



# SCHOLASTIC SCOPE®

THE LANGUAGE ARTS MAGAZINE

TEACHER'S  
GUIDE

SEPTEMBER 2019

## A COMPLETE TEACHING KIT

ISSUE  
DATE

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER/  
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MARCH

APRIL

MAY

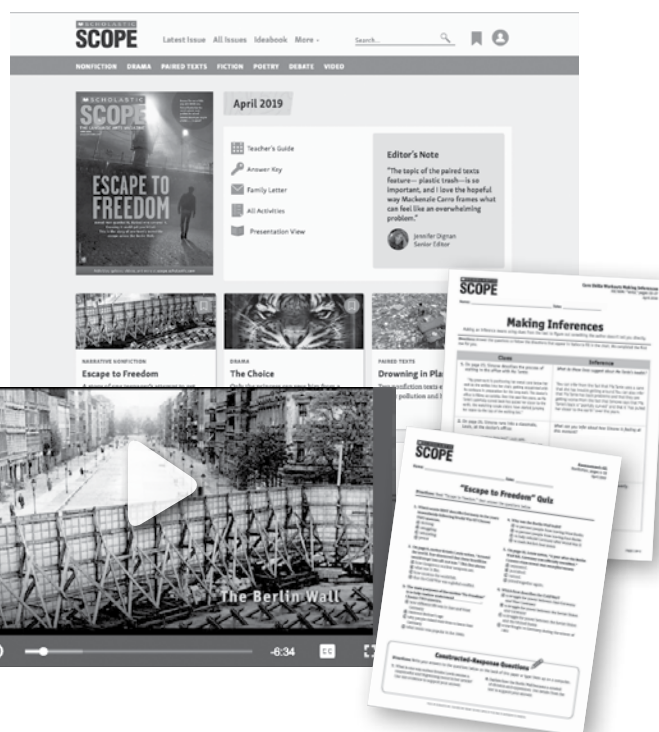
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# YOUR SEPTEMBER ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
<b>Grammar, pp. 2-3</b> “Grammar Makes a Superhero”	Students practice using <i>than</i> and <i>then</i> while learning about how a few of their favorite Marvel characters come to life on-screen.	<ul style="list-style-type: none"> <li>Conventions of standard English</li> </ul>
<b>Narrative Nonfiction, pp. 4-9</b> “I Live in a Refugee Camp”	The powerful story of a 15-year-old refugee from Somalia will help students understand what a refugee camp is and what it’s like to live in one. The article also introduces students to the current refugee crisis and offers ideas about what can be done to help.	<ul style="list-style-type: none"> <li><b>Featured Skill:</b> Key ideas</li> <li>Author’s craft</li> <li>Text structure</li> <li>Key ideas and details</li> <li>Inference</li> <li>Interpreting text</li> <li>Tone</li> <li>Text features</li> </ul>
<b>Drama, pp. 10-15</b> <i>Gods Versus Giants</i>	Students will love performing our thrilling play based on the Norse myth “The Apples of Life.”	<ul style="list-style-type: none"> <li><b>Featured Skill:</b> Character</li> <li>Setting</li> <li>Inference</li> <li>Character’s motivation</li> <li>Text evidence</li> <li>Interpreting text</li> <li>Text structure</li> </ul>
<b>Paired Texts, pp. 16-19</b> “How to Save a Baby Orangutan” and “Why We Need Rainforests”	“How to Save a Baby Orangutan” tells the moving story of Gerhana, a baby orangutan whose mother was killed by humans. We’ve paired the story with an infographic about the importance of rainforests.	<ul style="list-style-type: none"> <li><b>Featured Skill:</b> Synthesis</li> <li>Key ideas and details</li> <li>Tone</li> </ul>
<b>Short Read, pp. 20-21</b> “Mac and Cheese Mania”	This bite-sized nonfiction article explores the fascinating history of macaroni and cheese.	<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. 22-23</b> “Should Instagram Get Rid of Likes?”	Nick thinks Instagram should get rid of likes. Kira disagrees. Who makes the stronger argument? Your students decide.	<ul style="list-style-type: none"> <li>Supporting a claim</li> <li>Central ideas and details</li> </ul>
<b>Fiction, pp. 24-29</b> “The Message”	Astra, a teen onboard a spaceship, receives a mysterious message and faces an impossible choice. This beautiful work of fiction explores themes of courage, confidence, and loss.	<ul style="list-style-type: none"> <li><b>Featured Skill:</b> Inference</li> <li>Setting</li> <li>Text structure</li> <li>Character</li> </ul>
<b>NEW! You Be the Editor, pp. 30-31</b> “Is This Trash or Treasure?”	In our new activity, students hone their writing and revision skills while learning about a beach covered in sea glass.	<ul style="list-style-type: none"> <li>Descriptive writing</li> <li>Revision</li> </ul>
<b>Poem, p. 32</b> “Would I Still Be Me?”	This beautiful poem about identity by Jennifer Dignan is perfect for the start of the year.	<ul style="list-style-type: none"> <li>Analyzing and writing 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>• Video: Grammar Hacks: <i>Than</i> and <i>Then</i></li> <li>• 📄 More practice with <i>than</i> and <i>then</i></li> </ul>	L.3
	<ul style="list-style-type: none"> <li>• Video: Beyond the Story</li> <li>• Audio: Article and vocabulary</li> <li>• 📄 Preparing to Write: Understanding Refugees</li> <li>• 📄 Close-Reading &amp; Critical-Thinking Questions</li> <li>• 📺 📄 Quiz (two levels)</li> <li>• 📄 Vocabulary: Definitions &amp; Practice</li> <li>• 📄 Video Discussion Questions</li> <li>• 📄 KWL Chart</li> <li>• 📄 Nonfiction Elements (two levels)</li> <li>• 📄 Core Skills: Summarizing (two levels), Central Ideas and Details (two levels), Text Features</li> <li>• 📄 Contest Entry Form</li> </ul>	R.1, R.2, R.3, R.4, R.5, R.6, R.7, W.2, SL.1, L.4, L.5, L.6
	<ul style="list-style-type: none"> <li>• Slideshow: Into the World of the Vikings</li> <li>• Audio: Vocabulary and pronunciation guide</li> <li>• 📄 Preparing to Write: Is Loki a Villain?</li> <li>• 📄 Close-Reading &amp; Critical-Thinking Questions</li> <li>• 📄 Literary Elements: Theme Anticipation Guide, Character Thinking Tool</li> <li>• 📄 Vocabulary: Definitions &amp; Practice</li> <li>• 📺 📄 Quiz (two levels)</li> <li>• 📄 Core Skill: Mood (two levels)</li> <li>• 📄 Pronunciation Guide</li> <li>• 📄 Contest Entry Form</li> </ul>	R.1, R.3, R.4, R.5, R.6, R.7, W.1, W.2, SL.1, SL.2, L.4, L.6
	<ul style="list-style-type: none"> <li>• Audio: Article and vocabulary</li> <li>• 📄 Prepare to Write: The Value of Rainforests</li> <li>• 📄 Close-Reading &amp; Critical-Thinking Questions</li> <li>• 📺 Vocabulary: Definitions &amp; Practice</li> <li>• 📄 Core Skill: Text Evidence (two levels), Text Structure, Tone</li> <li>• 📺 📄 Quiz (two levels)</li> <li>• 📄 Contest Entry Form</li> </ul>	R.1, R.2, R.3, R.4, R.5, R.6, 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</li> <li>• Vocabulary Slideshow</li> <li>• 📄 The Short Write Kit</li> <li>• 📺 📄 Quiz (two levels)</li> <li>• 📄 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>• 📄 Scavenger Hunt (two levels)</li> <li>• 📄 Essay Kit</li> <li>• 📺 📄 Quiz (two levels)</li> <li>• 📄 Vocabulary: Definitions &amp; Practice</li> <li>• 📄 Contest Entry Form</li> </ul>	R.1, R.2, R.4, R.6, R.8, W.1, W.4, W.5, SL.1, L.4, L.6
	<ul style="list-style-type: none"> <li>• Audio: Story and infographic</li> <li>• Vocabulary Slideshow: Greek and Latin Roots</li> <li>• 📄 Preparing to Write: What Happened?</li> <li>• 📄 Close-Reading &amp; Critical-Thinking Questions</li> <li>• 📄 Literary Elements: Theme Anticipation Guide, Character Thinking Tool, Genre Exploration</li> <li>• 📄 DIY Vocabulary</li> <li>• 📺 📄 Quiz (two levels)</li> <li>• 📄 Core Skill: Inference</li> <li>• 📄 Contest Entry Form</li> </ul>	R.1, R.2, R.3, R.4, R.5, R.9, W.2, W.9, SL.1, L.4, L.5, L.6
	<ul style="list-style-type: none"> <li>• 📄 Model Text for “You Be the Editor” Activity</li> <li>• 📄 Contest Entry Form</li> </ul>	R.1, W.5, L.3
	<ul style="list-style-type: none"> <li>• Audio: Poem</li> <li>• 📄 Poetry Analysis</li> <li>• 📄 Writing Planner</li> <li>• 📄 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.

# Get Ready for an Unforgettable Year!

Hello *Scope* teachers!

We are thrilled to be back with you and your students for another fantastic year. We have so many incredible stories planned for you. And it all starts with this powerful first issue.

I am especially eager to know how your students respond to my article “I Live in a Refugee Camp.” In this story, your students will meet 15-year-old Bilan, who lives in a refugee camp in Ethiopia. When I first talked to Bilan back in April over an early morning Skype, I was struck by her candor and poise—and by her resolve to pursue an education and help her family and other refugees. An education is often the hardest-won asset for refugee children, whose lives have been so upended.

My dream is that this article will help your students begin to understand in a meaningful and developmentally appropriate way what the global refugee crisis is, why refugee camps exist, and how the international community can come together to help. Be sure to check out the video, support materials, and extension ideas at Scope Online.

I wish each of you a wonderful start to the new year. It is an honor to be part of your classroom.

Warmly,  
Kristin



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



Say hello to *Scope* team members (left to right) Mackenzie Carro, Larry Schwartz, Adee Braun, Albert Amigo, and Christy Damio.

## STAFF FAVES



I love the image that illustrator Shane Rebenschied created for the fiction. It's so beautiful and cinematic!”



—Albert Amigo,  
Art Director



Mackenzie Carro's gripping story about the race to save an orphaned baby orangutan raises awareness about a serious issue: the destruction of rainforests. I can't wait for your students to dig in.”



—Adee Braun,  
Managing Editor



I'm delighted by this issue's Norse mythology play—particularly the moment Loki turns Idunn into a walnut. So weird. So wonderful.”



—Jennifer Dignan,  
Senior Editor

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# I Live in a Refugee Camp

Bilan, 15, lives in the Kobe refugee camp in Ethiopia. This is her story.

## About the Story

**Lexile:** 930L

For qualitative complexity factors, go to Scope Online.

## Learning Objective:

to learn what it is like to live in a refugee camp and to write an essay about the refugee crisis and how it could be solved

## Key Skills:

author's craft, text structure  
key ideas and details,  
inference, interpreting text,  
tone, text features

## Essential Questions:

- What forces people to leave their homelands?
- What challenges do refugees face?
- What can be done to help refugees?

## Standards:

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

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**Video:** Beyond the Story: Into the World of Bilan

### Audio:

- The article (English and Spanish)
- Vocabulary

### Differentiated articles:

- Lower-Lexile version (printable)
- Spanish version (printable)

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

### Skill Builders to print or project:

- Vocabulary
- Video Discussion Questions
- KWL Chart
- Close Reading and Critical Thinking
- Preparing to Write: Understanding Refugees
- **Core Skills Workout:** Central Ideas & Details\*, Summarizing\*, Text Features
- Quiz\*
- Nonfiction Elements\*
- Contest Entry Form

*\*Available on two levels*

# Step-by-Step Lesson Plan

## Close Reading, Critical Thinking, Skill Building

### 1 Preparing to Read

#### Do-Now: KWL chart (5 minutes)

Hand out the KWL Chart from Scope Online or have students make their own KWL Chart. Have them fill in the first two columns: What I Think I Know About Refugees and What I Wonder About Refugees. Invite them to share their lists.

#### Watch the video.

(15 minutes)

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

#### Preview vocabulary.

(8 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Review as a class. Highlighted words: *arduous, durable, famine, inadequate, integrate, landmark, nongovernmental organizations, perilous, relishes, remote, resettled*

### 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 4.
- 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

In the introduction, why might author

Kristin Lewis switch from third person to second person? (author's craft) *The author*

*may switch to second person to help readers imagine themselves as refugees in each of the scenarios the author describes. This draws readers in by evoking empathy.*

On page 6, Lewis writes that Bilan was a “typical kid” who went to school and had many friends. Why might Lewis introduce Bilan in this way? (author's craft) *Lewis may introduce Bilan this way in order to make Bilan more relatable and to help readers feel connected to her.*

Describe the structure of the first paragraph of the section “Crisis After Crisis.” How does this paragraph connect to the article's introduction? (text structure) *The author lists three examples of refugees through time. Each group fled its homeland for a different reason—war, persecution, famine. These are the same reasons listed in the introduction.*

What is the purpose of “Crisis After Crisis”? (text structure) *The purpose is to show that there have been refugees throughout history as well as to explain how the UNHCR was formed.*

Based on information in “Life in the Camp,” how does life in the Kobe camp compare with life in other refugee camps? (key ideas and details, inference) *Life in the Kobe camp seems to be safer and more comfortable than life in other camps. Lewis writes that some camps have food and water shortages, insufficient bathroom facilities, and outbreaks of diseases. In comparison, Lewis writes, the Kobe camp is clean and well organized, and it has durable shelters and sufficient food and water (7-8).*

On page 9, Lewis writes that refugees who live in camps are “trapped in a world of uncertainty.” What does she mean?

(interpreting text) *Lewis means that they are not sure what is going to happen to them. They are mostly waiting to find out when—if ever—they can return home or be resettled somewhere else. Many are not able to get an education or a job, which likely adds to the uncertainty.*

In the section “World of Uncertainty,” what is Lewis’s tone, or attitude, as she talks about how Ethiopia treats refugees? (tone)

*Lewis’s tone is approving. After ticking off the ways Ethiopia helps refugees, Lewis writes, “But Ethiopia is unusual in the way it treats refugees. Unfortunately, many countries with large refugee populations do not allow refugees to integrate into society.” This statement shows that she approves of how Ethiopia treats refugees.*

What does the sidebar on page 8 help the reader understand? (text features)

*The sidebar helps the reader understand what a refugee is by providing the definition of the word. The sidebar also provides the definitions of two related terms that often get confused.*

- Reconvene as a class to discuss the following.

### Critical-Thinking Questions

Consider Bilan at the end of the article. Is her situation hopeful?

*Students may say yes because she is doing well in school, has friends, and plans to be a doctor. On the other hand, she faces challenges, including uncertainty about her future and lack of a permanent home.*

Why is it important to learn about refugees?

*Students may say that it is important because refugees are people in crisis who need help. Learning more about their lives can evoke empathy and kindle support.*

- Have students fill in the last column of the KWL Chart: What I Learned About Refugees. Invite students to share their lists.

## 3 Skill Building and Writing

(15 minutes, activity sheet online)

Have students complete **Preparing to Write: Understanding Refugees**. This key ideas activity will prepare them for the prompt on page 9. For alternate tasks, see the box below.

## Differentiate and Customize

### For Struggling Readers

In a well-organized paragraph, explain one challenge that refugees face and how that challenge can be overcome.

### For Advanced Readers

In a well-organized essay, explain at least three challenges that refugees face and how those challenges can be overcome. Support your ideas with details from “I Live in a Refugee Camp” and at least one additional source.

### For Humanitarians

Research careers that involve working with refugees. Pick three to five careers and create a presentation. Include the education required and what the jobs involve.

### For Future Policy Makers

Research a refugee resettlement program. In the form of an essay, podcast, or video, explain what the program does, how effective it has been, and what its future should be.

# Gods Versus Giants

A Norse mythology adventure that your students will love

## About the Story

**Lexile:** 1000L (captions)

For qualitative complexity factors, go to Scope Online.

## Learning Objective:

to draw a conclusion about a character and support that conclusion with text evidence

## Key Skills:

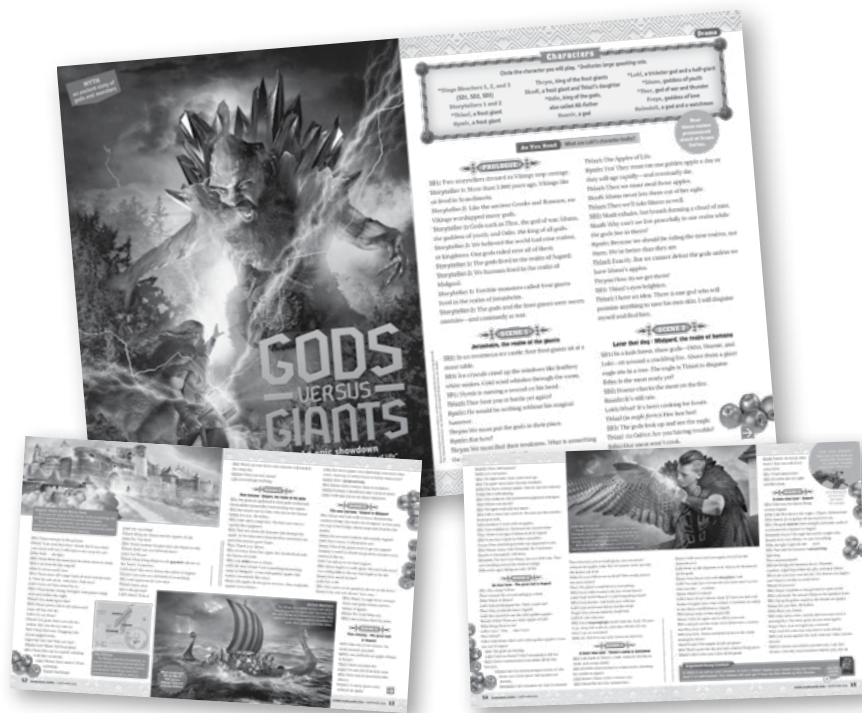
setting, character, inference, character's motivation, text evidence, interpreting text, text structure

## Essential Questions:

- Who deserves our loyalty?
- What is a villain?
- What can we learn from mythology?

## Standards:

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



## Your Teaching Support Package

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**Slideshow:** Into the World of the Vikings

### Audio:

- Vocabulary
- Pronunciation Guide

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

**Story:** A Day in the Life of a 12-Year-Old Viking Boy

### Skill Builders to print or project:

- Vocabulary
- Pronunciation Guide
- Close Reading and Critical Thinking
- Preparing to Write: Is Loki a Villain?
- Quiz\*
- **Core Skills Workout:** Mood\*
- **Literary Elements:** Theme Anticipation Guide, Character Thinking Tool
- Contest Entry Form

\* Available on two levels

# Step-by-Step Lesson Plan

## Close Reading, Critical Thinking, Skill Building

### 1 Preparing to Read

#### Do-Now: Theme Anticipation Guide

(3 minutes, activity sheet online)

Project the **Theme Anticipation Guide**. As students come in, have them write down whether they agree or disagree with each statement. Then ask volunteers to briefly explain their responses.

#### Build background knowledge.

(10 minutes, activity sheet online)

- As a class, view the slideshow **Into the World of the Vikings**. This will build important background knowledge about the Vikings and Norse mythology.
- Direct students to study the images and captions in the play.

#### Preview vocabulary and tricky names.

(7 minutes, activity sheet online)

- Project or distribute the **Vocabulary Words and Definitions**. Words: *begrudgingly, deception, gnarled, muster, preposterous, sidles, summoning*
- Project the **Pronunciation Guide** to the challenging character and place names. Then play the audio to hear the names pronounced aloud. Leave the guide up for students to refer to as they read.

### 2 Reading and Discussing

(30 minutes, activity sheet online)

- Read aloud the As You Read box on page 11.
- Assign parts and read the play as a class.
- Discuss the following questions in groups.

#### Close-Reading Questions

**Describe the atmosphere inside the giants' castle in Scene 1. What details create this atmosphere?** (setting) *It is very cold inside*

*the castle. Details that create this atmosphere are the ice crystals on the windows, the cold wind whistling through the room, and Skadi's breath creating a cloud of mist.*

#### In Scene 1, how are Skadi's feelings about the gods different from her father's?

(character) *Skadi's father, Thiazi, wants to overthrow the gods. Skadi thinks the gods and the giants can live peacefully in their separate realms.*

#### In Scene 2, who can you infer cursed the gods' meat? How do you know? (inference)

*You can infer from Thiazi's "Hee hee hee"—and the fact that Thiazi knows the meat has been cursed and is able to remove the curse—that Thiazi is the one who cursed the meat.*

#### In Scene 2, why does Thiazi eat so much of the gods' meat? (inference, character's motivation)

*Thiazi is provoking Loki to attack him so that he'll have an excuse to grab Loki; that way, Thiazi will have a chance to make a deal with Loki in private. You can assume this is all part of the idea that Thiazi mentions at the end of Scene 1.*

#### In Scene 6, Heimdall says, "Loki's loyalties are only to himself!" What evidence in the play supports this statement? (text evidence)

*In the play, Loki carries out two plans: one to have Idunn kidnapped by Thiazi, and the other to bring her back. In both cases, Loki is acting to save himself, first from Thiazi and then from the gods.*

#### At the end of the play, Odin tells Loki, "One day your treachery will be your end." What does he mean? (interpreting text)

*Odin means that if Loki is loyal to no one, no one*

will be loyal to him. If he keeps doing things that harm others, he'll end up with a lot of people who want to kill him and no one to help him.

**How is the role of the Storytellers in the play different from that of the Stage Directors?**

(text structure) *The Storytellers provide background information. The Stage Directors describe the action on the stage as it happens.*

**Critical-Thinking Questions**

**When Thiazi dies at the end of the story, is he getting what he deserves?**

*Answers will vary. Some students might say that Thiazi does deserve to die because his plan to steal Idunn's apples nearly killed the gods. Others might say that Thiazi was only fighting for his people and did not deserve what happened to him.*

**Does this story have a moral, or a lesson that can be learned from reading it? If so, what is it?**

*Answers will vary. Some students might say that the story does not have a moral*

*but simply illustrates the struggle between the gods and the giants. Other students might say the story does have a moral. They might say, for*

*example, that Thiazi's death shows that trying to battle the gods is fruitless or that Loki's actions show it's possible to correct bad choices that you make.*

**In mythology, a hero is typically a brave, selfless character who saves the**

**day. Based on this definition,**

**does this story have a hero? Explain.**

*Answers will vary. Some students might say that the story has no hero; others might say that Loki is the hero because he saves the day.*

**3 Skill Building and Writing**

**(15 minutes, activity sheet online)**

Have students complete the featured skill activity **Preparing to Write: Is Loki a Villain?**

This character activity will prepare students to respond to the argument essay prompt at the bottom of page 15. *For alternate culminating tasks, see the box below.*

## Differentiate and Customize

**For Struggling Readers**

In a well-organized paragraph, describe Loki's character. Use details from the play to support your ideas.

**For Advanced Readers**

Write an essay in which you explain whether you think Loki is the villain in *Gods Versus Giants*. Begin by defining what a villain is and describing two examples of villains from other stories. Compare Loki with these villains. Be sure to use text evidence.

**For Fiction Writers**

Write a letter from Loki to Odin explaining Loki's point of view on what happened in the play and whether Loki thinks he deserves to be punished.

**For Historians**

A caption on page 15 notes that many days of the week are named after Norse gods. Research other ways the Vikings influenced or contributed to the world. Present your research in a slideshow, video, or poster.

# How to Save a Baby Orangutan

Rescuing an orphaned baby orangutan in the rainforest of Borneo

## About the Story

**Lexile:** 980L (combined)

For qualitative complexity factors, go to Scope Online.

## Learning Objective:

to synthesize information from a nonfiction article and an infographic about the causes and effects of rainforest destruction

## Key Skills:

key ideas and details, tone, synthesis

## Essential Questions:

- Why are rainforests valuable?
- How do humans affect the natural world?
- Why should we care about things that happen in faraway places?

## Standards:

The articles and lesson support these Common Core anchor standards: **R.1, R.2, R.3, R.4, R.5, R.6, 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.

**How to Save a Baby Orangutan**  
When a baby orangutan was left for dead in the rainforest, a team of humans raced to save him.  
By Mackenzie Carr

**5 WAYS Orangutans Are Just**

- 1 They are intelligent. When it's time to eat, they use tools to get the food.
- 2 They communicate. They use a variety of sounds and gestures to talk to each other.
- 3 They are curious. They explore their surroundings and learn from their mistakes.
- 4 They are social. They live in groups and care for each other.
- 5 They are resilient. They can survive in a variety of environments.

**RAINFORESTS**  
The world's rainforests are disappearing. Here's why we have to save them.

**THE NUMBERS**

- 50 percent of all plant and animal species on Earth live in rainforests.
- 40 percent of the air we breathe is produced by trees and plants in rainforests.
- 39 million acres of tropical rainforest were destroyed in 2017.

**TOP THREATS**

- Deforestation
- Climate change
- Poaching
- Pollution
- Overpopulation

**WHAT RAINFORESTS PROVIDE**

- Medicine
- Food
- Water
- Energy
- Transportation
- Recreation
- Research
- Art
- Religion
- Culture
- History
- Science
- Technology
- Industry
- Commerce
- Finance
- Law
- Education
- Healthcare
- Government
- Military
- Police
- Fire
- Water
- Electricity
- Gas
- Oil
- Coal
- Natural Gas
- Renewable Energy
- Non-renewable Energy
- Hydroelectricity
- Solar
- Wind
- Geothermal
- Biomass
- Fossil Fuels
- Nuclear
- Coal
- Oil
- Gas
- Electricity
- Water
- Food
- Medicine
- Transportation
- Recreation
- Research
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- Government
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- Gas
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- Coal
- Natural Gas
- Renewable Energy
- Non-renewable Energy
- Hydroelectricity
- Solar
- Wind
- Geothermal
- Biomass
- Fossil Fuels
- Nuclear

## Your Teaching Support Package

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

### Audio:

- The article
- Vocabulary

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

### Skill Builders to print or project:

- Vocabulary
- Preparing to Write: The Value of Rainforests
- Close Reading and Critical Thinking
- **Core Skills Workout:** Text Evidence\*, Text Structure, Tone
- Quiz\*
- Contest Entry Form

\*Available on two levels

# Step-by-Step Lesson Plan

## Close Reading, Critical Thinking, Skill Building

### 1 Preparing to Read

#### Do-Now: Respond to a Quote

(3 minutes)

Write the following on the board for students to respond to in their writing journals as they enter the classroom: *“We have forgotten how to be good guests, how to walk gently on Earth as its other creatures do.”—Barbara Ward, economist. What do you think Ward meant? Do you agree?*

#### Preview vocabulary.

(10 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Highlighted words: *deforestation, dispatched, ecosystems, habitat, malnutrition, primatologist, stabilized, voracious*

### 2 Reading and Discussing

#### “How to Save a Baby Orangutan”

(30 minutes, activity sheets online)

- Read aloud the As You Read box on page 16.
- Read the article as a class. Optionally, play the audio from Scope Online. Discuss the following questions as a class.

#### Close-Reading Questions

Why can't young orangutans survive in the wild without their mothers? (key ideas and details) *Young orangutans cannot survive alone in the wild because for the first seven or so years of their lives, orangutans are “completely dependent” on their mothers (17). It takes years for young orangutans to learn critical survival skills, so if they are on their own, they might, for example, starve to death or be killed by predators.*

What attitude toward orangutans and rainforests does author Mackenzie Carro express in her article? (tone) *Carro expresses*

*concern for orangutans and rainforests. She describes the death of Gerhana's mother as a “disaster” and writes that “sadly,” it is not uncommon for an orangutan to be killed by hunters (16). She also writes, “As much as the Forest School is doing for orangutans, the problem is bigger than the school can solve on its own” (18), presenting the threat to orangutans as a problem that should be solved. In addition, Carro paraphrases Dr. Signe Preuschoft's statement that rainforests contain “thousands of other important plants and animals” (18). Carro does not disagree, so you can infer that she, too, believes rainforests are valuable and should be protected.*

#### “Why We Need Rainforests”

(15 minutes, activity sheets online)

- Give students several minutes to study the infographic.
- As a class, discuss the following close-reading and critical-thinking questions, some of which draw on both the article and the infographic.

#### Close-Reading Question

Preuschoft says that if we protect the rainforest for orangutans, we will also “protect thousands of other important plants and animals” (18). How does information in the infographic “Why We Need Rainforests” support Preuschoft's claim? (synthesis) *The infographic states that 50 percent of all plant and animal species on Earth live in rainforests, which supports the idea that protecting rainforests will protect many species. The infographic also states that rainforests absorb carbon dioxide, produce many of the foods and flavorings we eat, and are a habitat for plants used to treat cancer. All these facts support the idea that plants in the rainforest are “important.”*

▶ **Briefly explain what the infographic is about.** (key ideas) *It explains why rainforests are important and highlights some of the threats that they face.*

### **Critical-Thinking Questions**

▶ **Consider the sidebar “5 Ways Orangutans Are Just Like Us.” Why might the author or editors have included this sidebar? Does it affect your feelings about orangutans?** *Students might suggest that the sidebar was included to encourage readers’ concern for or interest in orangutans. Or they might say that the sidebar simply adds interesting information about orangutans that is not in the article. Answers about the sidebar’s effect will vary.*

▶ **Imagine that “How to Save a Baby Orangutan” were turned into an infographic. How would the experience of reading the infographic compare with the experience of reading the article?** *If the article were turned into an infographic, it would contain a lot less detail and would likely not be presented as a narrative. Students might say that an infographic about Gerhana’s rescue and orangutans in Borneo would not have the same emotional impact that the article has.*

▶ **Would you want to work at the Forest School as a caregiver to young orangutans? Why or why not?** *Answers will vary.*

▶ **The article says that one way to help orangutans is by asking companies to use palm oil that is produced in a way that does not harm rainforests. Brainstorm other ways that kids might be able to help orangutans.** *Ideas might include: reducing consumption of processed foods and products; raising awareness about the effects of logging, mining, ranching, and farming in the rainforest; supporting environmental organizations; and supporting politicians who fight for rainforest protection.*

• Revisit the quote from the Do-Now. Discuss how it applies to orangutans and rainforests.

## **3 Skill Building and Writing**

(15 minutes, activity sheet online)

Have students complete the activity **Preparing to Write: The Value of Rainforests**. This synthesizing activity will prepare them for the writing prompt on page 19. *For alternate culminating tasks, see below.*

## **Differentiate and Customize**

### **For Struggling Readers**

In a well-organized paragraph, name two ways in which rainforests are important and describe two threats they face. Use details from the article and the infographic in your answer.

### **For Advanced Readers**

Why are rainforests an important part of our environment, and why should they be protected? Answer in an essay, drawing on the article, the infographic, and two other sources.

### **For Creative Writers**

Retell Gerhana’s story from his point of view. Imagine how he must have felt and what he must have thought about his experiences.

### **For Journalists**

Imagine that you are a journalist and you’re going to interview Dr. Signe Preuschoft about her work with orangutans at the Four Paws Forest School. Make a list of questions you will ask her.

# The Message

Astra receives a mysterious message—and faces an impossible choice.

## About the Story

**Lexile:** 950L (pairing)

For qualitative complexity factors, go to Scope Online.

## Learning Objective:

to write an expository essay analyzing structure and author's craft in a work of fiction

## Key Skills:

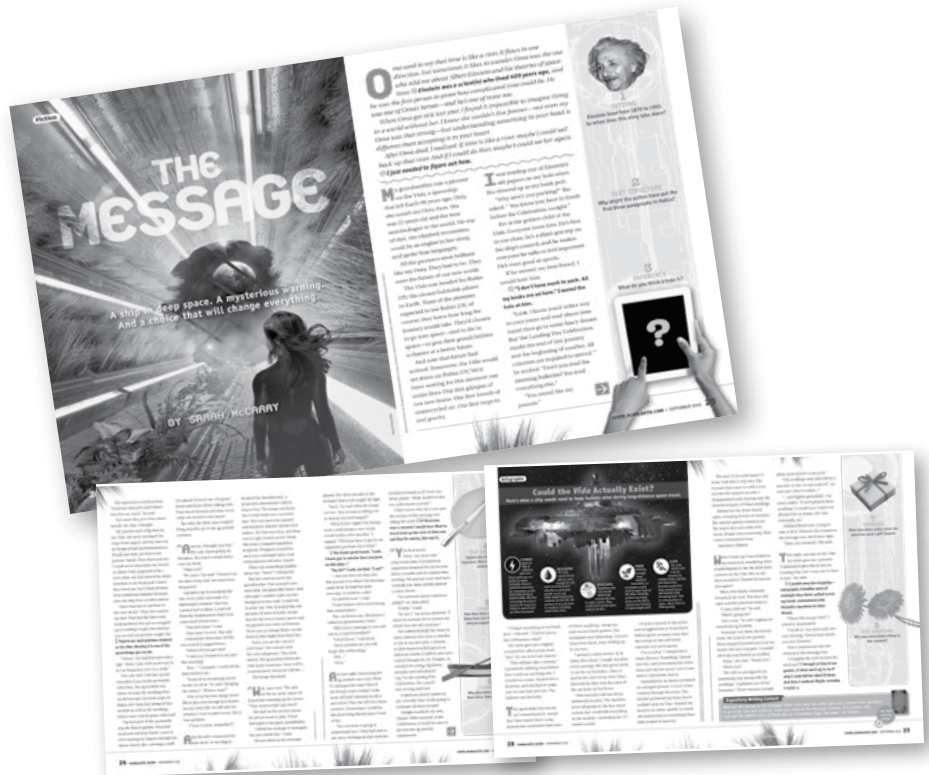
setting, text structure, inference, character

## Essential Questions:

- How do we make difficult decisions?
- What is it like to feel that you don't fit in?
- How do we deal with the loss of loved ones?

## 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, 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 and infographic

**Slideshow:** Greek and Latin Roots

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

**Skill Builders to print or project:**

- Close Reading and Critical Thinking
- Preparing to Write: What Happened?
- Quiz\*
- **Core Skills Workout:** Inference
- **Literary Elements:** Theme Anticipation Guide, 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: Theme Anticipation Guide

(5 minutes, activity sheet online)

- Project the **Theme Anticipation Guide**. As students come in, have them write down whether they agree or disagree with each statement.
- Take a quick poll. Ask volunteers to briefly explain their responses.

#### Preview Vocabulary

(5 minutes, activity sheet online)

Project the **Vocabulary Slideshow: Greek and Latin Roots**. The slideshow will prepare students to understand some of the words they will encounter in the story, such as *astrobiologist*, *holo*, and *hydroponic*.

### 2 Reading and Discussing

(30 minutes, activity sheet online)

**DIFFERENTIATION:** Students who need more support should first listen to the audio version of the story.

- 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. Setting** (p. 25) *The story takes place in the first half of the 2300s—about 300 years from now.*

**2. Text Structure** (p. 25) *These paragraphs are in italics to set them off because they are a kind of prologue and not part of the chronological narrative.*

**3. Inference** (p. 25) *Students should infer that a holo is a device for digital reading, a more advanced version of a tablet or smartphone. The name “holo” suggests that the device projects holograms—which, later in the story, it does.*

**4. Text Structure** (p. 27) *These lines help you understand the significance of Astra’s decision to destroy the ag module because they show that food is a limited resource and that the colonists might starve to death.*

**5. Character** (p. 27) *As these lines reveal, Astra does not see herself as the brilliant person she is. Rather, she sees herself as a disappointment, as is revealed by what she says on page 26: “I could never remember my chores or where I was supposed to be . . .”*

**6. Character** (p. 27) *Astra likely wants Oma’s advice because Astra feels Oma understood her best. Astra says on page 26 that although her parents love her, she is very different from them. Astra may think that her parents, like Rio, will refuse to even consider that she should follow the instructions from the woman in the message.*

**7. Inference** (p. 29) *Astra realizes that the woman in the holo is Astra—a few years in the future. This tells her that she will succeed in finding a way to travel back through time, or at least send messages through time. That is how her older self was able to send her younger self the message.*

#### Grammar Alert!

On page 25, Rio quotes a morning bulletin. It’s a great example of how to use single quotes inside of double quotes!

**8. Text Structure** (p. 29) *Answers may include that Astra thinks of Oma because she has just realized that she, Astra, will realize her dream of traveling back through time and may see Oma again. Another possible reason is that Astra has realized that she made the right decision, and she is thinking of the one person who likely would have told her to follow her instincts.*

- Reconvene as a class to discuss the following.

### Critical-Thinking Questions

**Do you think Astra will see herself differently after the events in the story? Will others see her differently? Explain.** *Answers will vary, but students are likely to say that by saving the colony Astra will gain confidence. Other people may have more respect and admiration for her and put more trust in her.*

**What would be exciting or rewarding about being a colonist on the *Vida*? What would be challenging?** *Students might say that it would be exciting to be the first to colonize another planet and rewarding to help build a new way of life. Challenges would include spending so long confined to the ship, dealing with unknowns, and knowing that mistakes could have major consequences. Like pioneers settling new lands on*

*Earth, the settlers of Rubin 23V would face many struggles as they set up a society in a place where nothing has yet been established.*

**If you had the ability to send a message to yourself at a younger age, would you? What would you tell yourself?** *Answers will vary.*

***Vida* means “life” in Spanish. Why might the colonists have called the ship *Vida*?** *They may have called the ship *Vida* because they hoped it would carry them to a new life.*

**Should humans work toward colonizing another planet? Why?** *Some students may say yes, because climate change and overpopulation threaten Earth; if we want to survive, we may need to go to other planets. Others may say no—we should devote all our efforts to saving Earth.*

## 3 Skill Building and Writing

(15 minutes, activity sheet online)

Have students complete the featured skill activity **Preparing to Write: What Happened?** This inference activity will prepare them for the expository writing prompt on page 29. *For alternate culminating tasks, see the box below.*

## Differentiate and Customize

### For Struggling Readers

At the end of the story, Astra figures out who the woman in the message is. Write down who the woman is. Then make a list of at least three clues the author gives throughout the story.

### For Advanced Readers

Imagine you are Astra 10 years from now. Write a journal entry about a day in your life on Rubin 23V.

### For Creative Writers

Write a scene in which Astra travels back in time and talks with Oma. Tell the story from Astra’s point of view.

### For Scientists

Research habitable planets beyond our solar system and how close humans are to being able to colonize another planet. Give a presentation of your research. Include visuals.