selected student activity(ies) and have students share their answers, ask follow up questions, and further discuss the new stories they heard.

### **Wrap up**

Ask students if they have any questions about any of the news stories they heard, and use the questions as a springboard for further discussion or research. Encourage students to share what they learned with their families at home.

## Student Activities Descriptions

**What's New? New Info I Learned from the Week's News!** This activity can be used for the initial news story or stories. Students write down three facts they learned, questions they have and their opinion of the story.

**Cover Story Interview Activity:** Students answer questions about the cover story interview, focusing specifically on what they learned from it, the journalistic techniques used for the story and their connection to the story as both a listener and writer.

**My News!** Students use the provided guidelines to write a fact based article about an event or important milestone in their life.

**Write Your Own Review!** Students write a review just like a TIME for Kids kid reporter! They can review a podcast, audiobook, or song from the Pinna app.

**Share your Good News!** Students write about something good in their life or something good they did for someone or someone did for them, just like in the "Find the Good" segment.

**Rotating Segment Activities (use only when applicable)** Students fill out brief activities for the rotating segments that were in the episode they heard. Segments options include: "Fact or Fishy", "Hot Seat Quiz", "Debate", and "Words".

### Suggested Vocabulary Words Related to Media Literacy:

Word	Definition
Source (n.)	a document, person or material that provides information
credible (a.)	able to be believed and reasonable to be trusted
questionable (a.)	not likely to be true or correct
fact (n.)	a true piece of information
opinion (n.)	what someone thinks or feels about a particular thing
fact-check (v.)	to investigate something to see if the facts are true
manipulated (a.)	changed to serve one's purpose
sponsored content (n.)	material in an online publication which is paid for by an advertiser and meant to promote the advertiser's product



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**TIME for Kids Explains:** Cover Story Interview Activity (page 1 of 2)

Episode Date \_\_\_\_\_

Answer the questions below about the cover story interview you heard.

Cover Story Title: \_\_\_\_\_

Interviewee: \_\_\_\_\_

3 things I learned about the cover story from this interview:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Check off the methods that the reporter used to write this article.  
(Check all that apply).

- Research
- Interviews
- Talking to eyewitnesses
- Talking to experts
- Visiting a place





Name: \_\_\_\_\_

Date: \_\_\_\_\_

**TIME for Kids Explains:** Cover Story Interview Activity (page 2 of 2)

Episode Date \_\_\_\_\_

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Did the reporter mention using any other methods to write this article?  
If yes, which?

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If you could ask the reporter of this article more questions, what would they be?

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If you could write a follow up article to this story, what would you like to investigate further?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**TIME for Kids Explains:** Write Your Own Review! (Page 1 of 2)

Episode Date \_\_\_\_\_

Write a review just like a TIME for Kids kid reporter! You can review a podcast, book, or song from the Pinna app. Use the blank box below to jot down notes for your review while you listen. Then write your review on the next page.

In your review be sure to include:

- The name of the item you are reviewing
- Your opinion - did you like or dislike it?
- Reasons why you liked or disliked it
- Whether you would recommend the item to a friend. Why or why not?

Jots and Notes:







Name: \_\_\_\_\_

Date: \_\_\_\_\_

**TIME for Kids Explains:** Share Your Good News!

Episode Date \_\_\_\_\_



Good news and inspiration is everywhere! And just like the good news you hear in "Find the Good" you can share the good news in your life!

Use the space below to write about something that made you feel good. Be sure to explain why this made you feel good and how it shows the goodness in your life.

You can write about:

- something good that happened to you today
- something someone else did that made you feel good
- something you did that made someone else feel good
- something you saw that made you smile

|                              |                                                                                     |
|------------------------------|-------------------------------------------------------------------------------------|
| My Good News: _____<br>_____ |  |
|------------------------------|-------------------------------------------------------------------------------------|

Explain why \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**TIME for Kids Explains:** What's New? New Info I Learned From the Week's News!

Episode Date \_\_\_\_\_



Story Title: \_\_\_\_\_

**3 Important Facts I Learned:**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

**Questions I have:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**My opinion of this story:**

I think \_\_\_\_\_

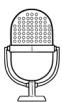
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

### TIME for Kids Explains: My News!

Episode Date \_\_\_\_\_



Write an article about something fun, important, or special that happened to you using **facts** (things that can be proven to be true) and not **opinions** (things that express your feelings, thoughts, or beliefs). Use the space provided and the back of this sheet if you need more room. Don't forget to draw a picture in the frame! Also, be sure to include:

- **A catchy headline** about your event, that will make the reader want to read your article.
- **The details** of your event: **what** happened, **who** was there, **where** it happened, **when** it happened and **why or how** it happened.
- **Quotes** from people who were at the event, if possible.

## Breaking News!

Headline: \_\_\_\_\_

By: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Caption: \_\_\_\_\_

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

TIME for Kids Explains: Fact or Fishy

Episode for the week of: \_\_\_\_\_



## Breaking News!

Headline: \_\_\_\_\_

**Initial guess:** based on the headline, I think this story is:

Fact

Fishy

Write a summary of the article

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**Fact gathering:** answer any questions that apply:

- Where was this published?

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- When was this published?

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- What kind of publication is this?

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- Were there any sources? Yes/No, if yes what were they?

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- Is there any additional information about this article?

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**Final guess:** based on the additional information, I think this story is:

Fact

Fishy

**Pinna**





Name: \_\_\_\_\_

Date: \_\_\_\_\_

**TIME for Kids Explains: Hot Seat Quiz**

Episode for the week of: \_\_\_\_\_

Circle the answer that you think is correct for each question. After you hear the correct answer, write it down.

Question: \_\_\_\_\_  
\_\_\_\_\_

Your answer:    a    b    c    d

Correct Answer: \_\_\_\_\_

Question: \_\_\_\_\_  
\_\_\_\_\_

Your answer:    a    b    c    d

Correct Answer: \_\_\_\_\_

Question: \_\_\_\_\_  
\_\_\_\_\_

Your answer:    a    b    c    d

Correct Answer: \_\_\_\_\_





Name: \_\_\_\_\_

Date: \_\_\_\_\_

**TIME for Kids Explains:** Debate

Episode for the week of: \_\_\_\_\_



Fill in the blanks.

I agree with the argument that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**TIME for Kids Explains: What's the Word?**

Episode for the week of: \_\_\_\_\_



Fill in the chart below with vocabulary words from the "Words" segment. Then, write down the definition in your own words and a sentence with the word.

| Word | Definition | Sentence |
|------|------------|----------|
|      |            |          |
|      |            |          |
|      |            |          |
|      |            |          |
|      |            |          |
|      |            |          |
|      |            |          |

