



SCHOLASTIC SCOPE

THE LANGUAGE ARTS MAGAZINE

TEACHER'S
GUIDE

FEBRUARY 2019

A COMPLETE TEACHING KIT

ISSUE
DATE

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER/
JANUARY

FEBRUARY

MARCH

APRIL

MAY

Finding Courage In the Face of Adversity

The play in this issue is one of my all-time favorites. *Scope* playwright Spencer Kayden brings to life the true story of civil rights hero Barbara Posey. Barbara was just 15 when she led a group of young people on a mission to desegregate restaurants in Oklahoma City in the late 1950s. The play makes a powerful addition to your civil rights unit. We've also included a suite of showstopping support materials you can use to guide your students on an unforgettable learning journey:



- a video about the time period,
- a vocabulary activity featuring words of the civil rights movement,
- a theme anticipation guide,
- and a speech Barbara Posey gave at an NAACP convention in 1960.

As 7th-grade *Scope* teacher advisor Angel Barnsback told me when I shared the play with her, "Stories like these show kids that they are powerful proponents of peace and justice. Many don't feel like they can do anything in the face of adversity. My hope is that stories like this one will give them courage." This is my hope too.

It is our honor to share Barbara's story with you and your students.

Warmly,



Kristin Lewis, Editorial Director
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Twitter: @_KELewis

STAFF PICKS

“The illustration in the fiction is my fave. It's amazing how the artist was able to piece together the photographic elements to create a final work of art.”



—Albert Amigo
Senior Art Director

“For this issue, I have a favorite paragraph! Find it on page 24 of the fiction, when Lindy quietly recites a fact about the water-dwelling *spinosaurs* after she floods the bathroom.”



—Jennifer Dignan
Senior Editor

“The story of the lionfish is the perfect way for students to learn about invasive species, their environmental impact, and what we can do to help.”

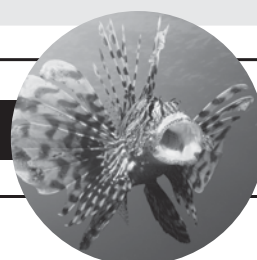


—Mackenzie Carro
Senior Associate Editor

AP Images (Barbara Posey); iStockPhoto/Getty Images (lionfish);



scope.scholastic.com



YOUR FEBRUARY ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
Grammar, pp. 2-3 “Grammar Celebrates Chinese New Year”	Students practice using <i>number</i> and <i>amount</i> while learning about Chinese New Year.	<ul style="list-style-type: none"> Conventions of standard English
Narrative Nonfiction, pp. 4-9 “The Children’s Blizzard”	This gripping work of narrative nonfiction tells the story of a young boy who lived through the Children’s Blizzard, a monstrous storm that swept across America’s prairie in January 1888.	<ul style="list-style-type: none"> Featured Skill: Analyzing setting Literary devices Author’s craft Summarizing Key ideas Inference Figurative language Text structure Text features Author’s purpose
Paired Texts, pp. 10-13 “The Fish That’s Eating the World” and “Invasion of the Giant Goldfish”	Two nonfiction texts explore two different invasive aquatic species: the lionfish and the goldfish. Both texts explore the causes and effects of each invasion, as well as possible solutions.	<ul style="list-style-type: none"> Featured Skill: Cause and effects Author’s craft Author’s purpose Compare and contrast
Drama, pp. 14-20 <i>The Girl Who Dared</i>	This powerful play tells the story of Barbara Posey, a brave African American teenager who helped lead a series of sit-down strikes at lunch counters across Oklahoma City during the civil rights movement.	<ul style="list-style-type: none"> Featured Skill: Key ideas and details Author’s craft Text structure Inference Character Figurative language Interpreting text
Fiction, pp. 21-27 “The Perfects” and “My Life As a Military Kid”	A beautiful work of fiction and a short nonfiction text explore what life is like for military families.	<ul style="list-style-type: none"> Featured Skill: Compare and contrast Figurative language Text structure Setting Inference Character Key ideas and details
Debate, pp. 28-29 “Should the School Week Be Shorter?”	Elksville Middle School is considering switching to a four-day week. Dylan thinks it’s a great idea. Bethany disagrees. Who makes the best case? Your students decide!	<ul style="list-style-type: none"> Supporting an argument Central ideas and details
Short Read, pp. 30-31 “How This Inspired That”	This bite-sized nonfiction text explores the history of sneakers and how one of Nike’s first sneakers was inspired by a waffle.	<ul style="list-style-type: none"> Supporting a claim Central ideas and details Text evidence
You Write It, p. 32 Infographic: “The Story of Spicy Food”	Students draw on our delightful infographic about spicy food to write a letter recommending that a fictional restaurant either add or not add spicy dishes to its menu.	<ul style="list-style-type: none"> Interpreting visual text

MAURICE R. ROBINSON, 1895-1982, FOUNDER

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	ONLINE RESOURCES (scope.scholastic.com)	COMMON CORE ELA ANCHOR STANDARDS*
	<ul style="list-style-type: none"> • PW More practice with <i>number</i> and <i>amount</i> 	L.3
	<ul style="list-style-type: none"> • Audio: Article and vocabulary • PW Analyzing Setting: The Children's Blizzard • PW Close-Reading & Critical-Thinking Questions • IW PW Quiz (two levels) • PW Vocabulary: Definitions & Practice • PW Nonfiction Elements (two levels) • PW Core Skills: Summarizing (two levels), Central Ideas and Details (two levels), Text Features • PW Contest Entry Form 	R.1, R.2, R.3, R.4, R.5, W.2, SL.1, L.4, L.5, L.6
	<ul style="list-style-type: none"> • Audio: Articles and vocabulary • PW Fish Invaders: Causes and Effects • PW Close-Reading & Critical-Thinking Questions • PW Vocabulary: Definitions & Practice • IW PW Quiz (two levels) • PW Core Skills: Text Evidence (two levels), Text Structures, Tone • PW Contest Entry Form 	R.1, R.2, R.3, R.4, R.5, R.9, W.2, SL.1, SL.2, L.4, L.5, L.6
	<ul style="list-style-type: none"> • Video: Time Machine: the 1950s • Audio: Speech, vocabulary • PW Video Discussion Questions • PW Key Ideas: Plan Your Proposal • PW Close-Reading & Critical-Thinking Questions • PW Literary Elements: Character Thinking Tool, Theme Anticipation Guide • IW Vocabulary: Words of the Civil Rights Movement • PW Core Skill: Mood (two levels) • IW PW Quiz (two levels) • PW Contest Entry Form 	R.1, R.2, R.3, R.4, R.6, R.9, W.2, SL.1, SL.2, L.4, L.5, L.6
	<ul style="list-style-type: none"> • Audio: Story, nonfiction text, and vocabulary • PW Compare and Contrast: Military Kids • PW Close-Reading & Critical-Thinking Questions • PW Literary Elements: Character Thinking Tool, Theme Anticipation Guide • PW DIY Vocabulary (for fiction) • PW Vocabulary: Definitions & Practice (for nonfiction) • IW PW Quiz (two levels) • PW Core Skill: Inference • PW Contest Entry Form 	R.1, R.2, R.3, R.4, R.5, R.9, W.2, W.9, SL.1, L.4, L.5, L.6
	<ul style="list-style-type: none"> • Audio: Debate and vocabulary • PW Scavenger Hunt (two levels) • PW Essay Kit • IW Vocabulary: Definitions & Practice • PW Contest Entry Form 	R.1, R.2, R.4, R.6, W.1, W.4, W.5, L.4, L.6
	<ul style="list-style-type: none"> • Audio: Article • Vocabulary Slideshow • PW The Short Write Kit • IW PW Quiz (two levels) • PW Contest Entry Form 	R.1, R.2, R.4, R.6, W.1, W.4, W.5, L.4, L.6
	<ul style="list-style-type: none"> • PW Guide to "You Write It" Activity • PW Contest Entry Form 	R.1, R.7, W.2

* To find grade-level-specific Common Core standards as well as Texas State Standards, go to Scope Online.

The Children's Blizzard

Two brothers, a monstrous storm, and an epic story of survival

About the Story

Lexile: 1040L

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to analyze how the time and place in which a blizzard occurred contributed to its danger

Key Skills:

literary devices, author's craft, summarizing, key ideas, inference, figurative language, text structure, text features, author's purpose, analyzing setting

Essential Questions:

- What does it mean to be selfless?
- Why should past disasters be remembered?
- What role does weather play in our lives?

Standards:

This article and lesson support these Common Core anchor standards:

R.1, R.2, R.3, R.4, R.5, W.2, SL.1, L.4, L.5, L.6

For more standards information—including TEKS—go to Scope Online.



Your Teaching Support Package

Find your full suite of materials at
scope.scholastic.com.

Audio:

- The article (English and Spanish)
- Vocabulary

Differentiated articles:

- Lower-Lexile version (printable)
- Spanish version (printable)

Literature Connections: ideas for connecting to curricular texts

Activities to print or project:

- Vocabulary
- Close Reading and Critical Thinking
- Analyzing Setting: The Children's Blizzard
- **Core Skills Workout:** Central Ideas & Details*, Summarizing*, Text Features
- Quiz*
- Nonfiction Elements*
- Contest Entry Form

*Available on two levels

Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Do-Now: Consider an essential question.

(5 minutes, activity sheet online)

Write this question on the board: *What role does weather play in our lives?* Give students three minutes to jot down their answers to this question on their own paper. Then spend two minutes discussing their ideas.

Preview vocabulary.

(8 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Review as a class. Highlighted words: *bearings, brewing, encrusted, ferry, jubilation, mobilized*

2 Reading and Discussing

Read and discuss the article.

(45 minutes, activity sheets online)

- Have a volunteer read aloud the As You Read box on page 5.
- Play the audio at Scope Online while students follow along in their printed magazines.
- Have students work in groups to discuss the following questions.

Close-Reading Questions

▶ **Consider the last line of the introduction:**

“‘There’s something in the air,’ he told her with a worried glance toward the heavens.”

What literary device is the author using by including this line? What purpose does it serve? (literary devices, author’s craft) *The author is using foreshadowing. This line suggests that the surprisingly warm weather on the prairie was actually a sign that something dangerous was coming. The author likely uses foreshadowing to draw the reader into the story and make the reader want to keep reading to find out what happens.*

▶ **According to information in the section “An Arctic Blast,” what made the blizzard of 1888 so powerful?** (summarizing) *The blizzard was particularly powerful because it developed from a combination of three different weather systems, including one especially dangerous low-pressure system. Together, these three systems created a very violent storm.*

▶ **On page 6, Lauren Tarshis writes that at the time of the blizzard, “The science of weather forecasting was in its infancy, and there was no technology that could accurately predict a storm’s strength or path.” Why is this information important to the story?** (key ideas) *This information is important because it explains why the people on the prairie in 1888 did not have any advance warning of the blizzard. If they had been warned about the storm, parents would likely never have sent their children to school.*

▶ **Why do you think Walter jumped out of the sled to retrieve his perfume bottle?** (inference) *You can infer that Walter likely jumped out of the sled to get his perfume bottle because the bottle was important to him. On page 6, Tarshis writes that the bottle was Walter’s “prized possession” and that nobody else had such a treasure. Walter likely did not realize how fast the sleds would disappear from view and that he was putting himself in grave danger.*

▶ **On page 7, Tarshis writes, “Meanwhile, snow and ice swarmed around his body like attacking bees.” What figurative language is the author using here? What does it help you understand about the storm?** (figurative language) *Tarshis uses a simile to compare the way the snow and ice were moving during the blizzard to the way swarming bees attack.*

This comparison helps you understand how intense the storm was, as well as how painful it must have been for Walter to be outside and unprotected during such a bad storm.

▶ **What is the purpose of the section “Houses Made of Dirt”? (text structure)** *The purpose of this section is to help readers understand what life was like on the prairie at the time of the blizzard.*

▶ **What does the sidebar “Tough Life” add to the article? Why do you think it was included? (text features, author’s purpose)** *The sidebar “Tough Life” adds more information about what being a homesteader in the late 1800s was like. The sidebar was likely included to help readers better understand the lives of those described in the article—why they came to the prairie, what they ate, what their homes and schools were like, etc.*

▶ **On page 9, Tarhis writes, “Although Will saw the sleds pulling away, he remained focused on his search.” What does this detail tell you about Will? (inference)** *From this detail, you can infer that Will was brave and that he loved his brother a lot. He did not stop searching for Walter, even when that meant putting his own life at risk.*

- Reconvene to discuss the following question.

Critical-Thinking Question

▶ **What can be gained from learning about the Children’s Blizzard of 1888 and other survival stories from history? Explain.** *Answers will vary. Students may say that learning about the blizzard and other natural disasters can remind us of the power and strength of nature. Stories of past disasters can also help us understand what life was like for people in the past. Stories of children, like Walter, who survived a disaster can remind us of the resilience and strength of the human spirit. Stories of survival can also strengthen our faith in human goodness by showing us people like Minnie Freeman and Will Allen who risked their lives to save others.*

3 Skill Building

Featured Skill: Analyzing Setting

(15 minutes, activity sheet online)

Have students work in groups to complete the activity sheet **Analyzing Setting: The Children’s Blizzard**. This activity will prepare students to respond to the writing prompt on page 9. *For alternate culminating tasks, see the box below.*

Differentiate and Customize

For Struggling Readers

In a well-organized paragraph, describe three reasons the Children’s Blizzard of 1888 was so dangerous. Support your answer with evidence from the article.

For Advanced Readers

If a blizzard of the same force as the Children’s Blizzard of 1888 occurred today, would it be as dangerous as the Children’s Blizzard of 1888? Explain your answer, drawing on information in the article.

For Creative Writers

Choose one of the people mentioned in the article, such as Walter Allen, Will Allen, or Minnie Freeman. Create a dramatized version of his or her experience during the Children’s Blizzard of 1888 in the form of a movie script, video, drawing, or play.

For Graphic Novelists

Reimagine the story of the Children’s Blizzard of 1888 in the form of a short graphic novel. You may choose to draw in black and white or color.

The Girl Who Dared

An incredible true story from the civil rights movement

About the Story

Lexile: 1050L (captions)
1050L (speech)

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to identify key ideas and details in a play and a speech

Key Skills:

author's craft, inference, character, text structure, figurative language, interpreting text, key ideas and details

Essential Questions:

- What causes prejudice?
- Why is it important to speak out against injustice?
- What does it take to change society?

Standards:

The texts and lesson support these Common Core anchor standards: **R.1, R.2, R.3, R.4, R.6, R.9, W.2, SL.1, SL.2, L.4, L.5, L.6.** For more standards information—including TEKS—go to Scope Online.



Your Teaching Support Package

Find your full suite of materials at
scope.scholastic.com.

Video: Time Machine: The 1950s

Audio:

- Vocabulary
- Speech

Primary Document: Full text of the speech excerpted on page 20

Literature Connections: Ideas for connecting to curricular texts

Activities to print or project:

- Vocabulary: Words of the Civil Rights Movement
- Close Reading and Critical Thinking
- Key Ideas: Plan Your Proposal
- Quiz*
- Core Skills Workout: Mood*
- Literary Elements: Character Thinking Tool, Theme Anticipation Guide
- Contest Entry Form

*Available on two levels

Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Do-Now: Brainstorm ways to effect change. (5 minutes)

On the board, write: *If you believe that something is wrong or unfair, what can you do to change it?* As students enter the classroom, direct them to brainstorm a list of ideas on their own paper at their desks. Once everyone has had a few minutes to brainstorm, compile a class list of ideas on the board.

Build background knowledge.
(10 minutes, activity sheet online)

As a class, watch the video and answer the **Video Discussion Questions**. Then examine and discuss the images and captions on pages 17 and 18; they contain information that's essential to understanding the play's setting.

Preview vocabulary.

(7 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Words: *civil rights, desegregate, discrimination, injustice, integrated, negotiate, protest, segregation, strike*

2 Reading and Discussing the Play

(30 minutes, activity sheet online)

- Read aloud the As You Read box on page 16.
- Assign parts and read the play as a class.
- Discuss the following questions in groups.

Close-Reading Questions

▶ **How does the author use Scene 1 to capture your attention?** (author's craft) *Scene 1 ends on a cliffhanger; the kids are about to do something, but you aren't told what. Even if you can guess what they're planning, you're left to wonder what will happen next.*

▶ **How does the trip to New York City affect the kids' views on segregation?** (inference)

After visiting places where segregation is not the norm, the injustice of Jim Crow stands out even more sharply to them. They are also able to imagine what life would be like without segregation.

▶ **What can you conclude about Barbara's character from her words and actions in Scene 4?** (character) *You can conclude that Barbara is comfortable in the role of leader. She decides that the group's approach isn't working and that it's time to take the next step. She rallies the group to take action and reminds them why it's necessary.*

▶ **In Scene 5, as the kids sit at the lunch counter for the first time, "the room falls silent." Why?** (inference) *People are shocked by the sight of black people sitting at a whites-only lunch counter.*

▶ **Near the end of Scene 6, the lights fade and then come back up as robins chirp. Why?** (text structure) *These changes in the lighting and the sound effect of birds chirping indicate to the audience that a night has passed and it is now the next morning.*

3 Reading the Speech

(10 minutes, activity sheet online)

- As a class, read "My America" and discuss the following questions. The critical-thinking questions apply to both the play and the speech.

Close-Reading Questions

▶ **Why does Barbara describe segregation and discrimination as "a cancer"?** (figurative language) *Cancer can infect a healthy body*

and spread, sometimes unnoticed, leaving devastation in its path. Segregation and discrimination can do similar harm to a democratic society.

► **In the last line, Barbara says that the youth of America will carry out their “plans for a democratic America.” Explain what she means.** (interpreting text) *Barbara means that young people are committed to making America into the country that the Constitution declares it to be: a country where all people have the same freedoms and opportunities.*

Critical-Thinking Questions

► **The Youth Council takes a nonviolent approach. Why?** *The Youth Council believes that a nonviolent approach will be most effective in changing society. They believe that using violence would be counterproductive and do nothing to change the views of others or help them be successful in their mission to work for equality and justice.*

► **The play is accompanied by an excerpt from Barbara’s speech, not the entire speech. Why do you think the editors of *Scope* chose to print only part of the speech, and how do you think they decided which part to print?** *An excerpt was probably used because*

there wasn’t space for the entire speech. The editors probably chose lines that best conveyed Barbara’s message about young people’s power to combat discrimination.

• As students respond to the following question, you might refer to the list they brainstormed at the beginning of class and ask how those general ideas can be applied to the fight for equality.

► **Today segregation is illegal in the U.S. But racial prejudice and discrimination still exist. What can young people today do to help put an end to them?** *Answers will vary. Ideas might include speaking out against racism, participating in protests, learning about and interacting with people of different backgrounds, supporting organizations that work for equality, and writing to members of Congress about discriminatory laws and practices.*

4 Skill Building: Key Ideas and Details

(15 minutes, activity sheet online)

Have students complete the activity **Plan Your Proposal**. This activity will prepare students to respond to the prompt on page 20. *For alternate culminating tasks, see the box below.*

Differentiate and Customize

For Struggling Readers

In a well-organized paragraph, explain what a sit-down strike is and how the Youth Council used those sit-down strikes to bring about change in the late 1950s.

For Advanced Readers

In the play, Barbara mentions Martin Luther King Jr.’s famous saying that the chain of hate can only be broken by love. How does this idea apply to Barbara’s story?

For Journalists

It is 1958 and you are a journalist. You are going to interview Barbara Posey about her work on the Youth Council and the sit-down strikes. Write the list of questions you will ask her.

For Directors

Imagine a movie is being made about Barbara Posey and the Youth Council and their efforts to integrate Oklahoma City restaurants. Make a video trailer for the movie.

The Fish That's Eating the World

How two invasive species of fish are causing big problems

About the Story

Lexile: 980L (combined)

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to compare the problems that lionfish and goldfish are creating as invasive species and how those problems are being addressed

Key Skills:

author's craft, cause and effect, author's purpose, compare and contrast

Essential Questions:

- How do ecosystems become unbalanced?
- What responsibility do humans have to protect and restore ecosystems?
- How are environmental problems solved?

Standards:

The articles and lesson support these Common Core anchor standards: **R.1, R.2, R.3, R.4, R.5, R.9, W.2, SL.1, SL.2, L.4, L.5, L.6.** For more standards information—including TEKS—go to *Scope Online*.

Your Teaching Support Package

Find your full suite of materials at
scope.scholastic.com.

Audio:

- The articles
- Vocabulary

Literature Connections: ideas for connecting to curricular texts

Activities to print or project:

- Fish Invaders: Causes and Effects
- Close Reading and Critical Thinking
- Core Skills Workout: Text Structures, Text Evidence*, Tone
- Quiz*
- Contest Entry Form

* Available on two levels

Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Do-Now: Preview and Predict

(5 minutes)

Write on the board: *Open your Scope magazines to page 10. Read the headline and subheading, study the photograph, and read the captions. Then write down one sentence predicting what the article will be about.*

Give students three minutes to complete the Do-Now, then invite a few volunteers to share their predictions.

Preview vocabulary.

(10 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Complete the activity as a class or assign it as homework. Highlighted words, first article: *ecological, ecosystems, humanely, insatiable, invasive species, native, regulations, vigilant*; second article: *aquatic, imperative, sediment, spawn*

2 Reading and Discussing

"The Fish That's Eating the World"

(30 minutes, activity sheets online)

- Invite a student to read aloud the As You Read box on page 11.
- Read the article as a class. Optionally, play the audio from Scope Online while students follow along in their magazines.
- Invite students to share any immediate reactions.
- Break students into groups to discuss the following questions.

Close-Reading Questions

Describe the introduction. How does the author use it to pull you into the article?

(author's craft) *The introduction uses the*

second-person point of view, casting the reader as the lionfish. The author describes the lionfish in dramatic language, comparing it to a king and detailing its power as a hunter. The author also writes that the lionfish has caused a disaster in the seas but does not provide any details. This cliffhanger, combined with the dramatic language, draws you into the story.

What effects is the lionfish having on the Atlantic Ocean? (cause and effect)

The lionfish is an invasive species in the Atlantic Ocean, and it's causing an ecological disaster. It eats fish that corals and other sea creatures depend on for survival. Coral reefs are important for ocean health, and aquatic life depends on them for food and shelter. The lionfish also hurts local businesses by eating the fish that fishermen catch for human consumption.

Why might the author have included information about other invasive species?

(author's purpose) *The author likely included information about other invasive species to help the reader understand more broadly why invasive species are a problem and how they affect various ecosystems. The author may also have wanted to help readers understand that lionfish are not the only invasive species.*

"Invasion of the Giant Goldfish"

(20 minutes, activity sheets online)

- Read the article as a class.
- Discuss the following questions in groups, some of which draw on both articles.

Close-Reading Questions

Why does the author compare goldfish in the wild to a horror movie? (author's craft)

The author compares goldfish in the wild to a horror movie to make the point that invasive goldfish cause horrific damage to the bodies of

water they invade. She may also be using the comparison to draw in the reader with a bit of humor because the idea of a goldfish in a horror movie is so unlikely.

▶ **Compare goldfish and lionfish as invasive species. How are they similar? How are they different?** (compare and contrast) *Both lionfish and goldfish are invasive species that were introduced by humans releasing unwanted pets into the wild. Both species are doing tremendous damage to the ecosystems into which they have been introduced—the Atlantic Ocean for lionfish and lakes and rivers for goldfish. The ways in which the fish are causing harm differ: Lionfish are throwing the ecosystem out of balance by eating up all of the native fish, while goldfish are harming native fish by stirring sediment and disturbing plants. They also eat eggs of native fish. Both species owe their success in part to how quickly they reproduce.*

Critical-Thinking Questions

▶ On page 13, Dr. Stephen Beatty is quoted as saying, “Once you introduce something into a new environment—even if it’s a cute, cuddly aquarium fish—it can have quite unexpected, serious biological consequences.” How does this quote relate to the problem of the lionfish?

This quote relates to the problem of lionfish because lionfish probably began invading the Atlantic after they were dumped into the water by pet owners. Like goldfish owners who released their goldfish, people who released their lionfish likely did not realize the serious effects the fish could have on the environment.

▶ **Why should people care about the effects of invasive lionfish and goldfish?** *Answers will vary. Some students may point out that these species are affecting the fishing industry. Other students may guess that the impact of these two species will continue to expand because as one part of an ecosystem is affected, so are all of the other parts. And ultimately, humans are part of the same ecosystem—Earth—that the oceans are. Still others may argue for the intrinsic value of the oceans and the creatures that live in them.*

3 Skill Building

Featured Skill: Cause and Effect

(15 minutes, activity sheet online)

Have students work in groups to complete the **Fish Invaders: Causes and Effects** activity. This activity will prepare them to respond to the writing prompt on page 13. *For alternate culminating tasks, go to Scope Online.*

Differentiate and Customize

For Struggling Readers

In a well-organized paragraph, compare the problem of lionfish with the problem of goldfish. Support your answer with evidence from both articles.

For Advanced Readers

Explain the problem of invasive species and how the problem should be addressed. Use information from both articles as well as one additional source to support your ideas.

For Researchers

Choose one of the other invasive species mentioned in the article and research the damage it causes and the solutions being explored. Present your findings in the form of an essay, video, or slideshow.

For Artists

Create an infographic that shows the impact that one invasive species can have on an ecosystem.

The Perfects

Max and his family might as well admit it: Life is messy.

About the Story

Lexile: 1050L (article)

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to compare how military kids are portrayed in a work of fiction and a work of nonfiction

Key Skills:

figurative language, text structure, setting, inference, character, key ideas and details, compare and contrast

Essential Questions:

- What are the risks of pretending to be something we are not?
- How do we deal with stress and fear?
- What is it like to have a parent in the military?

Standards:

This article and lesson support these Common Core anchor standards: **R.1, R.2, R.3, R.4, R.5, R.9, W.2, W.9, SL.1, L.4, L.5, L.6**

For more standards information—including TEKS—go to Scope Online.



Your Teaching Support Package

Find your full suite of materials at
scope.scholastic.com.

Audio:

- Story
- Nonfiction text
- Vocabulary (nonfiction)

Literature Connections: ideas for connecting to curricular texts

Activities to print or project:

- DIY Vocabulary (for fiction)
- Vocabulary (for nonfiction)
- Close Reading and Critical Thinking
- Compare and Contrast: Military Kids
- **Core Skills Workout:** Inference
- Quiz*
- **Literary Elements:** Theme Anticipation Guide, Character Thinking Tool
- Contest Entry Form

**Available on two levels*

Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Do-Now: Theme Anticipation Guide

(5 minutes)

As a class, complete the **Anticipation Guide** to activate prior knowledge and build curiosity.

2 Reading the Story

"The Perfects"

(40 minutes)

DIFFERENTIATION: Students who need more support should first listen to the audio version.

- Read the story once through as a class.
- Divide students into groups to read the story again, pausing to discuss the close-reading questions that appear in the margins. Have students write their answers in the margins or on the **Close-Reading Questions** handout.

Answers to Close-Reading Questions

- ▶ **1. Figurative Language** (p. 23) *An object (or a person) that has character is unique in some way that makes it stand out.*
- ▶ **2. Text Structure** (p. 23) *This scene takes place several weeks or months before the opening scene, when Mom discovered the house in which the family is living in the opening scene.*
- ▶ **3. Setting** (p. 23) *The stormy weather contributes to the depressed and foreboding mood of this section. The rain seems like a bad omen—a sign that living in the house is not going to be a good experience.*
- ▶ **4. Inference** (p. 25) *This paragraph really describes Max's family: What the Perfects are not, Max's family is. What the Perfects never do, Max's family does all the time. What the Perfects do, Max's family does not do.*
- ▶ **5. Character** (p. 25) *On page 24, the Perfects are described as not being "so obsessed with*

dinosaurs that they had checked out of reality completely." This line helps you understand that Lindy may think and talk about dinosaurs to avoid facing difficult things in her life—like this moment of flooding the bathroom.

- ▶ **6. Character** (p. 25) *Students might offer that Mom is embracing life as it truly is—and that is a relief to her, or that she has realized that life doesn't have to be perfect for it to be great. Max is also referring to the fact that for once, Mom is not pretending to be happy; she is happy.*

- Come together as a class and discuss the following critical-thinking questions.

Critical-Thinking Questions

(15 minutes, activity sheet online)

- ▶ **Do you think that Max's mom makes a good choice at the end of the story when she decides to video chat with Max's dad from the bathroom? Why or why not?** *Answers will vary, but students may say that she does make a good choice because it's best to be honest with the people you love in order to build trust. Being honest will allow Max's mom and the kids to talk to Dad about their struggles. Others may say she doesn't make a good choice because being honest with Dad will cause Dad to worry about them.*
- ▶ **In what way is Max's life changing or about to change? Do you think these changes will be challenging?** *For the first time, Max will be staying in the same house and at the same school for good. This means he will no longer have a reason to avoid making friends or engaging with his peers. Plus, Max's dad is coming home to stay, which means their relationship may be a bit different—for example, Max's dad may play a bigger role in making decisions about Max's day-to-day life. Although these are positive changes, they will likely come with challenges.*

For example, making friends means dealing with the difficult moments of friendship as well as the good moments. If Max's relationship with his Dad shifts, this might take some getting used to as well.

3 Reading the Nonfiction Text

Preview vocabulary.

(5 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Review as a class. Highlighted words: *deployed, military base, relate, service members, stationed*

Read and discuss the article.

(20 minutes, activity sheets online)

- Have students read “My Life As a Military Kid” independently.
- Have students return to their small groups to discuss the following questions.

Close-Reading Question

(5 minutes, activity sheet online)

▶ According to “My Life As a Military Kid” what are some of the challenges of having a parent in the military? What are some of the rewards? (key ideas and details) *Challenges include having*

to move often and start over making friends, settling in, etc.; not feeling understood by classmates; spending long periods away from your deployed parent; and worrying about your parent's safety. Rewards include exposure to a variety of cultures, a feeling of pride in your parent, and the joy of reuniting with a parent who has been away.

Critical-Thinking Question

(15 minutes, activity sheet online)

▶ How can kids help kids with a parent in the military cope with some of the challenges they face? *Ideas might include: If a military kid is new to your school, you could make an effort to befriend them by including them in conversations, asking them to join you at lunch or in afterschool activities, etc.; you could ask them questions about their life; you could invite them and their family to join you on holidays; you could stay in touch with them after they move away.*

4 Skill Building

Featured Skill: Comparing Texts

(15 minutes, activity sheet online)

To prepare students for the prompt on page 27, have them complete **Compare and Contrast: Military Kids**. For alternate culminating tasks, see the box below.

Differentiate and Customize

For Struggling Readers

Explain one way that Max's and Marie's lives are similar and one way they are different. Support your answer with details from “The Perfects” and “My Life As a Military Kid.”

For Advanced Readers

Compare how the life of a military kid is described in the fiction with how it is described in the nonfiction. Then explain how reading both real and fictional accounts can help you gain a better understanding of what it's like to grow up with a parent in the military.

For Researchers

Choose a war or time period from the past and research what it was like to have a parent in the military at that time. Create a presentation comparing what it was like for military kids during the time or war you chose and now.

For Fiction Writers

Create the next scene of “The Perfects”: the video chat that Mom, Max, and Lindy have with Dad in the flooded bathroom. Your scene may be in the form of a video, play script, or short story.