



# SCHOLASTIC SCOPE

THE LANGUAGE ARTS MAGAZINE

TEACHER'S  
GUIDE

NOVEMBER 2018

## A COMPLETE TEACHING KIT

ISSUE  
DATE

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER/  
JANUARY

FEBRUARY

MARCH

APRIL

MAY

# Scope Nonfiction: Now in Spanish!

I am so excited about our latest offering at Scope Online: **A Spanish-language version of our narrative nonfiction, including an audio read-aloud, is now available with every issue!** I hope this new feature will be a powerful scaffold for your Spanish-speaking ELLs. I recommend you share the Spanish versions with students before they read the English versions in class—to build their English skills and to enable them to more fully participate in discussions. You can also share the Spanish print and audio with your Spanish-speaking parents to engage them in their child's learning.

In addition to this new offering, we have a suite of wonderful tools at Scope Online that you can use to support your ELLs no matter what their native language.

### Tools for your ELLs include:

- audio read-alouds of articles, stories, and vocabulary
- vocabulary slideshows that use images and videos to help students learn new words
- videos that build background knowledge and introduce key terms and ideas students will encounter when they read

As always, I'd love to hear how these tools are working for you in your classroom—and what we should create for you next. Drop me an email or a tweet anytime. I always enjoy hearing from you!



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

### EDITOR FAVES

“The portrait on the cover is so stunning and dramatic. With few historical images to draw from, the artist was able to convey a great deal.”



—Albert Amigo

“This issue's fiction is simply wonderful—it's quirky and funny, but also poignant. And it pairs perfectly with one of my favorite poems: 'On Turning 10' by Billy Collins.”



—Jennifer Dignan

“The Short Read 'Caves of Doom' is filled with amazing descriptive language your students will love—a real showstopper!”



—Mackenzie Carro



scope.scholastic.com

# YOUR NOVEMBER ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
<b>Grammar, pp. 2-3</b> “Grammar Picks a Name”	Students practice using <i>you’re</i> and <i>your</i> while learning about how parents choose names for their babies.	• Conventions of standard English
<b>Narrative Nonfiction, pp. 4-10</b> “Out of the Flames”	This article tells the riveting true story of the Triangle factory fire of 1911 and how the tragedy changed America forever.	<b>Featured Skill:</b> Critical Thinking • Figurative language • Author’s craft • Supporting details • Text structures • Text features • Inference • Key ideas
<b>Drama, pp. 11-17</b> <i>Sherlock Holmes and the Midnight Killer</i>	Students will love this suspenseful adaptation of the famous Sherlock Holmes story “The Adventure of the Speckled Band.” We’ve paired the play with an informational text about how to think more like Sherlock Holmes.	<b>Featured Skill:</b> Integrating Ideas • Character • Mood • Figurative language • Interpreting text • Character’s motivation • Inference • Synthesizing
<b>Paired Texts, pp. 18-21</b> “The Boy Who Found His Smile” and “Changing Lives, One Surgery at a Time”	Through the inspiring story of one young boy, students learn about the medical condition of cleft lip and how it can be treated. An interview with someone who works at Smile Train—a charity that provides free cleft lip and palate surgeries—follows the article.	<b>Featured Skill:</b> Reading for Information • Summarizing • Author’s craft • Key ideas • Inference • Tone • Interpreting text • Text structures
<b>Fiction, pp. 22-27</b> “Thirteen and a Half” and “On Turning 10”	Students explore ideas about growing up after reading two beautiful literary works—a short story and a poem.	<b>Featured Skill:</b> Theme • Interpreting text • Character • Tone • Inference
<b>Debate, pp. 28-29</b> “Assigned Seating in the Cafeteria?”	The principal of Lakeside Middle School wants to hear what students think about assigned seating in the cafeteria. Lila thinks it’s a great idea. Josh disagrees. Who makes the best case? Your students decide!	• Supporting an argument • Central ideas and details
<b>Short Read, pp. 30-31</b> “Caves of Doom”	This bite-sized nonfiction text explores the many wonders and dangers of caves.	• Supporting a claim • Central ideas and details • Text evidence
<b>You Write It, p. 32</b> Infographic: “What Happens Every 60 Seconds”	Students use our infographic to create their own “What Happens Every 60 Seconds” infographic in the form of a poster, a slideshow, or a video.	• Interpreting visual text

**MAURICE R. ROBINSON, 1895-1982, FOUNDER**

POSTAL INFORMATION: SCHOLASTIC SCOPE (ISSN 0036-6412; in Canada, 2-c no. 9230) is published Monthly in SEPTEMBER, OCTOBER, NOVEMBER, FEBRUARY, MARCH, APRIL, AND MAY AND Bimonthly DECEMBER/JANUARY. 6 issues total, by Scholastic Inc., 2931 East McCarty St., P.O. Box 3710, Jefferson City, MO 65102. CANADIAN ADDRESS: Scholastic Canada Ltd., 175 Hillmount Rd., Markham, Ontario, Canada L6C 1Z7. Periodical postage paid at Jefferson City, MO 65102 and at additional mailing offices. POSTMASTER: Send notice of address changes and undeliverable copies to SCHOLASTIC SCOPE, 2931 East McCarty St., P.O. Box 3710, Jefferson City, MO 65102.

PUBLISHING INFORMATION: U.S. prices: \$9.99 each per year for 10 or more subscriptions to the same address. A 10% shipping and handling charge will be added to the total subscription order. All student submissions become the property of Scholastic. CUSTOMER SERVICE INQUIRIES: To order SCOPE, or for customer service, send email to [custserv@scholastic.com](mailto:custserv@scholastic.com) or call 1-800-SCHOLASTIC (1-800-724-6527). ©2018 Scholastic Inc. SCHOLASTIC, SCOPE, and associated logos are trademarks and/or registered trademarks of Scholastic Inc. All Rights Reserved. Materials in this issue may not be reproduced in whole or in part in any form or format without special permission from the publisher. Printed in the U.S.A.

EDITORIAL: Editorial Director: Kristin Lewis • Managing Editor: Adele Braun • Senior Editor: Jennifer Dignan • Education Editor: Rebecca Leon • Senior Associate Editor: Mackenzie Carro • Associate Editor: Lauren Salisbury • Digital Products Director: Judy Goldberg • Senior Copy Editors: Ingrid Accardi, Suzanne Bilyeu • Copy Editor: Troy Reynolds • Executive Editor, Media: Marie Morreale • ART: Art Director: Albert Amigo • Senior Photo Editor: Larry Schwartz • PRODUCTION: Production Editor: Paul Scherr • MAGAZINE GROUP: Executive VP, Scholastic: Beth Polcari • SVP, Editor-in-Chief/Publisher Scholastic Classroom Magazines: Lauren Tarshis • VP, Creative Director: Judith Christ-Lafond • Publishing Systems Director: David Hendrickson • Executive Editorial Director, Copy Desk: Craig Moskowitz • CIRCULATION AND MARKETING: VP, Marketing: Danielle Minsky • Marketing Director: Leslie Tevlin • Director of Finance and Operations: Chris Paquette • Director, Manufacturing & Distribution: Mimi Esguerra • Associate Director of Manufacturing: Brian Fedison • CORPORATE: President, Chief Executive Officer, and Chairman of the Board of Scholastic Inc.: Richard Robinson

	<b>ONLINE RESOURCES (scope.scholastic.com)</b>	<b>COMMON CORE ELA ANCHOR STANDARDS*</b>
	<ul style="list-style-type: none"> <li>• <b>PW</b> More practice with <i>you're</i> and <i>your</i></li> </ul>	L.3
	<ul style="list-style-type: none"> <li>• Video: Behind the Scenes</li> <li>• Audio: Article and vocabulary</li> <li>• <b>PW</b> Critical Thinking: Prepare Your Speech</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: Theme Anticipation Guide</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 Structures</li> <li>• <b>PW</b> Contest Entry Form</li> </ul>	R.1, R.2, R.3, R.4, R.5, R.7, W.2, SL.1, L.4, L.5, L.6
	<ul style="list-style-type: none"> <li>• Audio: Info text and vocabulary</li> <li>• <b>PW</b> Integrating Ideas: Sherlock Holmes</li> <li>• <b>PW</b> Close-Reading &amp; Critical-Thinking Questions</li> <li>• <b>PW</b> Literary Elements: Character Thinking Tool, Genre Exploration</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)</li> <li>• <b>PW</b> Contest Entry Form</li> </ul>	R.1, R.2, R.3, R.4, R.5, R.9, W.2, SL.1, SL.2, L.4, L.5, L.6
	<ul style="list-style-type: none"> <li>• Audio: Article, interview, and vocabulary</li> <li>• <b>PW</b> Reading for Information</li> <li>• <b>PW</b> Close-Reading &amp; Critical-Thinking Questions</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: Text Evidence (two levels)</li> <li>• <b>PW</b> Contest Entry Form</li> </ul>	R.1, R.2, R.4, R.5, R.6, R.9, W.2, SL.1, SL.2, L.4, L.5, L.6
	<ul style="list-style-type: none"> <li>• Audio: Story and poem</li> <li>• <b>PW</b> Theme: On Growing Up</li> <li>• <b>PW</b> Analyzing Poetry</li> <li>• <b>PW</b> Literary Elements: Character Thinking Tool</li> <li>• <b>PW</b> DIY Vocabulary</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> Core Skill: Inference</li> <li>• <b>PW</b> Contest Entry Form</li> </ul>	R.1, R.2, R.3, R.4, R.5, R.6, R.9, W.2, W.9, SL.1, L.4, L.5, L.6
	<ul style="list-style-type: none"> <li>• Audio: Vocabulary</li> <li>• <b>PW</b> Scavenger Hunt (two levels)</li> <li>• <b>PW</b> Essay Kit</li> <li>• <b>PW</b> Vocabulary: Definitions &amp; Practice</li> <li>• <b>PW</b> Core Skill: Tone (two levels)</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: Article</li> <li>• Vocabulary Slideshow</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> 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>• Guide to "You Write It" Activity</li> <li>• <b>PW</b> Contest Entry Form</li> </ul>	R.1, R.7, W.2

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

# Out of the Flames

The riveting true story of the factory fire that changed America

## About the Story

**Lexile:** 940L

For qualitative complexity factors, go to Scope Online.

## Learning Objective:

to think critically about the lessons learned from a historical disaster

## Key Skills:

figurative language, author's craft, supporting details, text structures, text features, inference, key ideas, critical thinking

## Essential Questions:

- What rights and protections should workers have?
- Why is it important to learn about disasters from the past?
- How have immigrants shaped America?

## Standards:

This article and lesson support these Common Core anchor standards:

**R.1, R.2, R.3, R.4, R.5, R.7, 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
- Video Discussion Questions
- Critical Thinking: Prepare Your Speech
- **Core Skills Workout:** Central Ideas & Details\*, Summarizing\*, Text Features, Text Structures
- **Literary Elements:** Anticipation Guide
- 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: Theme Anticipation Guide

(5 minutes, activity sheet online)

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

#### Preview vocabulary.

(8 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Review as a class. Highlighted words: *commemorates, galvanize, garment, hawking, persecution, pummeled, scathing, tenement*

#### Watch the video.

(15 minutes, activity sheet online)

- Project or distribute the **Video Discussion Questions** and preview as a class.
- Play the **Behind the Scenes video**, in which the author talks about her writing process.
- Respond to Part 1 of 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 at the top of page 6.
- Play the audio at Scope Online while students follow along in their printed magazines.
- Have students read the article again independently, marking anything they find surprising (exclamation point), anything that moved them emotionally (heart), and anything they have a question about (question mark).
- Invite students to share what they marked.
- Discuss the following questions in groups.

#### Close-Reading Questions

- ▶ In the first paragraph, what figurative language does author Kristin Lewis use? What effect does it create? (figurative language,

author's craft) *The author uses personification, assigning human action to the fire. She says the flames "clawed" and "curled" and "licked." The effect of this language is to make the fire seem as if it's moving with intention, as if it were alive, which creates drama and suspense.*

- ▶ How does Lewis support her idea on page 6 that life wasn't easy for newcomers?

(supporting details) *Lewis supports her idea by including examples of how life was difficult for immigrants. She writes that working hours were long and pay was low, and many immigrants had to live in small, uncomfortable apartments.*

- ▶ What is the purpose of the section "Fire Hazards"? (text structures) *The purpose of the section "Fire Hazards" is to show how unsafe Triangle was. It lacked basic fire safety features such as well-designed exits for workers. This section also reveals that fire inspectors had noted how dangerous the factory was before the fire and that the owners had done nothing about it. This information shows how little the owners cared for the safety of their employees.*

- ▶ Look at the photo and read the caption on page 10. What does this text feature add to the article? (text features) *The photo depicts a factory building collapse in modern-day Bangladesh. The caption explains that many factories where our clothes are made today are not so different from the Triangle factory. This adds to the article by making a connection between the challenges faced by workers more than 100 years ago with the challenges faced by workers now. It shows how the story of the Triangle fire is relevant to our lives today.*

- ▶ Consider the description of Katie's testimony in court on page 10. What can you infer about Katie from this passage?



(inference) *You can infer that Katie was brave and angry. She was brave because she refused to be intimidated, and she was angry that the door had been locked, which led to many senseless deaths—including that of her own sister. Her anger made her determined to make her point; she went so far as to get up and shake the door of the courtroom.*

▶ **The Triangle factory fire was a horrific event. Did any good come from it? Explain.**

(key ideas) *Yes. Because of the fire, many Americans were motivated to join the labor movement and help secure basic rights and protections for workers. Laws were enacted requiring workplaces to be fire-safe. According to the article, many of the fire rules we have today originated in the aftermath of the Triangle disaster (10). These are a few of the positives that came from an otherwise horrific tragedy.*

- Return to the Video Discussion Questions. As a class, discuss the questions in Part 2, which connect the video and the article.
- Have students go back to their groups to discuss the following critical-thinking questions.

## Critical-Thinking Questions

▶ **What can be learned from the tragedy of the Triangle factory?** *Answers will vary.*

*Students may say that we can learn about the human cost of greed. The owners didn't care about their workers' safety or well-being. All they cared about was making money. And their greed resulted in the deaths of 146 innocent people.*

▶ **What can we do to ensure that the clothes we buy are not made in sweatshops?**

*Answers will vary. Students may say that they can research clothing companies and buy only from companies whose factories treat workers fairly and ensure their safety.*

- Reconvene as a class so each group can share their responses to the questions.

## 3 Skill Building

### Featured Skill: Critical Thinking

(15 minutes, activity sheet online)

Have students work in groups to complete the activity **Prepare Your Speech**. 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

Write down three reasons the Triangle factory fire happened and three ways the tragedy changed the United States.

### For Advanced Readers

In a well-organized essay, explain why it's important for people today to learn about the Triangle factory fire of 1911. Use information from "Out of the Flames" plus at least one additional source to support your ideas.

### For Artists

Create a memorial for or tribute to the victims of the Triangle factory fire. It can be in the form of a sculpture, video, painting, or song.

### For Changemakers

Research modern sweatshops and come up with one idea for what kids could do to help ensure that clothes are made in safe factories that treat workers fairly. Share your idea in the form of a poster, slideshow, or video.

# The Midnight Killer

Our suspenseful adaptation of the famous Sherlock Holmes story  
"The Adventure of the Speckled Band"

## About the Story

**Lexile:** 980L (captions)

For qualitative complexity factors, go to Scope Online.

## Learning Objective:

to identify and analyze what makes Sherlock Holmes a successful problem solver

## Key Skills:

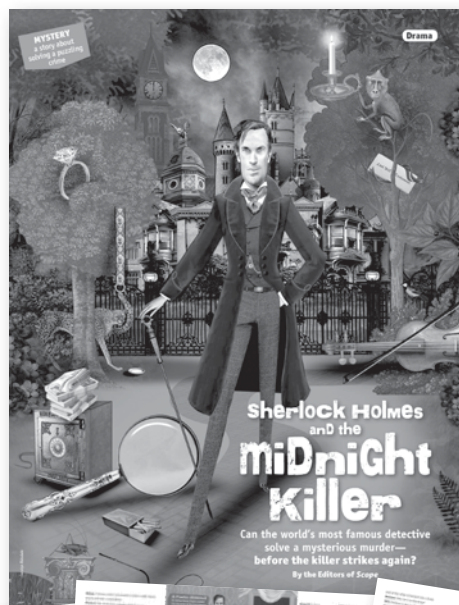
character, mood, figurative language, character's motivation, inference, interpreting text, synthesizing, integrating ideas

## Essential Questions:

- What is the difference between seeing and observing?
- What does it take to become more mindful?
- Do people get what they deserve?

## Standards:

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



## Your Teaching Support Package

Find your full suite of materials at  
[scope.scholastic.com](http://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
- Integrating Ideas: Sherlock Holmes
- Quiz\*
- **Core Skills Workout:** Mood\*
- **Literary Elements:** Character Thinking Tool, Genre Exploration
- Contest Entry Form

\*Available on two levels

# Step-by-Step Lesson Plan

## Close Reading, Critical Thinking, Skill Building

### 1 Preparing to Read

#### Do-Now: Practice observation.

(5 minutes)

Tell students that the play features Sherlock Holmes, a fictional detective known for his powers of observation. Give them one minute to look around the classroom, taking in as many details as possible. Then have them close their eyes and answer questions about details in the room, such as: *How many windows are there? How many students are in class today? How many students are wearing jeans? What color is the poster on the door?* Discuss how hard or easy it was to recall these details.

#### Preview vocabulary.

(7 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Review the words: *assume, autopsy, biases, contorted, coroner, distraught, illuminating, instinct, schemer, ventilator*

### 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

▶ **Based on Scene 1, what can you tell about Holmes’s personality?** (character) *You can tell that Holmes lives for being a detective. He regards the day as “boring” if he has no cases to solve, and he responds with excitement to the news that a woman is distraught. He is also curious and has a scientific mind. He’s happy to live with an unpleasant odor for the sake of an experiment he is conducting.*

▶ **What is the mood of Scene 2? What details help create the mood?** (mood) *Scene 2 is spooky and suspenseful. Details that help create the mood include the howling wind, Julia’s contorted face, and mysterious noises like the clang and whistle.*

▶ **In Scene 3, Holmes says that the circumstances of Julia’s death are “very deep waters.” What does he mean?** (figurative language) *In deep water, it’s hard or impossible to see the bottom. Holmes compares the case to deep waters because it’s difficult to see where the case will lead.*

▶ **In Scene 3, when Dr. Roylott bursts into the room, why does Holmes start talking about the weather?** (character’s motivation) *By ignoring Dr. Roylott’s question, Holmes shows that he is not intimidated and that Dr. Roylott doesn’t have as much power as he thinks.*

▶ **At the end of Scene 3, why does Dr. Roylott bend the fireplace poker?** (character’s motivation) *Dr. Roylott is showing his strength in a further attempt to intimidate Holmes.*

▶ **In Scene 5, as Holmes and Watson wait in Helen’s room, “there is a sound like a soft rushing of air.” What is it?** (inference) *The sound is the hissing of the snake.*

#### Critical-Thinking Questions

▶ **Why do you think the playwrights use a flashback to tell the story of Julia’s death? How would the play be different if Helen were to simply tell the story to Holmes and Watson?** *If the playwrights had Helen tell the story, Helen would be speaking for a long time. It might get monotonous, and Julia wouldn’t appear as a character in the play. Seeing the scene of Julia’s death builds suspense as well. It is far more*



dramatic and helps viewers empathize more with Helen's situation because we experience it as it unfolds rather than hearing about it later.

► **At the end of the play, Holmes says, "Violence always recoils upon the violent, and the schemer falls into the pit that he digs for another." Do you agree? What does the statement tell you about Holmes?** *Answers may vary. Some students might say that wrongdoers do get what they deserve in the end; others might say that many people commit crimes and get away with them. You can tell that Holmes is driven by a desire to right wrongs as well as solve puzzles. Believing that justice is part of the natural order of things probably helps him to do his work with confidence.*

### 3 Reading and Discussing the Informational Text

(10 minutes, activity sheet online)

As a class, read the informational text and discuss the following questions.

#### Close-Reading Questions

► **According to the article, why is it important to be skeptical?** (interpreting

text) *Based on the example given, being skeptical helps you avoid believing things that are untrue and making poor decisions based on those beliefs.*

► **The article implies that Watson has value to Holmes as a listener. Is that Watson's only role in their relationship?** (synthesizing, character) *No; Holmes and Watson also seem to have a friendship based on respect and loyalty. When the situation becomes dangerous, Holmes gives Watson the chance to leave; Watson refuses.*

#### Critical-Thinking Question

► **How might thinking like Sherlock Holmes benefit you?** *Answers will vary. Students may point to what the author says about how keeping an open mind can stop you from missing out on what life has to offer and how other strategies can help you be more productive.*

### 4 Skill Building: Integrating Ideas

(15 minutes, activity sheet online)

Break students into groups to complete **Integrating Ideas: Sherlock Holmes**. This activity will prepare students to respond to the writing prompt on page 17. *For alternate culminating tasks, see the box below.*

## Differentiate and Customize

#### For Struggling Readers

In a well-organized paragraph, explain what kind of person Sherlock Holmes is. Use text evidence to support your ideas.

#### For Advanced Readers

Choose two of the skills mentioned in the informational text and explain how Sherlock Holmes uses those skills to solve the case in the play.

#### For Theater Lovers

Working in groups, make a video version of the play. You may incorporate sets, costumes, music, and sound effects.

#### For Journalists

You are a reporter covering the case of the midnight killer. Write a news article about what happened. Include quotes from Sherlock Holmes and other key witnesses.

# The Boy Who Found His Smile

## The inspiring story of how one simple surgery can change a child's life

## About the Story

**Lexile: 950L** (combined)

For qualitative complexity factors, go to Scope Online.

### Learning Objective:

to explain how cleft surgery  
can change a child's life, using  
details from two texts

### Key Skills:

summarizing, author's craft, key ideas, inference, tone, interpreting text, text structures, reading for information

### Essential Questions:

- What inspires one person to help another?
- How can one person's experience reflect the struggles of many?
- What is our responsibility to help those who live in less privileged parts of the world?

### Standards:

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

[illegible]

**Your Teaching Support Package**  
Find your full suite of materials at  
**scope.scholastic.com.**

### Activities to print or project:

- Vocabulary
  - Reading for Information
  - 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: Preview Text Features

(5 minutes)

As students come into your classroom, have them immediately open their magazines and preview the text features. Ask them to predict how the boy's "whole life changed," as the subheadline on page 18 states it did. Then have them skim the interview on page 21 and predict how it relates to the article.

#### Preview vocabulary.

(5 minutes, activity sheet online)

Project our **Vocabulary Words and Definitions**.

Review the words as a class. You may have the students complete the activity or assign it as homework. Highlighted words: *cacophony, cleft, despondent, developing countries, environmental, genetic, integral, malnutrition, ostracized, palate*

### 2 Reading and Discussing

#### "The Boy Who Found His Smile" and "Changing Lives, One Surgery at a Time"

(30 minutes, activity sheets online)

- Invite a student to read aloud the As You Read box on page 18.
- Read the article and the interview as a class. Optionally, play the audio from Scope Online while students follow along in their magazines.
- Invite students to share any immediate reactions.
- Break students into groups to discuss the following questions.

#### Close-Reading Questions

▶ What do you learn about Osawa in the first section of "The Boy Who Found His

Smile"? (summarizing) *You learn that he had a condition called a cleft lip that made him unhappy. It made eating and speaking difficult and people treated him cruelly because of it.*

▶ Reread the fourth and fifth paragraphs.

Why might author Lauren Tarshis have posed this question and then answered it? (author's craft) *The question in paragraph 4 suggests that perhaps Osawa had done something to deserve his cruel treatment; the answer in paragraph 5 shows that he had not done anything wrong and thereby emphasizes the unfairness of how Osawa was treated, which builds readers' sympathy.*

▶ How does the author support the idea that living with an untreated cleft can be devastating? (key ideas) *The author supports this idea by including examples of the social, physical, and financial hardships faced by those who live with untreated clefts. She writes that in some parts of the world, children with clefts are teased and bullied, that they may have trouble "eating, speaking, and breathing," and that they may never get married or have jobs (19).*

▶ When Osawa first saw his mouth after the operation, he said, "I look like my friends!" Why might this have been important to him? (inference) *Osawa had been excluded because of his appearance. To him, looking like his friends meant he would be accepted in a way he never had been.*

▶ Reread the subheadline on page 21.

What does it tell the reader about Allison Friedman's attitude toward Smile Train? (tone) *The subheadline describes those who work for Smile Train as "amazing people." This tells the reader that Friedman admires the organization.*

► **Reread Adina Lescher's answer to the second question, about life for kids with clefts. What does she mean when she says it's "heartbreaking" that kids live with untreated clefts because their families can't afford surgery?** (interpreting text) *She means that a lack of money is not a good reason for kids with clefts to have to suffer and that she is deeply upset by this.*

► **Consider Lescher's answer to the third question, about some of the challenges Smile Train addresses. What sections of "The Boy Who Found His Smile" contain similar information?** (text structure) *In Lescher's answer, she explains that money, transportation, and superstition are all barriers to helping kids with untreated clefts. Similar information is contained in the sections "High Costs" and "What Would Happen?" of "The Boy Who Found His Smile." The section "High Costs" explains why Osawa's parents could not afford surgery and the reasons that Osawa was bullied. The section "What Would Happen?" explains the transportation challenges Osawa's parents faced in getting Osawa to a hospital.*

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

## Critical-Thinking Questions

► **What does reading the interview add to your understanding of Osawa's story?**

*Answers will vary. Students may say that it helps them understand the work of Smile Train from a different point of view or that it helps them understand the "bigger picture" of the organization. Students may also say that it helps them understand that kids like them may have helped Osawa by raising money for Smile Train.*

► **Why is it important to read stories like "The Boy Who Found His Smile"?** *Answers will vary. Students may say that reading stories like this one makes them feel more grateful to live in a place where medicine is more available. They may also say it makes them more compassionate and empathetic about the struggles of others and perhaps even inspires them to help.*

## 3 Skill Building

### Featured Skill: Reading for Information

(15 minutes, activity sheet online)

Have students work in groups to complete the **Reading for Information** activity. This activity will prepare students to respond to the writing prompt on page 21. *For alternate culminating tasks, see the box below.*

# Differentiate and Customize

### For Struggling Readers

In a well-organized paragraph, explain how Osawa's life changed because of the surgery.

### For Advanced Readers

Write an essay explaining how cleft surgery can change a child's life. Use information from the article and the interview as well as information from Smile Train's website. Go to [smiletrain.org](http://smiletrain.org) and click on "Our Stories" and then "Patient" to read stories about other children like Osawa.

### For Changemakers

Come up with a project to support Smile Train and its work. Organize and implement your project, then make a presentation about what you did and how it went. Your presentation can be a video, slideshow, essay, or speech.

### For Journalists

Imagine you are a journalist and you're going to interview a doctor who works with Smile Train. Write the list of questions you'd ask.



# Thirteen and a Half

A story about growing up

## About the Story

For qualitative complexity factors, go to Scope Online.

## Learning Objective:

to compare ideas about growing up expressed in a short story and in a poem

## Key Skills:

interpreting text, character, tone, theme, inference

## Essential Questions:

- What do we gain and what do we lose as we go from childhood to adulthood?
- How do we deal with the death of a loved one?
- What is the basis of friendship?

## Standards:

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

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



## Your Teaching Support Package

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

### Audio:

- Story
- Poem

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

### Activities to print or project:

- DIY Vocabulary (for fiction)
- Close Reading and Critical Thinking
- Analyzing Poetry
- Theme: On Growing Up
- **Core Skills Workout:** Inference
- Quiz\*
- **Literary Elements:** 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: Free Writing (5 minutes)

As students enter the classroom, have them free-write in response to the following: *How does life change as you go from being a kid to being an adult?* Then invite volunteers to share what they wrote.

### 2 Reading and Discussing “Thirteen and a Half”

(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. Interpreting text** (p. 23) *She means that she couldn't think of a good excuse to decline Ashley's invitation.*
- ▶ **2. Character** (p. 23) *The narrator's shrugs suggest that perhaps she prefers to keep her thoughts to herself. Or her shrugs might suggest that she is not judgmental or that she prefers to mull things over before reaching a conclusion.*
- ▶ **3. Tone** (p. 25) *The narrator does not seem to particularly admire or dislike Ashley's house. She seems to find the house a bit uncomfortable in its vastness—as when she says that she stayed close to Ashley “to avoid getting lost”—but otherwise, the narrator seems to just take it all in. She sees her own house as being typical.*
- ▶ **4. Inference** (p. 25) *Ashley believes that budgies are more “exotic” than parakeets, and this appeals to her. After all, she is a person who wants*

*to “live life to the hilt,” and in her mind, it seems to be more exciting and adventurous to have an exotic bird than a regular old parakeet.*

▶ **5. Theme** (p. 25) *At the beginning of the story, Ashley seems eager to grow up. She is celebrating her half-birthday and dreaming about the day she will be grown up and able to “do anything.” But now, Ashley seems to be mourning the passing of her childhood; she is sobbing as she notes that the bird's death “feels like the death of my childhood.”*

▶ **6. Inference** (p. 26) *They seem to be feeling a mix of emotions. Ashley is sad over the loss of her pet but seems also in some way to be enjoying the drama of the moment. The narrator seems like she is trying to respect Ashley's grief while at the same time feeling awkward and uncomfortable—and a bit confused about how, exactly, Ashley does feel. In the moment that the girls “sort of” smile at each other, they share a moment of uncertain closeness.*

▶ **7. Theme** (p. 26) *Answers will vary, but students may offer that over the course of the story, things have indeed shifted “subtly” for Ashley because of the loss of Sweet Pea—her first experience with death—and the revelation of her mother's deception. Some of the innocence of her childhood has been lost.*

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

#### Critical-Thinking Questions

(15 minutes, activity sheet online)

▶ **Describe the personalities of the two main characters—the narrator and Ashley. Support your ideas with details from the text.** *Students should offer that Ashley is expressive, dramatic, dreamy, and quirky. She wants a life full of glamour and drama. She imagines flying and dreams of a future in which she is both a movie*

star and a veterinarian. She wants to “live life to the hilt.” She looks for meaning in small gestures (such as how a person eats a Mallomar) and imagines that her pet is more exotic than he is. She is open with her emotions, sobbing unabashedly when Sweet Pea dies. You sense that she might be a little lonely too; her mother is preoccupied with her studies, and Ashley has invited over someone she barely knows. The narrator is just the opposite: She is down-to-earth and keeps her thoughts largely to herself, often answering questions with shrugs. She doesn’t imagine flying but rather being in a bakery.

► **Describe the point of view from which the story is told—that is, who is telling the story?**

**Do you think the portrayal of Ashley can be trusted?** *Answers will vary. The story is told in first person, from the narrator’s point of view. Students might note that we all see the world differently, and you can assume that the narrator is presenting her view of Ashley. You get the sense that the narrator doesn’t quite know what to make of Ashley; perhaps if she were more like Ashley or had other friends more like her, she would describe Ashley differently.*

► **Do you think Ashley’s mom was right to hide the parakeets’ deaths from Ashley? Explain.** *Answers will vary.*

► **Do you think the narrator and Ashley will become friends?** *Answers will vary. On one hand, the girls have little in common; on the other, they have gone through an emotional day together. That the narrator isn’t sure how she feels about Ashley is clear from her comment “I can’t figure out if she is severely weird or like, the opposite.”*

### 3 Reading and Discussing “On Turning 10”

(20 minutes, activity sheet online)

- Play the audio version of “On Turning 10” a few times as students follow along in their magazines.
- In small groups or as a class, have students complete the **Analyzing Poetry** activity.

### 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: On Growing Up**. For alternate culminating tasks, see the box below.

## Differentiate and Customize

#### For Struggling Readers

Does the author of “Thirteen and a Half” present growing up as a wonderful thing, a difficult thing, or a mix of both? Explain in a well-organized paragraph. Use details from the story to support your answer.

#### For Advanced Readers

Write a conversation between Ashley in “Thirteen and a Half” and the speaker of “On Turning 10” in which they discuss their feelings about growing up.

#### For Poets

Write a poem about how you felt on your last birthday—how you felt about turning the age that you turned.

#### For the Reflective

Create a poster with three sections. In the first, write sentences that each begin “When I was younger, I . . .” In the second, write sentences that begin “Now I . . .” In the third, write sentences that begin “When I am older, I . . .” Include art with your poster—perhaps photos or drawings of yourself at different ages.