



# SCHOLASTIC SCOPE

THE LANGUAGE ARTS MAGAZINE

TEACHER'S  
GUIDE

MAY 2019

## A COMPLETE TEACHING KIT

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# It's Been a Wonderful Year!

As I write this note, the *Scope* team is wrapping up our final issue of the school year. It's a bittersweet time for us, as I'm sure it is for you.

Here at *Scope*, we feel proud of what we accomplished this year. We debuted a brand-new website. We launched meaningful new activities and digital learning packages.

Through our articles, we took you and your students on powerful journeys across time and around the world. We swam with lionfish, battled Medusa, met a survivor of the Triangle Factory fire, and went searching for Bigfoot.

And guess what? **We are already cooking up some AMAZING stuff for next year. Here is a sneak peek:**

- a showstopping new grammar offering
- a cool activity for analyzing arguments (great for media literacy!)
- an expanded suite of videos that build knowledge and engagement
- and of course, an incredible lineup of new articles, plays, and stories

We'll be posting sneak peaks throughout the summer, so be sure to check out *Scope* Online from time to time.

I hope that we can stay in touch over the summer. Email me or connect with me on Twitter anytime.



With fondness,  
Kristin Lewis, Editorial Director  
KELewis@scholastic.com, Twitter: @\_KELewis

Team *Scope*

### STAFF PICKS

**“** I'm going to surrender to my inner 12-year-old and say I love Super Mario introducing the last issue of the year with a flying kick! It's just so fun.”



—Albert Amigo,  
Art Director

**“** I'm so inspired by how much grit the character of Margie shows in the play. She's undaunted by the many challenges she faces and the barriers that she breaks. You go, girl!”



—Adele Braun,  
Managing Editor

**“** If only I could be a fly on the wall as your students discuss the debate about paying college athletes. Your students will be so passionate about this topic.”



—Lauren Salisbury,  
Associate Editor



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# YOUR MAY ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
<b>Grammar, pp. 2-3</b> “Grammar Makes a Comeback”	Students practice using <i>good</i> and <i>well</i> while learning about how several famous brands reinvented themselves.	<ul style="list-style-type: none"> <li>• Conventions of standard English</li> </ul>
<b>Narrative Nonfiction, pp. 4-10</b> “Stalking the Bat Killer”	This gripping article, written mostly in second person, draws students into the world of bats. The article explores white-nose syndrome, a disease that is devastating bat colonies across the country, and how people are trying to help.	<ul style="list-style-type: none"> <li>• <b>Featured Skill:</b> Applying knowledge</li> <li>• Author’s craft</li> <li>• Point of view</li> <li>• Sensory details</li> <li>• Text features</li> <li>• Interpreting text</li> <li>• Key ideas and details</li> <li>• Inference</li> <li>• Text structure</li> </ul>
<b>Drama, pp. 11-17</b> <i>Fly Girl</i>	Students will love performing our inspiring play, which tells the story of World War II WASPs (Women Airforce Service Pilots) through the eyes of a young female pilot.	<ul style="list-style-type: none"> <li>• <b>Featured Skill:</b> Key ideas</li> <li>• Mood</li> <li>• Author’s craft</li> <li>• Inference</li> <li>• Interpreting text</li> <li>• Text evidence</li> <li>• Character</li> <li>• Cause and effect</li> </ul>
<b>Paired Texts, pp. 18-21</b> “My Sport Helped Me Make a New Life in America” and “How to Be Welcoming”	Two nonfiction texts explore the challenges of moving to America.	<ul style="list-style-type: none"> <li>• <b>Featured Skill:</b> Synthesizing</li> <li>• Author’s craft</li> <li>• Inference</li> <li>• Key ideas and details</li> <li>• Central ideas and details</li> </ul>
<b>Short Read, pp. 22-23</b> “Drone to the Rescue”	This bite-sized nonfiction text explores drones and how they may shape our society in the future.	<ul style="list-style-type: none"> <li>• Supporting an argument</li> <li>• Central ideas and details</li> <li>• Text evidence</li> </ul>
<b>Debate, pp. 24-27</b> “Should He Get Paid?”	Should college athletes get paid? Students read arguments on both sides of the debate and take a stand.	<ul style="list-style-type: none"> <li>• Supporting a claim</li> <li>• Central ideas and details</li> </ul>
<b>You Write It, pp. 28-29</b> Descriptive writing: “Is This Ghost Town Cursed?”	Students hone their descriptive writing skills while learning about the legends surrounding the abandoned town of Bodie, California.	<ul style="list-style-type: none"> <li>• Descriptive writing</li> <li>• Revision</li> </ul>
<b>Poem, p. 32</b> “Your World”	This sweet poem by a celebrated poet of the Harlem Renaissance is the perfect note to end the year on.	<ul style="list-style-type: none"> <li>• Poetry</li> </ul>

## 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"> <li>• <b>PW</b> More practice with <i>good</i> and <i>well</i></li> </ul>	L.3
	<ul style="list-style-type: none"> <li>• Audio: Article and vocabulary</li> <li>• <b>PW</b> Applying Knowledge: Researching Bats</li> <li>• <b>PW</b> Close-Reading &amp; Critical-Thinking Questions</li> <li>• <b>IW</b> <b>PW</b> Quiz (two levels)</li> <li>• <b>PW</b> Vocabulary: Definitions &amp; Practice</li> <li>• <b>PW</b> Nonfiction Elements (two levels)</li> <li>• <b>PW</b> Core Skills: Summarizing (two levels), Central Ideas and Details (two levels), Text Features, Text Structure, Tone</li> <li>• <b>PW</b> Contest Entry Form</li> </ul>	R.1, R.2, R.3, R.4, R.5, R.6, W.2, SL.1, L.4, L.5, L.6
	<ul style="list-style-type: none"> <li>• Video: Beyond the Story</li> <li>• Audio: Vocabulary</li> <li>• <b>PW</b> Key Ideas: Promo Planner</li> <li>• <b>PW</b> Video Discussion Questions</li> <li>• <b>PW</b> Close-Reading &amp; Critical-Thinking Questions</li> <li>• <b>PW</b> Literary Elements: Character Thinking Tool, Theme Anticipation Guide</li> <li>• <b>PW</b> Vocabulary: Definitions &amp; Practice</li> <li>• <b>IW</b> <b>PW</b> Quiz (two levels)</li> <li>• <b>PW</b> Core Skills: Mood (two levels), Inference</li> <li>• <b>PW</b> Contest Entry Form</li> </ul>	R.1, R.2, R.3, R.4, R.6, W.2, W.3, SL.1, SL.2, L.4, L.6
	<ul style="list-style-type: none"> <li>• Video: Beyond the Story</li> <li>• Audio: Articles and vocabulary</li> <li>• <b>PW</b> Synthesizing</li> <li>• <b>PW</b> Video Discussion Questions</li> <li>• <b>PW</b> Close-Reading &amp; Critical-Thinking Questions</li> <li>• <b>IW</b> Vocabulary: Definitions &amp; Practice</li> <li>• <b>PW</b> Core Skill: Text Evidence (two levels)</li> <li>• <b>IW</b> <b>PW</b> Quiz (two levels)</li> <li>• <b>PW</b> Contest Entry Form</li> </ul>	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"> <li>• Audio: Article and vocabulary</li> <li>• <b>PW</b> The Short Write Kit</li> <li>• <b>IW</b> <b>PW</b> Quiz (two levels)</li> <li>• <b>PW</b> Vocabulary: Definitions &amp; Practice</li> <li>• <b>PW</b> Contest Entry Form</li> </ul>	R.1, R.2, R.4, R.6, W.1, W.4, W.5, L.4, L.6
	<ul style="list-style-type: none"> <li>• Audio: Debate</li> <li>• Vocabulary Slideshow</li> <li>• <b>PW</b> Essay Kit</li> <li>• <b>IW</b> <b>PW</b> Quiz (two levels)</li> <li>• <b>PW</b> Contest Entry Form</li> </ul>	R.1, R.2, R.6, R.8, W.1, W.4, W.5, SL.1, L.4, L.6
	<ul style="list-style-type: none"> <li>• <b>PW</b> Model Text for “You Write It” Activity</li> <li>• <b>PW</b> Contest Entry Form</li> </ul>	R.1, W.5, L.3
	<ul style="list-style-type: none"> <li>• Audio: Poem</li> <li>• <b>PW</b> Poetry Analysis</li> <li>• <b>PW</b> Writing Planner</li> <li>• <b>PW</b> Contest Entry Form</li> </ul>	R.10, W.3

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

# Stalking the Bat Killer

A devastating disease has killed millions of bats. Can it be stopped?

## About the Story

**Lexile:** 930L

For qualitative complexity factors, go to Scope Online.

## Learning Objective:

to learn about the plight of bats by reading an article and conducting research

## Key Skills:

author's craft, point of view, sensory details, text features, interpreting text, key ideas and details, inference, text structure, applying knowledge

## Essential Questions:

- What is the relationship between humans and the natural world?
- How do misconceptions about animals form?
- What is conservation?

## Standards:

This article and lesson support these Common Core anchor standards:

**R.1, R.2, R.3, R.4, R.5, R.6, 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
- Applying Knowledge: Researching Bats
- **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: Make a list

(5 minutes)

Write on the board: *Study the photograph of the bat on pages 4-5. Make a list of words and phrases to describe the bat.* Give students two minutes to complete the do-now, then invite volunteers to share their lists. After reading the article, have students review their lists and ask whether anyone would add or take away any words or phrases.

### Preview vocabulary.

(8 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Review as a class. Optionally, complete the activity that follows. Highlighted words: *carcasses, culprit, dehydrated, detested, emaciated, nocturnal, petrified, rehabilitator, spores, torpor*

## 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 might the author have decided to address the reader as though he or she is a bat?** (author's craft, point of view) *Addressing the reader as if he or she is a bat helps the reader understand what bats with white-nose syndrome endure. By writing from this point of view, the author helps readers empathize with bats and inspires compassion for them.*

▶ **In the introduction, what does author Kristin Lewis's use of sensory details help readers understand about bats?** (sensory details) *Lewis's use of sensory details helps readers understand the amazing power and skill of bats. By including sensory details such as "a silent shadow swooping down from the sky" and "you'll swallow the body in mid-air," she enables readers to vividly imagine bats in action.*

▶ **How does the map on page 6 contribute to the article?** (text features) *The map contributes to the article by helping readers understand how widespread the problem of white-nose syndrome is.*

▶ **On page 7, Lewis writes, "Others leave to look for food only to find the world locked in a winter freeze they cannot endure." What does she mean?** (interpreting text) *Lewis means that during the winter, there are no insects, so there is nothing for bats to eat.*

▶ **How does the author support her idea that, historically, bats have been misunderstood?** (key ideas and details) *Lewis supports the idea that bats have been misunderstood by including details about how they were perceived in the past and then explaining why those perceptions are false. For example, she explains that the famous character Dracula took the form of a bat and feasted on human blood (9). Then she explains that few bats actually feed on blood.*

▶ **According to information in the sections "The Bat Woman" and "By Your Side," what can you infer about Jackie Kashmer and the kind of person she is?** (inference) *You can infer that Kashmer is a compassionate, gentle, and dedicated person. You can also tell that she has a deep love of animals. For example, on page 8, the author explains that Kashmer cleans and*

*feeds her bats by hand despite the fact that they sometimes bite her, and that she does this time-consuming work in addition to her day job. This shows that Kashmer is extremely dedicated to bats and is willing to make personal sacrifices for them.*

► **What is the main purpose of the sections “So Misunderstood” and “Fear of Night”?**

(text structure) *The main purpose of these sections is to explain how humans have perceived bats throughout history and where our negative associations with bats come from.*

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

### **Critical-Thinking Questions**

► **Why should people care about bats?**

*Answers will vary. Some students may point out that bats are important because they keep insect populations under control. Other students may argue that bats are not pests but are extraordinary and special creatures with remarkable skills, such as their ability to echolocate. Still others may argue for the intrinsic value of all creatures—in other words, all beings are important, regardless of whether they benefit humans directly.*

► **On page 7, Kashmer says, “People think, oh, bats are just little flying rats; they don’t have personalities. But they do. Some are timid. Some are bullies.” How might this quote help more people care about the plight of bats?** *This quote could help more people care about the plight of bats because it shows that bats are misunderstood and it humanizes them. Kashmer is also likening bats to other animals that humans have closer relationships with, such as cats and dogs. This could evoke empathy in people who may otherwise have looked at bats as pests.*

► **After reading this article, has your view of bats changed at all? Why or why not?**

*Answers will vary.*

## **3 Skill Building**

### **Featured Skill: Applying Knowledge**

(15 minutes, activity sheet online)

Have students work in groups to complete the activity sheet **Applying Knowledge: Researching Bats**. 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**

In a well-organized paragraph, provide a summary of the article.

### **For Advanced Readers**

Research a species of bat that lives in your region or state. In an essay, slideshow, video, or podcast, explain the key biological features of the bat, the role the bat plays in its ecosystem, any threats the bat currently faces, and ongoing conservation efforts. Be sure to interview at least one bat expert.

### **For Writers**

In the article, the author writes that bats have a bad reputation that they don’t deserve. Choose another animal that is often misunderstood, such as the shark, the snake, or the cockroach. Write an essay explaining why this animal is important and dispelling any common misconceptions about it.

### **For Graphic Novelists**

Retell the story of the bat rescue from “Stalking the Bat Killer” in the form of a graphic novel.

# Fly Girl

The amazing story of the women pilots of World War II

## About the Story

**Lexile:** 1080L (captions)

For qualitative complexity factors, go to Scope Online.

## Learning Objective:

to identify key ideas in the play

## Key Skills:

mood, author's craft, inference, interpreting text, text evidence, character, cause and effect, key ideas

## Essential Questions:

- What makes a risk worth taking?
- What effect does discrimination have on society?
- What does it take to change a long-held idea?

## Standards:

The texts and lesson support these Common Core anchor standards: **R.1, R.2, R.3, R.4, R.6, W.2, W.3, SL.1, SL.2, L.4, 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:** Beyond the Story: American Women During World War II

**Audio:** Vocabulary

**Literature Connections:** Ideas for connecting to curricular texts

### Activities to print or project:

- Vocabulary
- Close Reading and Critical Thinking
- Key Ideas: Promo Planner
- Quiz\*
- Video Discussion Questions
- **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: Theme Anticipation Guide

(3 minutes, activity sheet online)

Project the **Theme Anticipation Guide**. As students come in, have them write down whether they agree with each statement. Then take a quick poll.

#### Build background knowledge.

(10 minutes, activity sheet online)

As a class, watch the **Beyond the Story** video about women in World War II and answer the **Video Discussion Questions**. Then study the images and captions in the play.

#### Preview vocabulary.

(7 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Words: *altitude, barracks, expendable, ferrying, grievous, malfunction, proficient, rip cord, vital*

### 2 Reading and Discussing the Play

(30 minutes, activity sheet online)

- Read aloud the As You Read box on page 12.
- Assign parts and read the play as a class.
- Discuss the following questions in groups.

#### Close-Reading Questions

▶ **How does the mood change from the beginning to the end of Scene 1?** (mood) *At the beginning of the scene, the mood is calm and peaceful; Margie and Nell are thinking about food and the scenery. By the end of the scene, the mood is tense and desperate; Nell's fate is uncertain, and Margie is in a fight for her life.*

▶ **What does Edward R. Murrow's news report in Scene 2 contribute to the story? Why do**

**you think the playwright included it?** (author's craft) *The news report helps you understand the atmosphere in the U.S. in the early 1940s. It highlights the danger and excitement of the war and shows that the war was on everyone's mind. It also helps to explain Margie's determination to help with the war effort.*

▶ **In Scene 2, why doesn't Margie's dad want her to become a pilot?** (inference) *His sister died in a plane crash. The idea of Margie flying probably brings back unhappy memories and makes him worry that Margie will suffer the same fate.*

▶ **In Scene 3, Jackie Cochran tells the trainees, "Many of you will wash out." What does she mean?** (interpreting text) *Cochran means that the training program is challenging enough to cause many trainees to fail or quit.*

▶ **In Scene 4, how does Margie feel about being called "little lady"? How can you tell?** (inference, text evidence) *Margie is offended; she feels like she isn't being taken seriously as a pilot. You can tell because she clenches her jaw and repeats the phrase under her breath.*

▶ **What change takes place in Margie's dad over the course of Scene 6? What causes this change?** (character, cause and effect) *As Margie's mom reads the letter, Margie's dad can imagine his brave, confident daughter doing work she loves and believes in. Rather than just feeling afraid for Margie, he begins to feel proud of her.*

▶ **At the end of the play, Margie is eager to get back to flying even though she's still recovering from a serious accident. Why does she feel this way?** (inference) *Margie is proud of the work she's been doing. She finds flying*

*exciting and important, and she believes that makes it worth the risk.*

► **What kind of discrimination do the WASPs encounter? How do they overcome it?** (key ideas) *The women face discrimination based on their sex—the fact that they are women. They are called names like “little lady,” which is disrespectful and belittling. They are not provided with jumpsuits that fit them. And some male pilots refuse to fly with them. The WASPs also are not formally recognized by the military for decades. The women face this discrimination with courage and determination. They don’t give up, but instead show that they are capable by succeeding in their training and flying missions.*

### Primary Documents

Go to Scope Online to find an amazing collection of letters written by real WASP pilots.

*the right thing by getting around a system that discriminates based on height. She was already a pilot and flight instructor, so she clearly knew what she was doing. Others students might say that Nell should not have cheated because pilots who don’t meet the height requirement could have difficulty operating certain aircraft, and that could lead to dangerous situations.*

► **Margie Canfield is a fictional character. Why do you think the author chose to create a fictional main character for the play rather than telling the story of a real WASP?** *By creating a fictional main character, the author gave herself the freedom to include a variety of events that may not have happened to one single person in history.*

### Critical-Thinking Questions

► **In Scene 4, Nell reveals that she stood on her tiptoes to meet the WASP program’s height requirement. That’s cheating! Does the end justify the means? In other words, does Nell’s service to her country make it OK that she wasn’t honest about her height?** *Answers may vary. Some students might say that Nell’s skill and determination make Nell as eligible to serve as anyone else, and that she did*

## 3 Skill Building: Key Ideas

(15 minutes, activity sheet online)

Have students complete the **Key Ideas: Promo Planner**. This activity will help them plan and organize their ideas before responding to the prompt on page 17. For alternate culminating tasks, see the box below.

## Differentiate and Customize

### For Struggling Readers

Identify a character trait that Margie displays throughout the play. In a well-organized paragraph, explain how she demonstrates that trait, giving at least two examples.

### For Advanced Readers

Do research to identify a real-life WASP and write a one-act play about how and why she became a WASP and what she experienced in that role.

### For Creative Writers

Write an open letter, in Margie’s voice, to the male pilots who refused to fly with her. Explain how it feels not to be taken seriously and why female pilots deserve respect and admiration.

### For Historians

Create a timeline of the WASP program. Include events in the play’s captions, and do research to find other important dates.

# My Sport Helped Me Make a New Life

Two nonfiction texts explore the challenges of moving to America

## About the Story

**Lexile:** 930L (combined)

For qualitative complexity factors, go to Scope Online.

## Learning Objective:

to synthesize information from two nonfiction texts about the challenges of moving to the U.S. from another country

## Key Skills:

author's craft, inference, key ideas and details, central ideas and details, synthesizing

## Essential Questions:

- What responsibility do we have to new members of our communities?
- What is the power of kindness?
- How can we be welcoming to others?

## 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*.

**My Sport Helped Me Make a New Life in America**  
When Taney Manwar moved to the U.S. at age 12, he felt lost and alone. That all changed when he joined a cricket team—and finally felt at home. by Michelle Coush

**How to Be Welcoming**  
One Pittsburgh teen helped make her school a kinder place by Jessica Price

## Your Teaching Support Package

Find your full suite of materials at [scope.scholastic.com](https://scope.scholastic.com).

### Video: Beyond the Story

### Audio:

- The articles
- Vocabulary

**Literature Connections:** ideas for connecting to curricular texts

### Activities to print or project:

- Vocabulary
- Synthesizing
- Video Discussion Questions
- 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: Free-Write

(3 minutes)

Write the following on the board for students to respond to as they enter the classroom: *Have you ever been the “new kid”? What might it feel like?* Have students write their ideas on a paper or in a journal.

#### Watch the video.

(5 minutes)

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

#### Preview vocabulary.

(10 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Highlighted words: *cuisine, daunting, diverse, profound, refugee*

### 2 Reading and Discussing

#### “My Sport Helped Me Make a New Life in America”

(30 minutes, activity sheets online)

- Read aloud the As You Read box on page 18.
- 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 begins her article by talking about Tareq’s shoes. Why do you think she does this?** (author’s craft) *The author begins the article by talking about Tareq’s sandals, most likely to emphasize the fact that Tareq is from somewhere much different than the U.S. This helps create interest in Tareq’s story.*

▶ **On pages 18-19, the author writes, “Tareq would use a tree branch for a bat and swing at a tennis ball wrapped in tape.” What idea or ideas about Tareq does this detail support?** (inference, key ideas and details) *This detail supports the idea that in Bangladesh, Tareq and his family did not have a lot of money. The fact that Tareq used a stick and a makeshift ball to play cricket also tells the reader that Tareq is resourceful.*

▶ **A central idea of the section “A Different World” is that life as a newcomer in America can be challenging. Find two details in the section that support this idea.** (central ideas and details) *Two supporting details are (1) newcomers can have trouble having conversations and forming relationships if they are not fluent in English and (2) it can be hard to adjust to the different culture and unfamiliar customs in America, such as eating different foods.*

#### “How to Be Welcoming”

(20 minutes, activity sheets online)

- Read the article as a class.
- In groups, discuss the following close-reading and critical-thinking questions, some of which draw on both articles.

#### Close-Reading Question

▶ **Based on information in the article, what character traits does Peyton Klein possess?** (inference) *Peyton Klein is a kind and empathetic person. You can infer this from the fact that when Peyton noticed that her classmate, Khawla Issa, was having a tough time, she wanted to help her. Peyton also appears to be proactive. When she saw that Khawla was struggling, she didn’t wait around for someone else to do something. She took matters into her own hands and reached out to teachers and students to see if there was something she could do.*

### Critical-Thinking Questions

▶ To have grit is to have nonstop courage and determination in the face of difficulties.

In “My Sport Helped Me Make a New Life in America,” how does Tareq demonstrate grit?

*Tareq demonstrates grit by persevering through the many difficulties he experienced when he first arrived in the U.S. He also shows grit as a cricket player. Despite not having the right shoes and not being used to the new bat and ball, Tareq kept practicing and did not give up.*

▶ To empathize with someone is to understand and share their feelings—to put yourself in their shoes. Which details in “My Sport Helped Me Make a New Life in America” could especially help *Scope* readers empathize with Tareq? *Students might point to the details about Tareq’s love for playing a sport and about his feeling lonely in middle school. Such details could help readers relate to Tareq, and therefore empathize with him.*

▶ What idea do both Tareq’s and Khawla and Peyton’s stories express about how to treat newcomers in America? *Both stories send the message that life as a newcomer in America can be difficult, and because of that, it is important to help newcomers feel welcome and accepted. Tareq’s story shows how big of an adjustment starting a new life in a new country can be, and how finding a community that welcomes and accepts you can be life-changing. Khawla and Peyton’s story shows what a big difference it can make when you reach out to those around you who are struggling to adjust and fit in.*

### 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 for the writing prompt on page 21. For alternate culminating tasks, go to *Scope Online*.

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