

TEACHER'S  
GUIDEDECEMBER 2018/  
JANUARY 2019A  
COMPLETE  
TEACHING KITISSUE  
DATE

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER/  
JANUARY

FEBRUARY

MARCH

APRIL

MAY

# The Power of Curiosity

Here at *Scope*, we feel pretty lucky that we get to spend our days scouring libraries and reading books as we research and write articles for you and your students. It seems as if we discover something new and fascinating every day. (Stop by our offices at any given time and you'll probably hear "You won't BELIEVE what I just learned!")

Creating this issue was no different. In fact, this issue is all about exploring different experiences and places. We learned about life on the International Space Station ("Grammar Takes a Spacewalk," page 2) and what it's like to grow up next to an active volcano ("Beauty and Disaster," page 18). We stepped into the shoes of a blind teenager ("Nothing Holds Me Back," page 4). And we traveled—in our minds—to Japan to see the delightful hot-springs-loving macaques ("Pool of Snow Monkeys," page 28).

Fostering curiosity in your students is at the core of our mission. Our deepest wish is that your students will feel the same thrill and fascination when they open *Scope* that we feel as we put our stories together—and that your students will be inspired to use the power of their curiosity to learn more about themselves, their communities, and the world.

What are you and your students curious about? Drop me a line or a tweet and tell me all about it. You might just find the topic covered in the pages of *Scope* one day.

Warmly,  
Kristin



Kristin Lewis  
Editorial Director  
KELewis@scholastic.com

## STAFF PICKS

**“** The descriptive writing (p. 28) about snow monkeys is delightful and took me back to when I saw these monkeys on a visit to Japan. And yes, they really are that cute.” —Adee Braun



**“** The world can feel hard sometimes. Thank goodness we have Naomi Shihab Nye's poem (p. 32) to remind us of the beauty hiding around every corner, waiting for us to find it.”



—Jennifer Dignan

**“** Students will have a new hero after reading the nonfiction feature (p. 4) about 15-year-old Noah Carver, who has been blind since birth.”



—Mackenzie Carro


[scope.scholastic.com](http://scope.scholastic.com)

# YOUR DECEMBER/JANUARY ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
<b>Grammar, pp. 2-3</b> “Grammar Takes a Spacewalk”	Students practice using <i>then</i> and <i>than</i> while learning about life on board the International Space Station.	<ul style="list-style-type: none"> <li>Conventions of standard English</li> </ul>
<b>Narrative Nonfiction, pp. 4-8</b> “Nothing Holds Me Back”	Noah Carver, 15, has been blind since birth—but that hasn’t stopped him from running cross country, riding horses, and playing the piano. Noah’s incredible story will inspire your students, as well as help them understand what it is like to be visually impaired.	<ul style="list-style-type: none"> <li><b>Featured Skill:</b> Key Ideas</li> <li>Author’s craft</li> <li>Literary devices</li> <li>Inference</li> <li>Key ideas and supporting details</li> <li>Tone</li> <li>Author’s purpose</li> </ul>
<b>Drama, pp. 9-15</b> <i>The Gift of the Magi</i>	Students will love our heartwarming adaptation of O. Henry’s classic story “The Gift of the Magi.” We’ve paired the play with an informational text about the benefits of giving gifts.	<ul style="list-style-type: none"> <li><b>Featured Skill:</b> Integrating Ideas</li> <li>Character</li> <li>Setting</li> <li>Irony</li> <li>Compare and contrast</li> <li>Key ideas and supporting details</li> <li>Inference</li> <li>Interpreting text</li> </ul>
<b>Debate, pp. 16-17</b> “Should We Get Rid of the Penny?”	Should the U.S. discontinue the penny? Students read arguments on both sides of the debate and take a stand.	<ul style="list-style-type: none"> <li>Supporting an argument</li> <li>Central ideas and details</li> </ul>
<b>Paired Texts, pp. 18-25</b> “Beauty and Disaster” and “The Power of Kilauea”	Two nonfiction texts about the world’s most active volcano, Kilauea, explore both the beauty and the destructive power of volcanoes.	<ul style="list-style-type: none"> <li><b>Featured Skill:</b> Synthesis</li> <li>Figurative language</li> <li>Author’s craft</li> <li>Text features</li> <li>Text structures</li> <li>Inference</li> <li>Key ideas and supporting details</li> </ul>
<b>Short Read, pp. 26-27</b> “How Stars Beat Stress (and how you can too)”	This bite-sized nonfiction text explores the science of stress and provides several tips—used by celebrities and approved by experts—for keeping stress under control.	<ul style="list-style-type: none"> <li>Supporting a claim</li> <li>Central ideas and details</li> <li>Text evidence</li> </ul>
<b>You Write It, pp. 28-29</b> Descriptive Writing: “Pool of Snow Monkeys”	Students hone their descriptive writing skills while learning about an unusual way that a group of monkeys in Japan stays warm.	<ul style="list-style-type: none"> <li>Descriptive writing</li> <li>Revision</li> </ul>
<b>Poem, p. 32</b> “Valentine for Ernest Mann”	Students read a beautiful poem by Naomi Shihab Nye, then write their own poem, story, or essay inspired by an idea in the poem.	<ul style="list-style-type: none"> <li>Poetry</li> </ul>

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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>then</i> and <i>than</i></li> </ul>		L.3
<ul style="list-style-type: none"> <li>• Audio: Article and vocabulary</li> <li>• <b>PW</b> Key Ideas: Shattering Misconceptions</li> <li>• <b>PW</b> Close-Reading &amp; Critical-Thinking Questions</li> <li>• <b>IW PW</b> Quiz (two levels)</li> <li>• <b>PW</b> Vocabulary: Definitions &amp; Practice</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PW</b> Nonfiction Elements (two levels)</li> <li>• <b>PW</b> Core Skills: Summarizing (two levels), Central Ideas and Details (two levels), Tone (two levels)</li> <li>• <b>PW</b> Contest Entry Form</li> </ul>	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"> <li>• Video: “Is It Ironic?”</li> <li>• Audio: Informational text and vocabulary</li> <li>• <b>PW</b> Integrating Ideas: Giving Gifts</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> </ul>	<ul style="list-style-type: none"> <li>• <b>PW</b> Vocabulary: Definitions &amp; Practice</li> <li>• <b>IW 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.5, 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> Essay Kit</li> <li>• <b>IW PW</b> Quiz (two levels)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>IW</b> Vocabulary: Definitions &amp; Practice</li> <li>• <b>PW</b> Contest Entry Form</li> </ul>	R.1, R.2, R.6, R.8, W.1, W.4, W.5, W.7, SL.1, L.4, L.6
<ul style="list-style-type: none"> <li>• Video: Beyond the Story</li> <li>• Audio: Article and informational text</li> <li>• Vocabulary Slideshow</li> <li>• <b>PW</b> Synthesis</li> <li>• <b>PW</b> Close-Reading &amp; Critical-Thinking Questions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PW</b> Video Discussion Questions</li> <li>• <b>IW PW</b> Quiz (two levels)</li> <li>• <b>PW</b> Core Skills: Text Evidence (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, 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>• Slideshow: Stress Busters</li> <li>• <b>PW</b> Vocabulary: Definitions &amp; Practice</li> <li>• <b>PW</b> The Short Write Kit</li> </ul>	<ul style="list-style-type: none"> <li>• <b>IW 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>• <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> </ul>	<ul style="list-style-type: none"> <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.

# Nothing Holds Me Back

Noah, 15, runs, skis, and plays the piano. Noah is also blind.

## About the Story

**Lexile:** 950L

For qualitative complexity factors, go to Scope Online.

## Learning Objective:

to identify misconceptions about blindness and explain how one teen is helping to shatter them

## Key Skills:

author's craft, literary devices, inference, key ideas and supporting details, tone, author's purpose

## Essential Questions:

- What does it mean to be inclusive?
- What does it mean to defy expectations?
- Why do people make assumptions about others?

## Standards:

This article and lesson support these Common Core anchor standards:

**R.1, R.2, R.3, R.4, R.5, W.2, SL.1, L.4, L.5, L.6**

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



## Your Teaching Support Package

Find your full suite of materials at [scope.scholastic.com](http://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
- Key Ideas: Shattering Misconceptions
- **Core Skills Workout:** Central Ideas & Details\*, Summarizing\*, 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, activity sheet online)

Ask students to write down everything they do in the morning before school. Invite them to share their lists. Then say: Now imagine you are no longer able to see. How would you do those same things?

**Preview vocabulary.**

(8 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Review as a class. Highlighted words: *advocate, daunting, dwell, forged, paraeducator, petitioning, tactile, tedious*

## 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 5.
- Play the audio at Scope Online while students follow along in their printed magazines.
- Have students work in groups to discuss the following close-reading questions.

### Close-Reading Questions

▶ **Consider the introduction of the article.**

**How does author Kristin Lewis portray Noah Carver?** (author's craft) *Lewis portrays Noah as a tough and determined athlete, describing how his "muscles strained" and explaining that "he'd been training hard for months."*

▶ **In the section "A World Without Sight," Lewis asks a series of questions. Why? What purpose do these questions serve?** (literary devices, author's craft) *Lewis's questions are meant to help the reader imagine what it would be like to be blind.*

▶ **On page 6, Lewis includes a quote from Noah about being blind. He says, "There is just one thing that's different about us in the physical sense—can't see a thing!" What can you tell about Noah from this quote?**

(inference) *You can tell that Noah has a positive attitude. His ability to be humorous about being blind shows that he is comfortable with who he is and doesn't view being blind as something that holds him back.*

▶ **On page 7, Lewis writes, "Often one of the biggest challenges of being blind isn't not being able to see; it's dealing with what sighted people assume about blind people." How does Lewis support this idea?** (key ideas

and supporting details) *Lewis supports this idea by providing examples of incorrect assumptions that people have made about Noah over the years. For example, Lewis writes that Noah struggled to find a piano teacher for years (7). This is likely because many teachers assumed he wouldn't be able to learn how to play or they thought it would be too difficult to teach him. Lewis also writes that Noah was left out of the dance scene in a school musical because the musical director assumed Noah couldn't learn the steps (7).*

▶ **Consider the details about Noah's parents provided throughout the article. From these details, what can you infer about them?**

(inference) *You can infer that Noah's parents are extremely supportive and dedicated to helping Noah lead as "regular" a life as possible. For example, on page 7, Lewis explains that Noah's mom decided to become Noah's full-time paraeducator and that she translates all his schoolwork into Braille for him. On page 6, Lewis writes that Noah's dad made him a tactile*



map of his school so that Noah could find his way around on his own. These details show that Noah's parents are dedicated to helping Noah be independent and do everything he wants to do.

► **What do you think Lewis's attitude toward Noah is? How do you know?** (tone) *Lewis admires Noah and considers him to be a person of strength, resilience, and courage. On page 7, when writing about Noah learning the dance moves for a school play, she writes, "Not surprisingly, he nailed them." On page 8, Lewis writes, "Still, if there is one thing you have to know about Noah, it's that he is courageous and determined." She also writes that Noah uses "his powers for good" and describes him as "a strong advocate" for the blind community. These details show how much she admires him.*

► **What is the main purpose of the sidebar "What Noah Wants You to Know"?** (author's purpose) *The main purpose is to address misconceptions people may have about blindness and to provide advice on how to interact with a blind person in a kind and respectful way.*

- Reconvene to discuss the following questions.

## Critical-Thinking Questions

► **In the sidebar, Noah encourages people to ask questions about his blindness. What is the value of asking each other questions about things we don't understand?** *Answers will vary. Students may say that asking questions gives people the opportunity to correct any misconceptions that they have. It can also help make us all more accepting and empathetic.*

► **How can the sighted world's understanding of blindness be increased?** *Answers will vary. Students may say that reading about people's experience with blindness or vision impairment is one way. Another way is by including those who are blind or visually impaired and getting to know them.*

## 3 Skill Building

### Featured Skill: Key Ideas

(15 minutes, activity sheet online)

Have students work in groups to complete the activity **Key Ideas: Shattering Misconceptions**. This activity will prepare students to respond to the writing prompt on page 8. *For alternate culminating tasks, see the box below.*

# Differentiate and Customize

### For Struggling Readers

In a well-organized paragraph, explain how Noah shows determination. Support your answer with text evidence from the article.

### For Advanced Readers

Your outlook is your attitude toward life. What is Noah's outlook? How has it shaped his life? Answer both questions in a well-organized essay. Support your answer with evidence from the article.

### For History Lovers

Choose one figure from history who was visually impaired (such as Ray Charles). Research that person's life. Then write an essay or create a video about that person.

### For Advocates

Help spread awareness about Noah's petition to have AD added to all movies. You might write a social media post, a letter, etc. Find the petition here: [www.change.org/p/make-movies-accessible-to-the-blind](http://www.change.org/p/make-movies-accessible-to-the-blind)

# The Gift of the Magi

Based on O. Henry's beautiful classic story

## About the Story

**Lexile:** 970L

(informational text)

For qualitative complexity factors, go to Scope Online.

## Learning Objective:

to apply a quotation about giving to the play and the informational text

## Key Skills:

character, setting, inference, interpreting text, irony, key ideas and details, compare and contrast, integrating ideas

## Essential Questions:

- Why do we give gifts?
- What makes a gift meaningful?
- How can we show people that we care about them?

## 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).

**Video:** “Is It Ironic?”

**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: Giving Gifts
- Quiz\*
- **Core Skills Workout:** Mood\*, Inference
- **Literary Elements:** Character Thinking Tool, Theme Anticipation Guide
- Contest Entry Form

\* Available on two levels

# Step-by-Step Lesson Plan

## Close Reading, Critical Thinking, Skill Building

### 1 Preparing to Read

#### Do-Now: Reflect on giving.

(5 minutes)

Give students two minutes to write an answer to this question: “What’s the best gift you ever received—and why?” Ask a few volunteers to share their answers. Briefly discuss what makes a gift satisfying to give and to receive.

#### Preview vocabulary.

(7 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Review the words. Play: *afloat, befit, haggle, sparsely, threadbare, tonic, unceremoniously*; Informational Text: *agonize, incandescent, neurochemicals, reap*

### 2 Reading and Discussing the Play

(30 minutes, activity sheet online)

- Read aloud the As You Read box on page 10.
- Assign parts and read the play as a class.
- Discuss the following questions in groups.

#### Close-Reading Questions

▶ **What do you learn about Jim and Della in Scene 1?** (character) *You learn that Jim and Della don’t have much money. You also learn that they care deeply about each other: Charlie tells Della, “Jim loves you so much,” and Della wants to give Jim the kind of wonderful present she thinks he deserves.*

▶ **How does the setting of Scene 1 help you understand Della’s problem?** (setting) *The details of Jim and Della’s living room (the threadbare rug, scuffed coffee table, and sparsely decorated Christmas tree) help you understand that money really is tight for the couple and why Della has only \$1.87 for Jim’s gift.*

▶ **In Scene 4, what emotions does Della experience when selling her hair? How can you tell?** (inference) *Della feels some grief, or at least anxiety, over giving up her hair; she tells Madame Sofronie, “Quick, cut it off before I change my mind,” and she winces when her hair is cut. But she’s also thrilled to get the money; after her hair is cut, she smiles and thanks Madame Sofronie enthusiastically.*

▶ **In Scene 5, Della says that neither gloves nor a coat seem “precious enough” to be her gift for Jim. What does she mean? Why might a watch chain be more precious?** (interpreting text) *A coat and gloves would keep Jim warm, but they wouldn’t necessarily bring him joy. Jim’s watch is his prized possession. By getting him a watch chain, Della can show she understands that and also enhance the pleasure he takes in owning a good watch.*

▶ **How do Jim and Della feel at the end of the play? What character traits do they have that cause them to feel this way?** (inference, character) *They’re both smiling; you can infer that they’re amused by the irony of their situation. The fact that they both have a sense of humor, are generous, and value each other over any material item allows them to see their situation with good humor.*

#### Critical-Thinking Questions

▶ **Do you think the play has a happy ending? Why or why not?** *Answers may vary. Some students might say that the play does not have a happy ending because Della and Jim receive gifts they can’t use on top of having lost their most prized possessions. But most students will probably say that the play does end happily: Della and Jim have shown that they value each other above all else.*



► **Irony is when the outcome of an action is the opposite of what was intended or expected. Explain the irony in the play.** *Della and Jim each expect that they will give the other person a wonderful gift. Instead they both end up giving each other something useless.*

► **In the biblical story of Christmas, the Magi bring special gifts to the baby Jesus. The Magi are referred to as wise men. Why do you think O. Henry named his story after them?** *Della and Jim give special gifts to each other. They are wise because they understand the true purpose of giving: to show love.*

### 3 Reading the Informational Text

(10 minutes, activity sheet online)

As a class, read “What Do You Get From Giving?” and discuss the following questions.

#### Close-Reading Questions

► **According to the article, what are the “remarkable things” that gift giving does for you?** (key ideas and details) *According to the article, giving a gift can improve your sense of well-being and health. It also reinforces feelings of love for the person you are giving the gift to.*

► **According to the article, how is holding a door open for someone similar to giving a gift?** (compare and contrast) *Both are acts of kindness that trigger the release of powerful brain chemicals that make you feel good.*

► **According to the essay, what are the benefits of receiving a gift?** (key ideas and details) *The article states that receiving a thoughtful gift makes you feel special.*

#### Critical-Thinking Question

► **If Lewis could walk into Scenes 1 and 2 of the play, what advice might she give Della and Jim?** *Lewis might tell Della and Jim not to worry about buying each other expensive presents, but instead to each just do something kind and thoughtful for the other person, because that will mean just as much as a costly gift.*

### 4 Skill Building: Integrating Ideas

(15 minutes, activity sheet online)

Have students complete the activity **Integrating Ideas: Giving Gifts**. This activity will prepare students to respond to the writing prompt on page 15. For alternate culminating tasks, see the box below.

## Differentiate and Customize

#### For Struggling Readers

Kristin Lewis mentions the “warm glow” we feel when we give gifts. Describe a place in the play where Della seems to feel that glow, and explain how you can tell.

#### For Advanced Readers

Write an advice column as either Jim or Della, discussing how to find the perfect gift for a loved one. Draw on information from both the play and the informational text.

#### For Creative Writers

Imagine you’re making a play or movie version of “The Gift of the Magi” set in modern times. Write a summary of your idea. You may change as many details from the original as you like.

#### For Critics

Read O. Henry’s short story “The Gift of the Magi.” How is the play different from the story? Why do you think the playwright made the changes she did?

# Beauty and Disaster

Last May, Kilauea turned violent—and changed Hawaii forever

## About the Story

**Lexile:** 970L (combined)

For qualitative complexity factors, go to Scope Online.

## Learning Objective:

to synthesize information about volcanoes from two nonfiction texts

## Key Skills:

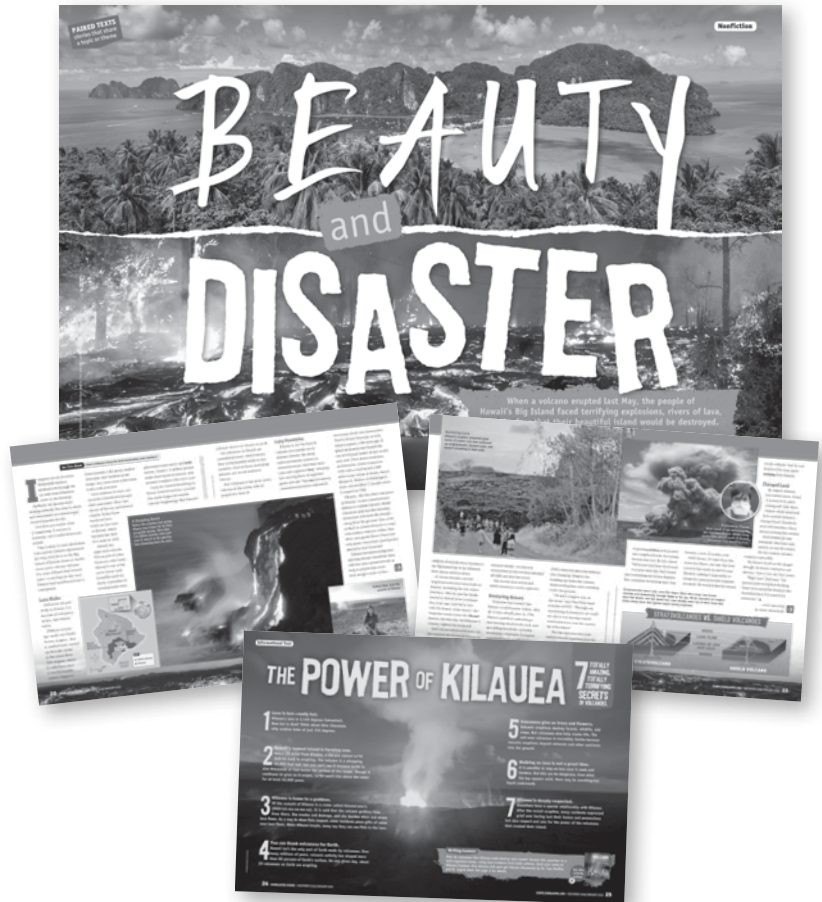
figurative language, author's craft, text features, text structures, inference, key ideas and supporting details, synthesis

## Essential Questions:

- What can be learned from natural disasters?
- Why does nature deserve our respect?
- How does our environment shape the way we live?

## Standards:

The articles and lesson support these Common Core anchor standards: **R.1, R.2, R.3, R.4, R.5, R.7, R.9, W.2, SL.1, SL.2, L.4, L.5, L.6.** For more standards information—including TEKS—go to Scope Online.



## Your Teaching Support Package

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

**Video:** Beyond the Story

**Slideshow:** Vocabulary

**Audio:**

- The article and informational text

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

**Activities to print or project:**

- Video Discussion Questions
- Synthesis
- Close Reading and Critical Thinking
- **Core Skills Workout:** Text Features, Text Structures, 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: Consider an essential question.

(7 minutes)

Write on the board: *How does our physical environment affect the way we live?* Give students three minutes to jot down their answers. Spend two minutes discussing their ideas. Finally, explain that they are about to read a story in which the natural environment of a place plays a big role in how people live.

#### Preview vocabulary.

(10 minutes, slideshow online)

Show the **Vocabulary Slideshow**. Complete the activity as a class or assign it as homework. Highlighted words: *fury, lush, molten, seeping, summit, vents, vibrant*

### 2 Reading and Discussing

#### “Beauty and Disaster” and “The Power of Kilauea”

(30 minutes, activity sheets online)

- Invite a student to read aloud the As You Read box on page 20.
- Read the two articles 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

Consider the last two lines of the introduction: “For years, Kilauea had seemed tame—a purring cat. But now, Kilauea had transformed into a roaring lion.” What literary device is the author using? What purpose does it serve? (figurative language, author’s craft) *The*

*author is using a metaphor to compare Kilauea’s activity first to a cat and then to a lion. This comparison helps the reader understand that Kilauea changed from something that seemed harmless and tame into something dangerous and wild, and that the change was dramatic and surprising.*

On page 20, author Lauren Tarshis writes, “Hawaii is one of the most remote and beautiful spots on Earth . . .” Which text features in the article support this idea?

(text features) *The map on the bottom of page 20 supports the idea that Hawaii is remote by showing how far it is from other land. The images on pages 18 and 19 support the idea that Hawaii is beautiful by showing its dazzling and lush landscape, as well as the glowing lava of Kilauea.*

What text structure is the author using in the first two paragraphs of the section “Lazy Fountains”? What does this help you understand about Kilauea? (text structures) *The author is using a compare-and-contrast structure to explain the differences between stratovolcanoes, which erupt violently, and shield volcanoes, which erupt in a calmer, less dramatic way. This helps the reader understand how Kilauea, which is a shield volcano, is different from other, more violent volcanoes.*

Why do people like Josh and his family live near Kilauea, even though the volcano is active? Give at least two reasons. (inference, key ideas and supporting details) *Reasons include that Kilauea was not considered dangerous for many years, that the Big Island is filled with beautiful natural wonders, and that the volcano itself is fascinating.*

According to details in the section “Devouring Houses,” what are the risks of living near an active volcano? (key ideas and

supporting details) *According to the section “Devouring Houses,” a major risk of living near an active volcano is that it could erupt and cause damage. Eruptions can cause earthquakes and lava flows, which can destroy neighborhoods. Eruptions can also release poisonous gas.*

▶ **According to “The Power of Kilauea,” how can volcanoes be a force for creation?** (key ideas and supporting details) *According to “The Power of Kilauea,” volcanoes created many features of Earth today. Volcanoes also create new land masses and help vegetation grow.*

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

### **Critical-Thinking Question**

▶ **According to the informational text, Kilauea is “deeply respected” in Hawaii. Why might Hawaiians have a unique respect for volcanoes?** *Answers will vary. Students may say that Hawaiians have a respect for volcanoes*

*because the Hawaiian islands are the result of volcanic activity over millions of years. Students may also say that Hawaiians respect volcanoes because they have witnessed their power and beauty and because it’s believed that the goddess Pele lives within Kilauea.*

### **Watch the video.**

(15 minutes, activity sheet online)

Project or distribute the **Video Discussion Questions** and preview them as a class. Then play the **Beyond the Story video**. Finally, discuss the questions as a class.

## **3 Skill Building**

### **Featured Skill: Synthesis**

(15 minutes, activity sheet online)

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

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