

News FOR YOU

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Spreading Global Virus Creates Economic Problems

COMMON CORE / CAREER AND COLLEGE READINESS ANCHOR STANDARD — Reading 1: Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

READING LEVEL 4–6 | WORLD | PG. 1

Content Learning Objective

Learners will think about how lack of access to supplies from China may affect their daily lives and the products they use every day.

Before Reading

Ask learners what they know about the new coronavirus.

Check Comprehension

Encourage learners to answer in complete sentences.

1. In addition to China, what are three countries where health officials have reported many cases of the new coronavirus? (*They are South Korea, Iran, and Italy.*)
2. Where will the Summer Olympics be? What do some people think might happen? (*The Summer Olympics will be in Tokyo, Japan. Some people wonder if they will be canceled.*)
3. Why does China remain the biggest worry for businesses around the world? (*There are so many products and supplies made there. Factories have been closed for weeks to keep the virus from spreading.*)
4. What are two businesses that are doing well right now? What do they do? (*They are Clorox and Zoom Video Communications. Clorox makes bleach, wipes, and other products that kill germs. Zoom lets people meet online rather than in person.*)
5. Why has the value of stocks for vaccine makers gone up? (*The world wants them to make something to stop the virus.*)

Discussion Questions

1. Do you think any business in your area has had problems because of the new coronavirus?
2. Are you afraid to travel now because of the new coronavirus? Why or why not?
3. How do you think you would feel if you had to stay in your house for three or four weeks because of a virus? What would you do to pass the time?

What Everyday Problems Could the Virus Cause?

Discuss with learners the section in the story called “Supply Chain Slows Down.” Talk about how many of the products we use are made in China. Ask learners if they know if anything specific they use regularly is made in China.

Next, have learners work alone or with a partner to list five ways that the things people use every day may be changed if the U.S. does not get supplies from China. One example you could give from the story is chemicals for lifesaving drugs — if the chemicals aren’t there, then companies can’t make drugs that some people use every day. That could mean the drugs will cost more or not be available.

Encourage learners to use information from the story to support what they write, but let them know they also can think beyond just the information in the story. If they use information from the story for an answer, have them write the sentence where they found the information beside their example(s).

Discuss answers together as a class when learners are finished. Look for any common themes among the answers.

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ANSWER KEY

A “Hidden Figure” of the Space Race Dies at 101 (3–4)

From left to right on timeline: 4, 5, 2, 1, 3

Some Replanting Is Allowed After Border Garden Is Bulldozed (4–6)

1. False. First lady Pat Nixon opened the park at the border.
2. True
3. False. People can get near the wall and touch fingertips through the thick metal screen only on weekends.
4. True
5. False. The garden is planted on both sides of the border.

Inmates Prove Themselves, Take Pride in Mock Trial (4–6)

1. d 2. e 3. b 4. c 5. a

English Zoo Asks People to Send Perfume for Big Cats (3–4)

1. c 2. b 3. a 4. c 5. a

Young Refugee Hopes to Escape War Through Dance (3–4)

Answers will vary. Accept reasonable, grammatically correct questions.

Artist Wanted to Draw Every Person in New York City (4–6)

Answers will vary.