

# 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**  
by Michelle Coush

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.

**How to Be Welcoming**  
by Jessica Price

One Pittsburgh teen hoped make her school a kinder place.

## 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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