



SCHOLASTIC SCOPE

THE LANGUAGE ARTS MAGAZINE

TEACHER'S
GUIDE

APRIL 2019

A COMPLETE TEACHING KIT

ISSUE
DATE

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER/
JANUARY

FEBRUARY

MARCH

APRIL

MAY

Dear Teachers: Thank You.

A few months ago, I was visiting my family in California, and I got to pop in on local *Scope* teacher Katie Davis. The moment I stepped into her classroom of sixth graders, I was overwhelmed by a sense of joy. Books crowded her shelves. Colorful handwritten posters decorated her walls. The students' issues of *Scope* were highlighted and annotated, with insights crowding the margins of the stories. Even though the holiday break was mere hours away, the students could not have been more engaged and excited. It felt like a place where anything was possible.

I was reminded of a powerful truth: Teachers are amazing.

YOU are amazing.

Right now, in classrooms across the country, you are shaping young hearts and minds. You are finding the perfect novel to help a struggling student, creating a classroom culture that celebrates curiosity and makes it OK to fail, and spending hour after hour of your precious time painstakingly planning lessons.

And so I just want to say: Thank you.

It is an honor and a privilege to be part of your world.

Warmly,
Kristin



Kristin Lewis, Editorial Director
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Twitter: @_KELewis



Visiting Katie Davis, a
6th-grade teacher in
Bakersfield, California

STAFF PICKS

“

When your
students



look back on this
school year, *The Choice*
is the play they'll remember.
And contemplate. And keep
talking about.”

—Christy Damio,
Education Editor

“

The topic of
the paired



texts feature—
plastic trash—is so important,
and I love the hopeful way
Mackenzie Carro frames what
can feel like an overwhelming
problem.”

—Jennifer Dignan,
Senior Editor

“

In the
debate,



two friends discuss
staying in a space hotel. It's
a great opportunity for your
students to practice analyzing
arguments—and so much fun!”

—Mackenzie Carro,
Senior Editor



scope.scholastic.com

YOUR APRIL ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
Grammar, pp. 2-3 “Grammar’s Superhero Animals”	Students practice using <i>imply</i> and <i>infer</i> while learning about the amazing powers of three fascinating creatures.	• Conventions of standard English
Narrative Nonfiction, pp. 4-10 “Escape to Freedom”	This gripping work of narrative nonfiction tells the story of one teen’s harrowing escape from East Germany in 1966 and offers a powerful glimpse into the Cold War era.	Featured Skill: Key ideas • Literary devices • Author’s craft • Text structure • Text features
Paired Texts, pp. 11-15 “Drowning in Plastic”	Two nonfiction texts explore the problem of plastic pollution and how it can be solved.	Featured Skill: Synthesizing • Author’s craft • Cause and effect • Key ideas • Text structure • Tone
Drama, pp. 16-21 <i>The Choice</i>	Our play based on Frank Stockton’s classic story “The Lady, or the Tiger?” is sure to inspire passionate debate in your classroom!	Featured Skill: Drawing conclusions • Inference • Character • Interpreting text • Author’s purpose • Evaluating a claim
Fiction, pp. 22-27 “Voilà!” and “The Story Behind Voilà!”	A beautiful work of fiction about a young Haitian American girl and her great-aunt. An interview with author Debbie Rigaud follows the story.	Featured Skill: Theme • Figurative language • Text structure • Tone • Author’s craft • Character
Debate, pp. 28-29 “Would You Stay in a Space Hotel?”	The first-ever space hotel is slated to open in 2022. It will cost \$9.5 million to stay there. Two kids debate whether the trip would be a good idea. Your students decide who makes the best case.	• Supporting an argument • Central ideas and details
Short Read, pp. 30-31 “The Most Electric Place on Earth”	This bite-sized nonfiction text explores the lightning capital of the world: Lake Maracaibo in Venezuela.	• Supporting a claim • Central ideas and details • Text evidence
You Write It, p. 32 Infographic: “Then and Now”	Students use our infographic, which compares life in America today to life in America 100 years ago, as a model for their own “Then and Now” infographic.	• 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>imply</i> and <i>infer</i> 		L.3
<ul style="list-style-type: none"> • Video: Behind the Scenes • Audio: Article and vocabulary • PW Key Ideas: Preparing to Write • PW Video Discussion Questions • PW Close-Reading & Critical-Thinking Questions • IW PW Quiz (two levels) 	<ul style="list-style-type: none"> • 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 • Slideshow: What to Know About Plastic Trash • PW Synthesizing • 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), Text Structures, Tone • 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: Vocabulary • PW Drawing Conclusions: Evidence Chart • PW Close-Reading & Critical-Thinking Questions • PW Literary Elements: Character Thinking Tool, Theme Anticipation Guide 	<ul style="list-style-type: none"> • IW Vocabulary: Definitions & Practice • 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.1, W.9, SL.1, SL.2, L.4, L.6
<ul style="list-style-type: none"> • Audio: Story and vocabulary • PW Theme: Everyday Miracles • PW Close-Reading & Critical-Thinking Questions • PW Literary Elements: Character Thinking Tool, Theme Anticipation Guide • PW Vocabulary: Definitions & Practice (for interview) 	<ul style="list-style-type: none"> • PW Glossary of French and Creole phrases from the story • IW PW Quiz (two levels) • PW Core Skill: Inference • PW Contest Entry Form 	R.1, R.2, R.3, R.4, R.5, R.6, R.9, W.1, 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 	<ul style="list-style-type: none"> • 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 and vocabulary • Vocabulary Slideshow • 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"> • 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.

Escape to Freedom

A story of one teenager's attempt to get across the Berlin Wall

About the Story

Lexile: 930L

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to read a true story about the Berlin Wall and write an article explaining why the Berlin Wall is important to remember

Key Skills:

literary devices, author's craft, text structure, key ideas, text features

Essential Questions:

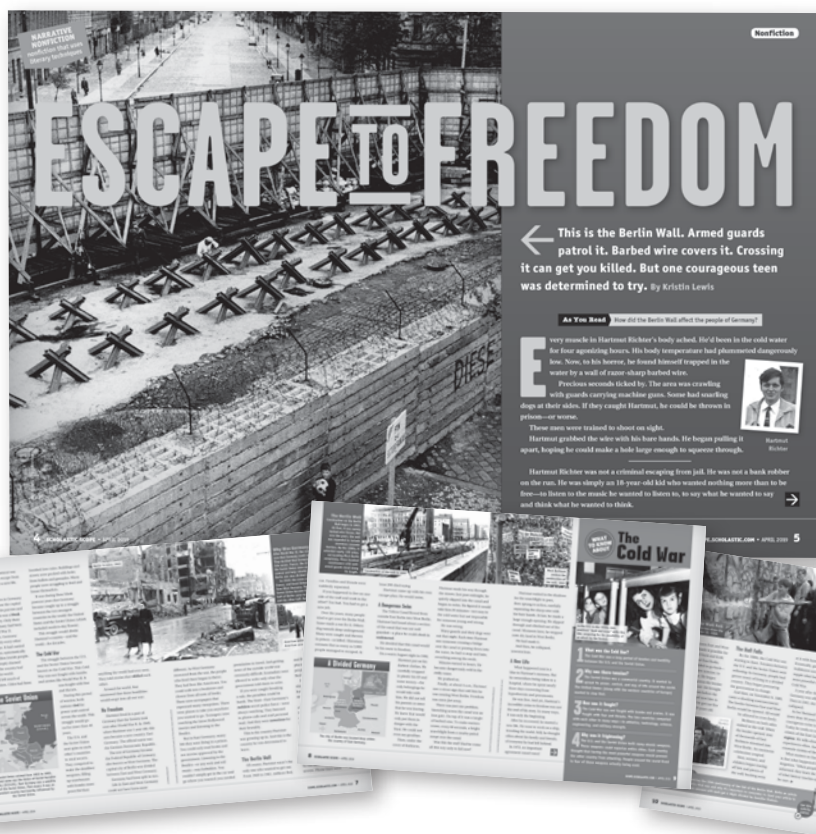
- Why is it important to learn about the past?
- How do humans respond to adversity?
- What is oppression?

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.



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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
- Video Discussion Questions
- Close Reading and Critical Thinking
- Key Ideas: Preparing to Write
- **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: Free Write

(5 minutes)

Write the following on the board for students to respond to as they enter the classroom: *Imagine that when you wake up tomorrow, you discover that a wall has been put up separating _____ and _____. No one is allowed to cross to the other side of the wall.* [Fill in the blanks with two adjacent areas near you—your town and the next, two sections of your city, etc.] *In your writing journal, write about how the appearance of this wall would make you feel and how it would affect your life.*

Watch the video.

(15 minutes)

Project or distribute the **Video Discussion Questions** and preview as a class. Then watch the **Behind the Scenes video** and discuss the questions as a group.

Preview vocabulary.

(8 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Review as a class. Highlighted words: *bleak, notorious, regime, ruthless, undetected, vied, vilified*

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

► **Why do you think author Kristin Lewis chose to not reveal that Hartmut was trying to escape his country until the last line of the introduction?** (literary devices, author's craft) *Lewis likely chose to not reveal exactly what Hartmut was doing to draw readers into the story. By describing what seems to be a dramatic escape attempt without explaining what Hartmut is escaping from, Lewis creates suspense and makes readers want to find out what will happen.*

► **What is the main purpose of the section “No Freedom”?** (text structure) *The main purpose of this section is to show how different life was in West Germany compared with East Germany and to help readers understand why someone like Hartmut would risk his life to leave his country.*

► **How was the Cold War different from other wars you've learned about, such as World War II?** (key ideas) *The Cold War wasn't a war with battles and guns and soldiers. Instead it was fought through fear and threats.*

► **In the section “A Dangerous Swim,” many paragraphs are short—some are only one sentence. What effect does this have on the reading experience?** (author's craft) *The short paragraphs heighten the drama and suspense. With only one or two thoughts in each paragraph, the story stretches, leaving readers on edge as they come to the end of each paragraph. The way Lewis breaks up the text in this section also helps readers imagine themselves in Hartmut's place, experiencing moment by moment what Hartmut was experiencing.*

► **Consider the sidebar “What to Know About The Cold War” on page 9. What do the photo and information in the sidebar help you**

understand about what life was like during the Cold War? (text features) *The sidebar helps you understand that the Cold War was an uncertain and frightening time. From the fact that children had to practice bomb drills at school, you can infer that many people were terrified of the thought of war breaking out between America and the Soviet Union.*

- Reconvene as a class to discuss the following critical-thinking questions.

Critical-Thinking Questions

▶ **At the end of the article, Hartmut says, “When people are informed, they learn the lessons of what history teaches us.” What does he mean? What kinds of lessons can history teach us?** *Hartmut means that events in the past can offer information that we can use now or in the future to help us make good decisions. For instance, learning about a past mistake can help us recognize when we are about to make a similar mistake again—and avoid doing so. By the same token, learning about a past success can help us understand what we can do now to be successful. It’s important to learn about history because otherwise we will miss opportunities for humanity to grow and improve over time.*

▶ **Resilience is the ability to bounce back—to recover from misfortune. How does Hartmut show resilience?** *Hartmut shows resilience in many ways. After making it through a dangerous and challenging journey as he escapes East Berlin, he finds the courage and strength to risk his life and his freedom again when he goes back and helps others escape. Hartmut is caught doing this and is imprisoned—and then shows resilience once again, after he is set free, by choosing to continue helping others by sharing his story and counseling others.*

3 Skill Building

Featured Skill: Key Ideas

(15 minutes, activity sheet online)

Have students work in groups to complete the activity sheet **Key Ideas: Preparing to Write**. This activity will prepare students to respond to the writing prompt on page 10. *For alternate culminating tasks, see the box below.*

Differentiate and Customize

For Struggling Readers

Make a timeline of key events in the article, starting with the end of World War II and ending with the fall of the Berlin Wall.

For Advanced Readers

Explain why the Berlin Wall is considered a symbol of the Cold War. Your answer may be in the form of an essay or a slideshow. Support your answer with information from the article as well as one additional source.

For Historians

Write the dialogue for an imaginary interview between a journalist and Hartmut just after he gets out of the hospital after his escape. Optionally, create a video of the interview.

For Artists

Make a drawing, a painting, or another work of visual art showing the Berlin Wall. Rather than creating a realistic depiction, use color and imagery to show how the wall affected people’s lives and what it represented.

The Choice

Our play based on Frank Stockton's classic story "The Lady, or the Tiger?" is sure to inspire passionate debate in your classroom.

About the Story

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to draw a conclusion based on evidence in a story

Key Skills:

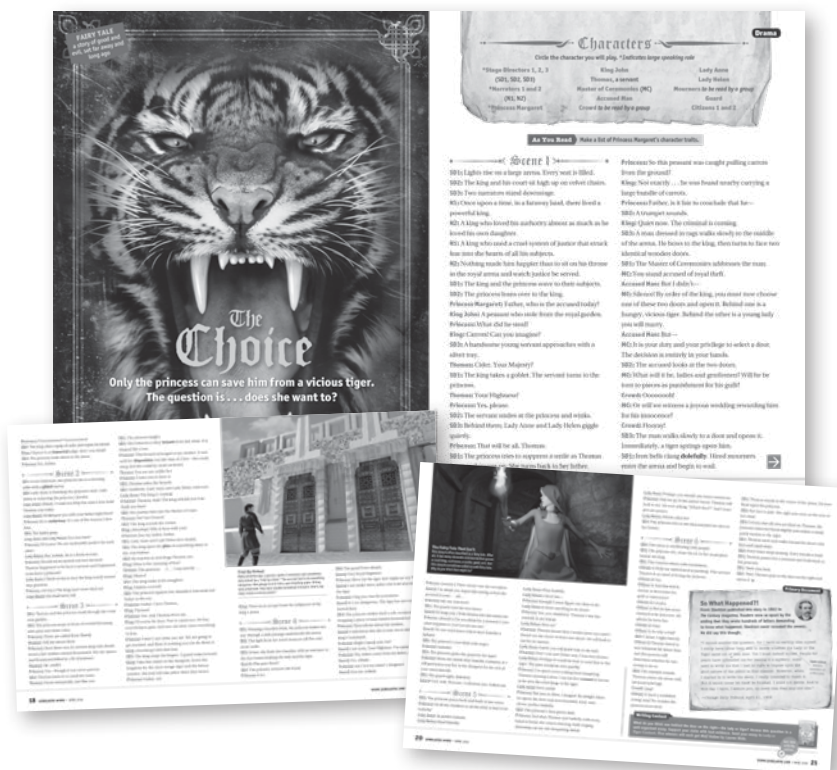
inference, character, interpreting text, author's purpose, evaluating a claim, drawing conclusions

Essential Questions:

- Which is more powerful: love or jealousy?
- How do cliffhangers affect the reading experience?
- What responsibility do authors have to their readers?

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.9, SL.1, SL.2, L.4, L.6.** For more standards information—including TEKS—go to Scope Online.



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Audio: Vocabulary

Literature Connections: Ideas for connecting to curricular texts

Activities to print or project:

- Vocabulary
- Close Reading and Critical Thinking
- Drawing Conclusions: Evidence Chart
- 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: Discuss love and jealousy.

(5 minutes)

- As students enter the classroom, have them respond in their writing journals to the following: *Your best friend joins the track team. She makes new friends and she's very happy, but she doesn't have much time for you anymore. Which is stronger: feeling happy for her or feeling abandoned and resentful?*
- Then post these definitions: *Love: a strong, constant feeling of affection* and *Jealousy: fear of the loss of a loved one's devotion*. Explain that both words can be defined in a number of ways but that these definitions work best with the play students are about to read. Ask students which emotion they think is stronger. Take a poll and write the results on the board.

Preview vocabulary.

(7 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Words: *audacious, brooch, contort, disposition, dolefully, gilded, glint, impartial*

2 Reading and Discussing the Play

(30 minutes, activity sheet online)

- Read aloud the As You Read box on page 17.
- Assign parts and read the play as a class.
- Discuss the following questions in groups.

Close-Reading Questions

▶ **Based on Princess Margaret's words and actions in Scene 1, how does she feel about her father's justice system?** (inference, character) *Princess Margaret has doubts about the fairness of the system; however, she doesn't*

press the issue with her father. This may be because she doesn't feel strongly enough about it or because she doubts that doing so would make a difference.

▶ **In Scene 3, Princess Margaret says that Thomas loves her. King John replies,**

"Of course he does. You're a princess. He has everything to gain. . . ." What does he mean? (interpreting text) *The king means that Thomas's "love" for the princess might really be greed. The king believes that Thomas hopes to gain wealth and status by winning the princess's affection.*

▶ **In Scene 4, why is Princess Margaret hiding a piece of meat under her cloak?**

(inference) *Answers may vary. Some may say that the princess knows the tiger hasn't eaten in days, and she thinks that if she feeds the tiger, it won't be hungry enough to eat Thomas.*

▶ **In Scene 5, Lady Anne and Lady Helen take turns listing Isabella's virtues. What might be the author's reason for presenting information in this way?** (author's purpose)

The author likely presents the information in this way for humorous effect as well as to show that Isabella is a great person. It introduces the idea that Thomas might be pleased to marry Isabella.

▶ **At the end of the play, Thomas opens the door that the princess indicates. Based on this act, what can you infer about Thomas?**

(inference, character) *Answers may vary. Most students will probably say that Thomas trusts the princess not to feed him to a tiger (though he does take a second look at her before he opens the door). Others might say that he loves her so much, he will accept whatever she decides.*

3 Reading the Primary Document

(10 minutes, activity sheet online)

As a class, read “So What Happened?!” on page 21 and discuss the following questions.

Close-Reading Questions

▶ According to Frank Stockton, readers of “The Lady, or the Tiger?” wrote to tell him that he “had no right to impose upon the good nature of the public in that manner.” In what way can the story be said to take advantage of the public? (evaluating a claim) *Readers expect a resolution at the end of a story. Some readers might feel that Stockton tricked them by writing a story that doesn’t have a clear ending.*

▶ Stockton wrote that the story “would never let itself be finished.” What do you think he meant? (interpreting text) *Stockton may have meant that neither of Princess Margaret’s options lends itself to a truly satisfying ending. Or maybe he just meant that he couldn’t decide on the ending.*

Critical-Thinking Questions

▶ In Scene 1, King John says, “Chance is an impartial judge.” If chance is impartial (unbiased) and a judge should be impartial,

does that mean chance is a good judge? Why or why not? *Answers may vary. Most students will likely say that chance can’t be an effective judge because it can’t consider the facts.*

▶ Stockton said that he was unable to decide which fate Princess Margaret would choose for Thomas. Why might this have been difficult for Stockton? *Princess Margaret is an unusual character. While it might be easy for a reader to imagine his or her own actions in a similar situation, the princess is deeply ambivalent about Thomas’s fate.*

▶ Consider the caption on page 20. How is the play *The Choice* different from a fairy tale? *Fairy tales have clear, straightforward endings—usually “happily ever after.” This play does not have a straightforward ending, and no matter what happens, the princess will not be happy. Plus, most fairy tales are stories of good versus evil. The characters in this story are not so clear-cut.*

4 Skill Building: Drawing Conclusions

(15 minutes, activity sheet online)

Have students complete the Evidence Chart. This activity will prepare them for the prompt on page 21. *For alternate tasks, see the box below.*

Differentiate and Customize

For Struggling Readers

In Scene 3, Thomas says that Princess Margaret can be both sweet and harsh. In a well-organized paragraph, describe a moment in the play where she displays both qualities.

For Advanced Readers

Write a literary review of the play, focusing on the effect of the ambiguous ending. Does it make the play more thought-provoking? Less memorable? More intriguing? Less profound?

For Playwrights

Rewrite the final scene of the play, in which we discover what Princess Margaret decided and how that decision affects her and the kingdom.

For Newscasters

Rewrite the final scene of the play in the form of a news broadcast in which you are reporting on live TV what is happening in the arena.

Drowning in Plastic

How can this environmental crisis be solved?

About the Story

Lexile: 950L (combined)

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to read about the problem of plastic trash and potential solutions, then write an essay

Key Skills:

author's craft, cause and effect, key ideas, text structure, synthesizing, tone

Essential Questions:

- What is throwaway culture?
- What is the cost of convenience?
- How can environmental problems be solved?

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.



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Audio:

- The articles
- Vocabulary

Photo Slideshow: What to Know About Plastic Trash

Literature Connections: ideas for connecting to curricular texts

Activities to print or project:

- Vocabulary
- Synthesizing
- 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: Solve the Riddle

(3 minutes)

Write the following on the board:

Snarfblat is made from oil.

There is snarfblat in cell phones.

You brushed your teeth with snarfblat today.

You are likely wearing snarfblat right now.

There is a swirling pile of snarfblat in the Pacific Ocean three times the size of France.

What is snarfblat?

If you know what snarfblat is, list five items you see around you that are made of snarfblat.

Give students a few minutes to solve the riddle: Snarfblat is plastic. Then discuss their lists.

Show the slideshow.

(5 minutes)

Show our slideshow “**What to Know About Plastic Trash**” to introduce key terms and concepts related to the problem of plastic trash.

Preview vocabulary.

(10 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Highlighted words, first article: *accumulated, developing nations, drudgery, savvy*; second article: *advocate, infrared, renowned*

2 Reading and Discussing

“The Problem of Plastic”

(30 minutes, activity sheets online)

- Read aloud the As You Read box on page 12.
- Read the article as a class. Optionally, play the audio from Scope Online.
- Invite students to share any reactions.
- Discuss the following questions in groups.

Close-Reading Questions

▶ The author provides examples of items that contain plastic, such as cars, phones, potato chip bags, and toothbrushes. **Why do you think she does this?** (author’s craft) *The author likely provides these examples to show the degree to which plastic is part of our everyday lives. The author probably also wants to show that plastic is used in items that vary in importance and value (cars versus chip bags).*

▶ **What effects does plastic trash have on the environment?** (cause and effect) *Plastic trash is causing an environmental crisis. Plastic in landfills can leak harmful chemicals into the soil as it breaks down. In the ocean, plastic is an even bigger problem. There, plastic is harming hundreds of different species. Some animals are dying as a result of eating plastic—their stomachs fill with plastic, then they starve because they have no room in their stomachs for food. Other animals are getting tangled in or suffocated by plastic trash.*

▶ **What is the difference between the plastic used in a smartphone and the plastic used in a bag to carry apples?** (key ideas) *The difference is that the plastic bag is used once, briefly, whereas a smartphone is used for several years. Another difference is that the plastic bag isn’t as necessary. The apples could be carried in a reusable bag.*

▶ **What is the main purpose of the section “Throwaway Culture”?** (text structure) *The purpose is to explain how our use of disposable plastic products affects our environment.*

“Can We Save Our Planet From Plastic?”

(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

► In the section “Ditch Plastic,” Mackenzie Carro explains that some businesses are partnering with a service called Loop to start packaging and delivering products in reusable containers. What does this suggest about America’s “throwaway culture”?

(synthesizing) *The fact that some companies are now trying to package their products in reusable containers suggests that America’s “throwaway culture” may be changing.*

Loop aims to reverse throwaway culture by encouraging the use of reusable containers rather than plastic containers that are thrown away after one use.

► Describe the author’s tone in the section “What We Can Do.” What words and phrases help create this tone? (tone) *The tone could be described as hopeful, earnest, encouraging, and optimistic. Words and phrases that create the tone include “we can too,” “just a few of the ways we can all help,” “the key to progress will be persistence,” and “change will come.”*

Critical-Thinking Questions

► Do you think that humans should stop using plastic entirely? *Answers will vary. Many students may say no, because plastic*

is used in many important items, such as smartphones, cars, and refrigerators. A better solution would be to focus on eliminating our reliance on single-use, disposable plastic items, such as plastic straws, bottles, and bags.

► How does reading both articles give you a better understanding of the world’s plastic crisis? *By reading both articles, readers get not only an understanding of the causes and effects of the plastic crisis, but also a picture of how the problem is being addressed and practical ideas for what they can do to help.*

► In what ways, if any, might you change your habits after reading these articles? *Answers will vary. Students might suggest that they will try to use fewer single-use plastic products.*

3 Skill Building

Featured Skill: Synthesizing

(15 minutes, activity sheet online)

Have students work in groups to complete the **Synthesizing** activity. This activity will prepare them to respond to the writing prompt on page 15. *For alternate culminating tasks, go to Scope Online.*

Differentiate and Customize

For Struggling Readers

In a well-organized paragraph, explain one problem caused by plastic trash and one solution to that problem. Use text evidence.

For Advanced Readers

Why is plastic pollution a problem? What are some ways it can be solved? Answer both questions in a well-organized essay. Support your answer with information from both articles as well as one additional source.

For Changemakers

Come up with an idea for an awareness campaign to inspire your school or community to reduce its plastic waste. Explain your idea and why it would be effective.

For Scientists

In a slideshow or short video, explain what the Great Pacific Garbage Patch is, why it’s challenging to remove, and some ways scientists are working to solve the problem.

Voilà!

A sweet story about finding the magic in everyday moments

About the Story

Lexile: 760L (story)

840L (interview)

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to explain how an idea is developed in a work of fiction

Key Skills:

figurative language, text structure, tone, author's craft, theme, character

Essential Questions:

- Why do we make assumptions about others?
- How should elderly people be treated in society?
- How can we pay more attention to the world around us?

Standards:

These texts and lesson support these Common Core anchor standards: **R.1, R.2, R.3, R.4, R.5, R.6, R.9, W.1, 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
- Vocabulary (for interview)
- Glossary: French and Creole phrases

Literature Connections: ideas for connecting to curricular texts

Activities to print or project:

- Vocabulary (for interview)
- Glossary: French and Creole phrases
- Close Reading and Critical Thinking
- Theme: Everyday Miracles
- **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

“Voilà!” (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) *Ma Tante is saying that wonderful, special, surprising things happen every day all around us, but whether you notice them depends on your attitude—your heart has to be open to seeing them. (Answers will vary.)*

▶ **2. Text Structure** (p. 23) *Simone assumes that Louis and Waverly will look down on her or pity her for living in the East Ward, but this doesn't seem to be true. Also, Waverly incorrectly assumes that Mr. P. needs a wheelchair.*

▶ **3. Tone** (p. 25) *Simone disapproves of the doctor. This is clear from her unkind nickname for him, “Dr. Bighead”; how she sarcastically refers to him as “the good doctor” while explaining that he tries to sneak in while patients have been waiting for hours; how she mentions that her cousins have encouraged Ma Tante to find another doctor; and how she says, “From where I sit, all he does is prescribe her more pills,” implying that she doesn't think the*

doctor makes much effort or does much good for Ma Tante.

▶ **4. Author's Craft** (p. 25) *The author may have chosen to include the Creole and French words to help readers imagine what it is like to be in the waiting room with Simone and Ma Tante. Including those words also helps the reader understand the experience of the characters in the story who do not speak these languages—and understand the language barrier that Ma Tante faces. Plus, speaking in Creole and French is an important part of Ma Tante's and Simone's identities. (Answers will vary.)*

▶ **5. Theme** (p. 25) *The idea that most people don't recognize the gems in front of them is similar to Ma Tante's comment in the opening section that the magic that fills our lives is invisible to most people.*

▶ **6. Character** (p. 25) *Waverly seems impressed with herself for delivering Mr. P. to the doctor's office: She “proudly” tells him she has gotten him there in one piece, and her “There you go” is a bit condescending, stressing her role in his arrival. What's more, Waverly is very surprised when she is told she will have to wait. Waverly also rams Mr. P.'s wheelchair into a row of chairs and doesn't notice how this affects him or Ma Tante. At the end of the story, it's revealed that Waverly ignored Mr. P. when he said he didn't need to be in a wheelchair.*

▶ **7. Text Structure** (p. 26) *In the opening section of the story, Simone explains that Ma Tante says “Voilà” to alert Simone to “the tiny, everyday miracles in progress.” So the first section explains why Ma Tante is saying “Voilà” here, letting the reader know that an everyday miracle is in progress. The winking between Ma Tante and Simone connects to Simone's note that identifying magic was her and Ma Tante's “secret.”*

3 Reading the Interview

Preview vocabulary.

(5 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Review as a class. Highlighted words: *affluent, convey, fissure, informal, purgatory*

Read and discuss the interview.

(20 minutes, activity sheets online)

- Have students read the interview independently.
- As a class, discuss the following questions, which draw on both texts.

Critical-Thinking Questions

(15 minutes, activity sheet online)

▶ **How did Debbie Rigaud draw on her own experiences to write “Voilà!”?** *Rigaud drew on some of her own experiences—waiting in a doctor’s office with an older relative, her relationship with her family, as well as some of her experiences as a Haitian American—and put them into a fictional context, inventing characters and details that were not part of her own life.*

▶ **Rigaud says that after the 2010 earthquake in Haiti, many people suddenly thought they**

knew something about those of Haitian descent. This is what happens with Simone and the “look-alikes”—and Simone is not very happy about it. Why might it be irritating to have people think they understand you based on an event that they heard about in the news? *Answers will vary, but students might offer that it would be irritating because, in short, those people do not understand you—that there is much more to who you are and where you come from than one natural disaster or other event, much more than the limited information they have just learned about the place you come from. People treating you this way might make you feel like they are reducing you to something less than the complex human being you are or that they are making incorrect assumptions about you.*

▶ **Describe one thing you have experienced or observed in the past week that could be considered an “everyday miracle.” Explain why you think so.** *Answers will vary.*

4 Skill Building

Featured Skill: Theme

(15 minutes, activity sheet online)

To prepare students for the prompt on page 27, have them complete the activity **Theme: Everyday Miracles**. For alternate culminating tasks, see the box below.

Differentiate and Customize

For Struggling Readers

On page 23, Simone refers to “everyday miracles” and the magic that is all around us. What do you think she means? Answer this question in a well-organized paragraph. Use text evidence to support your answer.

For Advanced Readers

Consider the title of the story. What idea does it convey? How is that idea developed in the story? Answer both questions in a well-organized essay. Use text evidence to support your ideas.

For Artists

Retell the story of “Voilà!” in a visual way. This can be as a graphic novel, drawing, or painting.

For Fiction Writers

Choose a character from the story to “interview” about the events of that day in the doctor’s office. Your interview may be in the form of a written Q&A, modeled on the interview with Debbie Rigaud. Or you may perform the interview as a podcast or video, casting people as the interviewer and the character from the story.