



SCHOLASTIC SCOPE

THE LANGUAGE ARTS MAGAZINE

TEACHER'S
GUIDE

MARCH 2019

A COMPLETE TEACHING KIT

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MARCH

APRIL

MAY

Let's Connect!

Hi teachers!

One of the best parts of my job is getting to connect with teachers and students all over the country, whether it's on Twitter, through a Google Hangout, or during an in-person school visit. It's inspiring to see all the ways you are transforming *Scope* stories into powerful learning journeys for your students. And few experiences are more rewarding than seeing the light of fascination in a student's eyes. It reminds me why I do this work—and why stories are such a powerful tool in the hands of a great teacher.

I'd love to visit you and your students this spring—either in person or in a video chat. Drop me an email or a tweet, and we'll make it happen.

But enough about me! Many of you have voiced how much you want to connect with other *Scope* teachers—to network, share ideas, and offer support and inspiration to one another. Well, ask and you shall receive: We have launched a special Facebook group just for you! Search “Scope Community” on Facebook to join the great conversations happening there.

In the meantime, I hope you enjoy your dazzling new issue. One of my favorite stories? “The Pigeon Hero of World War I” by Lauren Tarshis (pages 4-9). With her trademark evocative writing, Lauren tells the incredible story of Cher Ami, a carrier pigeon that saved the lives of nearly 200 American soldiers during World War I. The story will fascinate your students while building knowledge and vocabulary. Plus, it has amazing science and social studies connections!

Warmly,
Kristin



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STAFF PICKS

“*The Man Who Broke the World* is a thrilling and delightful play that raises a thought-provoking question: What would you do if you had magical powers?”



—Adee Braun,
Managing Editor

“Jennifer Dignan’s poem sings in its own special way. Simple and powerful, it not only invites but also inspires students to write their own poems on gratitude.”



—Lauren Salisbury,
Associate Editor

“The debate about trash-free lunch is a chance to discuss the cost of convenience. I can’t wait for your students to dig in!”



—Mackenzie Carro,
Senior Associate Editor



scope.scholastic.com

YOUR MARCH ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
Grammar, pp. 2-3 “Grammar Gets the Hiccups”	Students practice using <i>affect</i> and <i>effect</i> while learning the surprising story of why we hiccup.	<ul style="list-style-type: none"> Conventions of standard English
Narrative Nonfiction, pp. 4-9 “The Pigeon Hero of World War I”	Students will be riveted by our gripping nonfiction feature about Cher Ami, a carrier pigeon that saved the lives of nearly 200 American soldiers during World War I.	<ul style="list-style-type: none"> Featured Skill: Key Ideas and Details Text structure Key ideas Figurative language Text feature Inference Author’s craft
Debate, pp. 10-12 “Should You Go Trash-Free at Lunch?”	Should students be required to pack trash-free lunches? Students read arguments on both sides of the debate and take a stand.	<ul style="list-style-type: none"> Supporting an argument Central ideas and details Tone
Drama, pp. 13-19 <i>The Man Who Broke the World</i>	What if you woke up one day and suddenly had magical powers? Students explore this question in our delightful adaptation of H.G. Wells’s story “The Man Who Could Work Miracles.”	<ul style="list-style-type: none"> Featured Skill: Supporting an Argument Figurative language Mood Inference Compare and contrast Character’s motivation Author’s purpose
Paired Texts, pp. 20-25 “Hunting a Monster” and “Monster of the Deep”	Two fascinating nonfiction texts explore the fact and fiction behind everyone’s favorite fantastical creatures, including Bigfoot, giant squid, mermaids, and dragons.	<ul style="list-style-type: none"> Featured Skill: Synthesis Author’s craft Key ideas and details Tone
Short Read, pp. 26-27 “How Are Emojis Made?”	This bite-sized nonfiction text explores the fascinating story of who decides which emojis will be created.	<ul style="list-style-type: none"> Supporting a claim Central ideas and details Text evidence
You Write It, pp. 28-29 Interview: “Why I Shaved My Head”	Students turn our interview with Zoe San Miguel, who shaved her head to raise money for cancer research, into an article.	<ul style="list-style-type: none"> Summarizing Central ideas and details
Poem, p. 32 “Gratitude”	This super-sweet poem by Jennifer Dignan is the perfect model for students to write their own poems about gratitude.	<ul style="list-style-type: none"> Poetry

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>affect</i> and <i>effect</i> 		L.3
<ul style="list-style-type: none"> • Video: Behind the Scenes • Audio: Article and vocabulary • PW Key Ideas & Details: Plan Your Exhibit • PW Close-Reading & Critical-Thinking Questions • IW PW Quiz (two levels) • PW Vocabulary: Definitions & Practice 	<ul style="list-style-type: none"> • PW Video Discussion Questions • PW Nonfiction Elements (two levels) • PW Core Skills: Summarizing (two levels), Central Ideas and Details (two levels), Text Features, Text Structure, Tone • 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: Article • Vocabulary Slideshow • PW Essay Kit • IW PW Quiz (two levels) 	<ul style="list-style-type: none"> • PW Contest Entry Form 	R.1, R.2, R.6, R.8, W.1, W.4, W.5, W.7, SL.1, L.4, L.6
<ul style="list-style-type: none"> • Audio: Informational text and vocabulary • PW Supporting an Argument: George's Decision • PW Close-Reading & Critical-Thinking Questions • PW Literary Elements: Character Thinking Tool, Theme Anticipation Guide 	<ul style="list-style-type: none"> • PW Vocabulary: Definitions & Practice • IW PW Quiz (two levels) • PW Core Skills: Mood (two levels), Inference • PW Contest Entry Form 	R.1, R.2, R.3, R.4, R.6, R.9, W.1, W.2, SL.1, SL.2, L.4, L.5, L.6
<ul style="list-style-type: none"> • Audio: Articles and vocabulary • PW Synthesis • PW Close-Reading & Critical-Thinking Questions • PW Vocabulary: Definitions & Practice 	<ul style="list-style-type: none"> • IW PW Quiz (two levels) • PW Core Skills: Text Evidence (two levels) • PW Contest Entry Form 	R.1, R.2, R.3, R.4, R.5, R.7, R.9, W.2, SL.1, SL.2, L.4, L.5, L.6
<ul style="list-style-type: none"> • Audio: Article and vocabulary • PW Vocabulary: Definitions & Practice • PW The Short Write Kit 	<ul style="list-style-type: none"> • 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"> • Guide to "You Write It" Activity • Model Text for "You Write It" Activity 	<ul style="list-style-type: none"> • PW Contest Entry Form 	R.1, W.2
<ul style="list-style-type: none"> • Audio: Poem • PW Poetry Analysis • PW Writing Planner 	<ul style="list-style-type: none"> • PW Contest Entry Form 	R.10, W.3

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

The Pigeon Hero of World War I

The incredible true story of Cher Ami

About the Story

Lexile: 940L

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to plan a museum exhibit drawing on key ideas and details from a nonfiction text

Key Skills:

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

Essential Questions:

- What makes carrier pigeons extraordinary?
- How can animals help us?
- Why should stories about war be remembered?

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.

Video: Behind the Scenes

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
- Key Ideas and Details: Plan Your Exhibit
- Video Discussion Questions
- **Core Skills Workout:** Central Ideas & Details*, Summarizing*, Text Features, Text Structure, Tone
- 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: Journal about animal heroes

(5 minutes, activity sheet online)

Have students respond to the following in their writing journals once they enter the classroom:
Can an animal be a hero?

Preview vocabulary.

(8 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Review as a class. (Optionally, assign the activity as homework.) Highlighted words: *battalion, bioluminescent, colossal, embattled, emerged, innate, navigational, rampant, telegraph*

Watch a video.

(15 minutes, activity sheet online)

Project or distribute the **Video Discussion Questions** and preview them as a class. Then watch the **Behind the Scenes** video at least once. Discuss the questions as a class.

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 6.
- Play the audio at Scope Online while students follow along in their printed magazines.
- Have students work in groups to discuss the following close-reading questions.

Close-Reading Questions

▶ **What is the main purpose of the sections “Incredible Powers” and “Brutal Battles”?** (text structure) *The main purpose of these sections is to explain why pigeons were used as messengers during World War I. In “Incredible Powers,” author Lauren Tarshis describes the*

ways in which pigeons are suited for the job of carrying messages. In “Brutal Battles,” Tarshis explains that on the battlefield, pigeons were the most reliable form of communication.

▶ **In the section “Fear and Rats,” Tarshis explains how difficult conditions were for soldiers in the trenches. Why is this information important to the story of Cher Ami?** (text structure) *Knowing what soldiers in the trenches had to endure helps you understand how desperate Major Charles Whittlesey’s men must have felt as they marched through the forest, and why the run-in with the Germans would have been particularly devastating.*

▶ **What made carrier pigeons an important method of communication in battle? What were some drawbacks to using pigeons?** (key ideas) *Carrier pigeons always return home—no matter where they are. So in the midst of a battle, when it was impossible to send messages over a radio (and there were no cell phones), the birds were the best option. Drawbacks include that messages could be sent only one way—the birds only fly home. Also, the pigeons could be shot down, as happened to many of the pigeons of the 77th Infantry Division, or become too scared to fly.*

▶ **On page 9, Tarshis writes, “The sky was a storm of bullets.” What figurative language is she using here? What does it help you understand?** (figurative language) *Tarshis is using metaphor to describe the dangerous battle scene that Cher Ami flew into. The metaphor helps you understand that there was a lot of gunfire—that the battle in the forest was extremely violent and intense.*

► **What does the sidebar “Animals in Wartime” add to the article?** (text feature) *The sidebar explains how other animals have been used in military efforts throughout history. This information helps the reader understand that it isn’t only the carrier pigeon that has been part of human warfare.*

► **In the section “Under Attack,” the author writes, “The only way for the men to get a sip of water was to risk crawling through the mud to a stream.” Why would crawling to a stream be a risk?** (inference) *As Tarshis explains, the trenches offered soldiers some protection from flying bullets and explosives. Leaving the trench for any reason would have meant losing that protection.*

► **Consider how Tarshis describes Cher Ami’s flight from the forest. How does she draw the reader in and create drama?** (author’s craft) *Tarshis draws the reader in and creates drama by using vivid language and very short paragraphs that draw the scene out and build suspense as Cher Ami takes flight and is shot again and again.*

- Reconvene to discuss the following questions.

Critical-Thinking Questions

► **Why is it important to remember stories from the past like this one?** *Answers will vary. Students may say that it’s important because otherwise these stories would be lost to time. Cher Ami and the American soldiers in the forest were courageous. Many of them died. It’s important that their experiences are remembered as part of human history, both to honor the soldiers and to contribute to our understanding of World War I.*

► **Do you think it’s OK to use animals for military efforts?** *Answers will vary. Some students may say yes, that these animals help win battles and keep humans safe. Others may say no, animals shouldn’t be drawn into human conflicts and put in harm’s way.*

3 Skill Building

Featured Skill: Key Ideas and Details

(15 minutes, activity sheet online)

Have students work in groups to complete the activity **Plan Your Exhibit**. 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, explain why carrier pigeons were important in military efforts of the past. Use text evidence from the article to support your answer.

For Advanced Readers

In a well-organized essay, explain how animals have been used in military efforts throughout history. Use information from the article, the video about military dogs at Scope Online, and at least one additional source.

For Biologists

Research the biology of carrier pigeons and what makes them such skilled navigators. Then choose and research another animal with incredible navigational powers, such as the dolphin. Compare the two animals in an infographic, slideshow, or essay.

For Poets

Write a narrative poem about Cher Ami and the 77th Infantry Division in World War I. Be sure to include at least one simile and one metaphor.

The Man Who Broke the World

A story of magic gone wrong, based on an H.G. Wells classic

About the Story

Lexile: 930L

(informational text)

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to form and support an opinion about a character's decision

Key Skills:

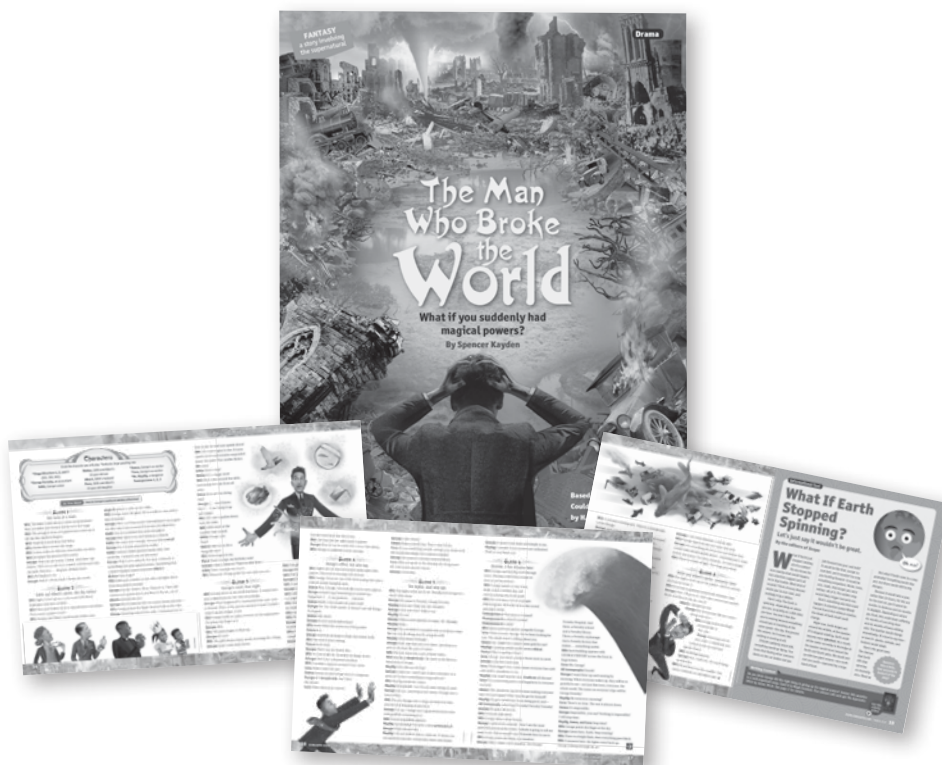
figurative language, mood, inference, compare and contrast, character's motivation, author's purpose, supporting an argument

Essential Questions:

- How does power affect those who have it?
- What happens when humans try to control nature?
- Does power come with a moral responsibility to help others?

Standards:

The texts and lesson support these Common Core anchor standards: **R.1, R.2, R.3, R.4, R.6, R.9, W.1, 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:

- Vocabulary
- Informational text

Literature Connections: Ideas for connecting to curricular texts

Activities to print or project:

- Vocabulary
- Close Reading and Critical Thinking
- Supporting an Argument: George's Decision
- Quiz*
- **Core Skills Workout:** Mood*, Inference
- **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: What If . . . ? (5 minutes)

Ask students to imagine that tomorrow they will wake up with magical powers. There is nothing they won't be able to do simply by willing it to happen. What are the first five things they would do with their new powers? Have students write their lists on their own paper.

Preview vocabulary.

(7 minutes, activity sheet online)

Project or distribute the **Vocabulary Words**.

Words: *conjures, cynical, dumbstruck, eradicate, ethical, inexplicable, profound, spherical, willed*

2 Reading and Discussing the Play

(30 minutes, activity sheet online)

- Read aloud the As You Read box on page 14.
- Assign parts and read the play as a class.
- Discuss the following questions in groups.

Close-Reading Questions

▶ In Scene 1, SD2 says that “the mangled roots of toppled trees reach up to the sky like skeleton fingers.” Why do you think the author chose this simile? How does it contribute to the mood? (figurative language, mood) *The writer likely chose the simile to help the reader imagine how desolate and unnatural the world looks in this scene. The words “skeleton fingers” help create the creepy mood by evoking an image of death.*

▶ At the end of Scene 2, why is George's family upset with him? (inference) *They don't know that George suddenly has magical powers, and they think he ruined Flora's birthday cake as a silly trick.*

▶ In Scene 3, George conjures a kitten, a bicycle, a dog, and more. Why? (inference)

George is excited and goes a bit wild testing out his powers. He “giddily” conjures these items just because he can.

▶ At the end of Scene 4, both James and Cora suggest things that George could do with his power. Compare the suggestions that they make. (compare and contrast) *James suggests that George make himself rich, a miracle that would benefit only George (and maybe James). Cora's idea is to help others. Cora, unlike James, seems to understand that George's new power is a big responsibility; she suggests that George speak to a wise religious leader.*

▶ In Scene 6, George conjures a hospital, a library, and an orphanage. Aside from generosity, what is his reason for doing this? (character's motivation) *George names all the institutions after himself. He seems to be creating these places out of a desire to be famous as much as out of a desire to do good.*

▶ Why does George give up his powers in Scene 7? (character's motivation) *George realizes that he can't predict the consequences of the miracles he performs.*

Critical-Thinking Questions

▶ George's intentions are generally good: He uses his powers to fix a coworker's watch, give another coworker a necklace, and help strangers. So why do things go so wrong?

Students might say that things start to go wrong when George begins to want glory. Others might say that things go wrong because George tries to control things beyond his understanding, like Earth's rotation. Others might say that things were going wrong from the moment George

ruined the birthday cake, because humans are not meant to have magical powers.

► **By the last scene, has George learned a lesson? Explain.** Some students may say yes, because George decides he doesn't want to be able to work miracles after he nearly destroys the world. Others may say no, because in the last scene, George doesn't remember that he had magical powers, so he still doesn't believe in miracles and has learned nothing.

► **George's magical powers seem to give him control over nature. But ultimately, which is more powerful—nature or George? Some students may say that nature is more powerful. When George tries to control nature by stopping Earth's rotation, the results are more than he can handle. Others may say George is more powerful because even though he "broke the world," he had the power to put it back as it was.**

3 Reading the Informational Text

(10 minutes, activity sheet online)

- As a class, read "What If Earth Stopped Spinning?" (Optionally, play the audio at Scope Online.) Then discuss the following.

Close-Reading Question

► **What is the most likely reason the authors wrote this article?** (author's purpose) *The authors likely wrote this article to provide Scope readers with some factual information about what would happen if Earth stopped rotating, as happens in the play.*

Critical-Thinking Question

► **In Scene 6, George commands Earth to stop spinning. Is what happens after Earth stops spinning accurate based on what you read in the informational text?** *The play is fairly accurate in its description of a sudden stopping of Earth's rotation: Everything goes flying, and there is a tidal wave and overall destruction on a massive scale.*

4 Skill Building: Supporting an Argument

(15 minutes, activity sheet online)

Break students into groups to debate the writing prompt on page 19: Did George do the right thing in giving up his magical powers? Then have them complete the featured skill activity **George's Decision** independently. This activity will prepare them to respond to the prompt. *For alternate culminating tasks, see the box below.*

Differentiate and Customize

For Struggling Readers

Did George make the right decision to give up his powers? Decide what you think. Then make a list of three reasons that support your opinion. Use text evidence.

For Advanced Readers

There is a famous saying: "Power corrupts. Absolute power corrupts absolutely." What does this mean? Is it true in George's case? Use text evidence to support your answer.

For Creative Writers

Choose a character from the play and rewrite one scene as a journal entry from that character's point of view.

For Fantasy Lovers

Choose a character from a story, film, or TV show who has magical abilities. In an essay, compare that character with George Fernsby. Or write a dialogue between the two characters.

Bigfoot and the Giant Squid

The fact and the fiction behind these famous creatures

About the Story

Lexile: 930L (combined)

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to synthesize information from two nonfiction articles

Key Skills:

author's craft, key ideas and details, tone, synthesis

Essential Questions:

- Where do stories about mythological creatures come from?
- What is the appeal of imaginary creatures?
- How do myths help explain the world?

Standards:

The articles and lesson support these Common Core anchor standards: **R.1, R.2, R.3, R.4, R.5, R.7, 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:

- Vocabulary
- Synthesis
- Close Reading and Critical Thinking
- **Core Skills Workout:** Text Evidence*
- 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: Make a prediction.

(3 minutes)

Project the cover of the magazine, which poses the question “Which monster is real?” Give students one minute to study the illustration and then predict which creature actually exists. Take a quick poll. Invite students to share why they chose the monster they did.

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: *deduced, elude, enthusiasts, fantastical, figment, lair, outlandish, scat, sinewy, specimen*

2 Reading and Discussing

“Hunting a Monster”

(30 minutes, activity sheets online)

- Invite a student to read aloud the As You Read box on page 21.
- Read the article as a class. (Be sure to read the captions as well.) Optionally, play the audio from Scope Online while students follow along in their printed magazines.
- Invite students to share any reactions.
- Break students into groups to discuss the following questions.

Close-Reading Questions

▶ **Consider the story that author Mackenzie Carro tells in the introduction. Why might she have started her article this way?** (author’s craft) *The author likely chose to begin her article with this story because it is exciting and suspenseful. By describing an encounter with a mysterious creature in the woods without*

explaining what the creature was, Carro creates suspense and makes the reader want to continue reading. The last line of the section reveals that the creature was allegedly Bigfoot, which is likely meant to surprise and further intrigue the reader.

▶ **In the section “Bigfoot Mania,” how does Carro support the idea that Bigfoot is not real?** (key ideas and details) *Carro supports the idea that Bigfoot isn’t real by providing explanations for several of the Bigfoot stories that have been told over the years. For example, she explains that the footprints found in Bluff Creek were fake. Carro also points out that the idea of Bigfoot does not make sense scientifically. For example, she explains that if Bigfoot creatures were real but were extremely few in number, the species wouldn’t be able to breed and keep going.*

▶ **On page 22, Carro writes that on Bigfoot hunts, “groups are led through the woods by a Bigfoot-hunting ‘expert’ to search for evidence of the creature.” What does the author’s use of quotes around the word *expert* suggest about her attitude toward Bigfoot hunts?** (tone) *The fact that the author puts the word expert in quotes suggests that she finds the idea of a Bigfoot hunting expert—and the idea of Bigfoot hunts in general—to be silly and unscientific.*

“Monster of the Deep”

(30 minutes, activity sheets online)

- Reconvene the class to read the second article. (Be sure to read the captions too.)
- Then break students into groups to discuss the following question.

Close-Reading Question

▶ **Why are giant squid so difficult to find and study?** (key ideas and details) *Giant squid are difficult to find and study because they live in ocean depths that humans cannot easily explore.*

Giant squid also have large eyes and highly developed nerves. These features help the squid spot threats and then retreat quickly. This makes it difficult for humans to get close enough to catch the squid.

- Reconvene as a class to discuss the following critical-thinking questions, which draw on both articles.

Critical-Thinking Questions

► Carro suggests that fascination with Bigfoot continues—even though there is no evidence that Bigfoot is real—because people simply want to believe in fantastical creatures. Do you agree with her? Explain. *Answers will vary. Some will say yes, because if we know there's no scientific proof of Bigfoot, then the explanation for people's belief must go beyond logical reasoning. Others may say that no, some people believe Bigfoot is out there because many sightings have been reported and*

because other amazing creatures, like giant squid, have turned out to be real.

► Consider the illustrations that appear in both articles. What do the illustrations and captions suggest about the origin of fantastical creatures? *The illustrations and captions suggest that many fantastical creatures are likely based on real animals. For example, mermaid stories were actually based on manatees or dugongs, and dragons could actually have been Nile crocodiles. However, the origins of other creatures, like the Loch Ness monster, are more difficult to explain.*

3 Skill Building

Featured Skill: Synthesis

(15 minutes, activity sheet online)

Have students work in groups to complete the **Synthesis** activity. This activity will prepare them to respond to the writing prompt on page 25. For alternate culminating tasks, go to *Scope Online*.

Scope's Tools for Differentiation

We know that you have learners at all different levels in your classroom. We're here to help! These offerings make it easy to support all your students:

- Quizzes and activity sheets offered on two levels—one with more modeling and scaffolding and one with less
- Audio versions of articles
- Lower-Lexile versions of our narrative nonfiction features
- Vocabulary slideshows that support definitions with images and videos
- Writing prompts for struggling readers, on-level readers, and advanced readers in every lesson plan
- Customized performance tasks that offer a range of creative ways to respond to *Scope* stories

