



# SCHOLASTIC SCOPE

THE LANGUAGE ARTS MAGAZINE

TEACHER'S  
GUIDE

NOVEMBER 2019

## A COMPLETE TEACHING KIT

ISSUE  
DATE

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER/  
JANUARY

FEBRUARY

MARCH

APRIL

MAY

# WHAT AM I THANKFUL FOR? YOU!

Dear *Scope* Teachers,

OK it's true. I spend a lot of time thinking about you—about your joys and challenges, about what you and your students need, about how we here at Team *Scope* can best support you. And you know what? I am in awe of you.

I am in awe of how you support your students' academic and emotional needs. Of the thoughtful, creative lessons you spend your precious planning time creating (and let's be honest, nights and weekends too). Of how you manage multiple periods of middle school students—who are at such an exciting yet critical period of development—with grace and grit. Of how you wake up *very* early for first period. Of the sacrifices you shouldn't have to make but still do.

You are a teacher. You are amazing. And what I want to say to you is this: Thank you.

Warmly,



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

### OUR FAVES



The short  
story



'Good Enough'

totally nails what it's like to be a middle schooler—and reminds me of the power of my mom's love."

—Lauren Salisbury,  
Education Editor



Have you  
seen our



new Grammar Hacks videos? They support our grammar feature on pages 2-3—and they are a delight!"

—Jennifer Dignan,  
Senior Editor

## DON'T MISS OUR MUST-SEE VIDEO!



Our showstopping video takes your students behind the scenes of our cover story, "Day of Disaster," about a teen coal miner in 1909. Not to be missed!

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

# YOUR NOVEMBER ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
<b>Grammar, pp. 2-3</b> “Grammar’s Cave of Glowing Goo”	Students practice using <i>number</i> and <i>amount</i> while learning about a cave filled with mucus-secreting glowworms.	<ul style="list-style-type: none"> <li>Conventions of standard English</li> </ul>
<b>Narrative Nonfiction, pp. 4-10</b> “Day of Disaster”	Through the eyes of a 14-year-old miner, this article tells the riveting true story of a 1909 coal mine disaster—and how the tragedy changed America forever.	<ul style="list-style-type: none"> <li><b>Featured Skill:</b> Key ideas</li> <li>Mood</li> <li>Author’s craft</li> <li>Key ideas and supporting details</li> <li>Text structure</li> <li>Literary devices</li> </ul>
<b>Drama, pp. 11-15</b> <i>The Interlopers</i>	Students will love performing our gripping play based on the classic short story by Saki. Perfect for teaching irony!	<ul style="list-style-type: none"> <li><b>Featured Skill:</b> Theme</li> <li>Text evidence</li> <li>Character</li> <li>Tone</li> <li>Author’s craft</li> <li>Interpreting text</li> <li>Symbolism</li> <li>Mood</li> <li>Situational irony</li> </ul>
<b>Paired Texts, pp. 16-19</b> “My Limb Difference Doesn’t Define Me” and “Advice From Jordan”	This is the powerful story of Jordan Reeves, a 13-year-old girl who 3-D printed her own prosthetic arm.	<ul style="list-style-type: none"> <li><b>Featured Skill:</b> Synthesis</li> <li>Author’s craft</li> <li>Literary devices</li> <li>Author’s purpose</li> <li>Tone</li> <li>Interpreting Text</li> </ul>
<b>Short Read, pp. 20-21</b> “Please Don’t Pet the Shark”	This bite-sized nonfiction article explores how taking selfies with wild animals can be problematic.	<ul style="list-style-type: none"> <li>Supporting an argument</li> <li>Central ideas and details</li> <li>Text evidence</li> </ul>
<b>Fiction, pp. 22-27</b> “Good Enough”	Can wearing the right shirt bring you happiness? This moving work of fiction explores this question. We’ve paired the story with the poem “Ode to My Shoes” by Francisco X. Alarcón.	<ul style="list-style-type: none"> <li><b>Featured Skill:</b> Character</li> <li>Inference</li> <li>Structure</li> <li>Making connections</li> <li>Motive</li> <li>Character</li> <li>Theme</li> </ul>
<b>Debate, pp. 28-29</b> “You Just Found a Dinosaur Fossil. Now What?”	Siblings Mia and James found a dinosaur fossil. Mia thinks they should sell it. James thinks they should donate it to science. 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>You Be the Editor, pp. 30-31</b> “The History of the Trampoline”	Students hone their writing and revision skills while learning about the fascinating history of trampolines.	<ul style="list-style-type: none"> <li>Descriptive writing</li> <li>Revision</li> </ul>
<b>Contest, p. 32</b> “Write-a-Story Contest”	Students choose one of three first lines provided by famous author Jennifer A. Nielsen and use it to write an original piece of fiction for our annual contest.	<ul style="list-style-type: none"> <li>Narrative writing</li> </ul>

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

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	ONLINE RESOURCES (scope.scholastic.com)	COMMON CORE ELA ANCHOR STANDARDS*
	<ul style="list-style-type: none"> <li>• <b>PW</b> More practice with <i>number</i> and <i>amount</i></li> <li>• Video: Grammar Hacks: <i>Number</i> and <i>Amount</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> Preparing to Write: Cherry Mine Speech</li> <li>• <b>PW</b> Close-Reading &amp; Critical-Thinking Questions</li> <li>• <b>IW</b> <b>PW</b> Quiz (two levels)</li> <li>• <b>PW</b> Vocabulary: Definitions &amp; Practice</li> <li>• <b>PW</b> Video Discussion Questions</li> <li>• <b>PW</b> Nonfiction Elements (two levels)</li> <li>• <b>PW</b> Core Skills: Summarizing (two levels), Central Ideas and Details (two levels), Text Features, Text Structure</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>• Video: Situational Irony</li> <li>• Audio: Vocabulary and pronunciation guide</li> <li>• <b>PW</b> Preparing to Write: Who Are the Interlopers?</li> <li>• <b>PW</b> Close-Reading &amp; Critical-Thinking Questions</li> <li>• <b>PW</b> Literary Elements: Theme Anticipation Guide, Character Thinking Tool</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 Skill: Mood (two levels)</li> <li>• <b>PW</b> Pronunciation Guide</li> <li>• <b>PW</b> Contest Entry Form</li> </ul>	R.1, R.3, R.4, R.6, R.10, W.1, W.2, SL.1, SL.2, L.4, L.6
	<ul style="list-style-type: none"> <li>• Audio: Articles and vocabulary</li> <li>• <b>PW</b> Preparing to Write: Jordan's Mission</li> <li>• <b>PW</b> Close-Reading &amp; Critical-Thinking Questions</li> <li>• <b>IW</b> Vocabulary: Definitions &amp; Practice</li> <li>• <b>PW</b> Core Skills: Text Evidence (two levels), Tone</li> <li>• <b>IW</b> <b>PW</b> Quiz (two levels)</li> <li>• <b>PW</b> Contest Entry Form</li> </ul>	R.1, R.2, R.3, R.4, R.5, R.7, R.9, W.2, SL.1, SL.2, L.4, L.5, L.6
	<ul style="list-style-type: none"> <li>• Audio: Article and vocabulary</li> <li>• <b>PW</b> The Short Write Kit</li> <li>• <b>PW</b> Vocabulary: Definitions &amp; Practice</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>• Audio: Story, poem</li> <li>• <b>PW</b> Preparing to Write: Ode to a Shirt</li> <li>• <b>PW</b> Close-Reading &amp; Critical-Thinking Questions</li> <li>• <b>PW</b> Literary Elements: Theme Anticipation Guide, Character Thinking Tool</li> <li>• <b>PW</b> Analyzing Poetry: "Ode to My Shoes"</li> <li>• <b>PW</b> DIY Vocabulary</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.9, W.2, W.9, SL.1, L.4, L.5, L.6
	<ul style="list-style-type: none"> <li>• Audio: Debate</li> <li>• Vocabulary Slideshow</li> <li>• <b>PW</b> Scavenger Hunt (two levels)</li> <li>• <b>PW</b> Essay Kit</li> <li>• <b>IW</b> <b>PW</b> Quiz (two levels)</li> <li>• <b>PW</b> Contest Entry Form</li> </ul>	R.1, R.2, R.4, R.6, R.8, W.1, W.4, W.5, SL.1, L.4, L.6
	<ul style="list-style-type: none"> <li>• <b>PW</b> Model Text for "You Be the Editor" Activity</li> <li>• <b>PW</b> Contest Entry Form</li> </ul>	R.1, W.5, L.3
	<ul style="list-style-type: none"> <li>• <b>PW</b> Contest Entry Form</li> </ul>	W.3

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

# Day of Disaster

The true story of a deadly mining disaster that changed America

## About the Story

**Lexile:** 930L

For qualitative complexity factors, go to Scope Online.

## Learning Objective:

to identify key ideas from an article about a historical disaster and to write a speech commemorating the anniversary

## Key Skills:

mood, author's craft, literary devices, text structure, key ideas and supporting details

## Essential Questions:

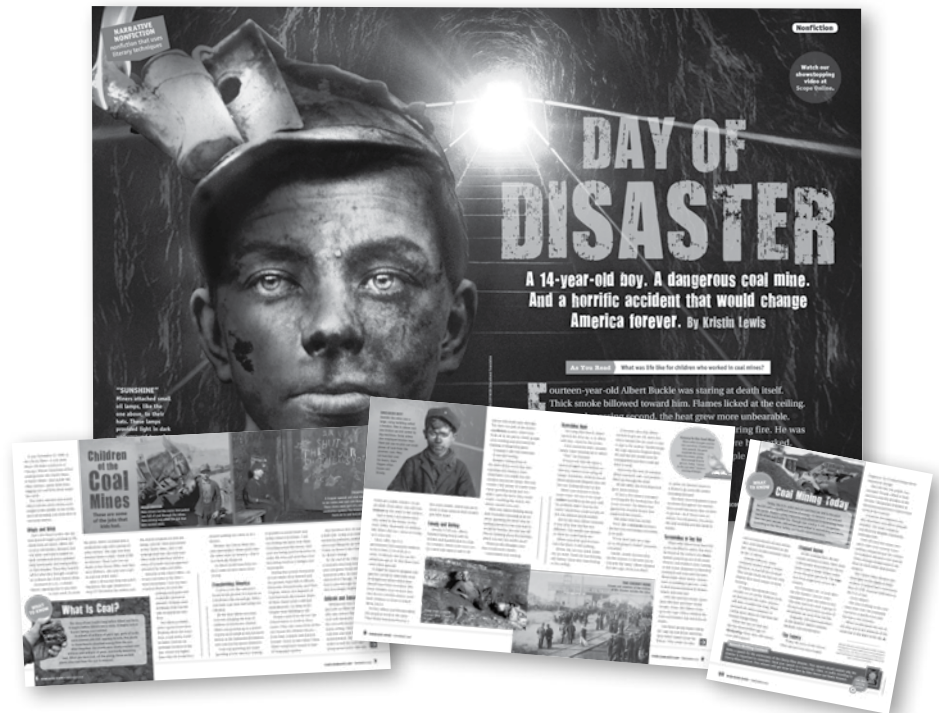
- What rights and protections should workers have?
- Why is it important to learn about disasters from the past?
- What are the consequences of our energy choices?

## 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:

“Day of Disaster”

**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
- Close Reading and Critical Thinking
- Preparing to Write: Cherry Mine Speech
- **Core Skills Workout:** Central Ideas & Details\*, Summarizing\*, Text Features, Text Structure
- 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: Analyze Photos.** (5 minutes)

Place photographs of child coal miners around your classroom. (Check out our Ideabook post at Scope Online for recommended collections.) Under each photograph, post these questions: *Describe what you see. What do you notice first? What people and objects are shown? What's happening? When, where, and why do you think this image was made? What does it make you wonder about?* Have students jot down their responses and return to their desks when they are done. Invite volunteers to share their ideas.

**Watch the video.**

(15 minutes)

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

**Preview vocabulary.**

(8 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Review the words a class; do the activity together or assign it as homework. Highlighted words: *chaos, dissipating, hoisted, ravenous, saga, stables, toxins, ventilation*

## 2 Reading and Discussing

**Read and discuss the article.**

(45 minutes, activity sheets online)

- Have a volunteer read aloud the As You Read box on page 5.
- Play the audio at Scope Online while students follow along in their printed magazines.
- Have students work in groups to discuss the following close-reading questions.

**Close-Reading Questions**

How would you describe the mood of the introduction? How does author Kristin Lewis create this mood? (mood, author's craft) *The mood is terrifying and suspenseful. Lewis creates feelings of terror by using vivid language to describe the intensity of the fire. She creates suspense by revealing to readers that Albert is trapped underground.*

In the section "Bright and Brisk," Lewis writes, "Then they headed off for what they thought would be an ordinary day at the Cherry Mine." What literary device is she using? What purpose does it serve? (literary devices, author's craft) *Lewis is using foreshadowing. By writing that the miners "thought" that their day would be ordinary, Lewis is hinting that their day would not be ordinary at all. This foreshadowing creates suspense and draws the reader into the story.*

Why are the details about the Industrial Revolution in the section "Transforming America" important to the story? (text structure) *These details are important to the story because they explain that, at the time of the Cherry Mine disaster, coal was an important energy source for many different industries. They help put the events of the article into historical context.*

How does Lewis support her statement on page 7 that coal mining was a "tough" job? (key ideas and supporting details) *Lewis supports her statement by listing the many dangers that coal miners faced, including cave-ins, toxic gases, and the risk of explosions and fires. She also explains how physically difficult coal mining is.*



**In the section “Lonely and Boring,” Lewis asks a series of questions about Albert.**

**What purpose do these questions serve?**

(author’s craft) *These questions help the reader relate to Albert while providing more detail about his life.*

**How does the information in the section “Scorching Heat” contribute to the article?** (text structure)

*This section reveals how little concern was shown for the safety of workers. Lewis writes that coal continued to be brought up to the surface for 30 minutes after the fire started—while the miners were kept underground. The section also reveals how unsafe conditions were by explaining that there were no alarms or warning systems in place.*

### Critical-Thinking Questions

**The Cherry Mine disaster was a horrific tragedy. Did any good come from it?**

**Explain.** *Students will likely say yes. The Cherry Mine disaster helped lead to new safety rules, as well as laws requiring companies to pay victims of workplace disasters. The Cherry Mine disaster also helped the movement to end child labor in America.*

**What can be gained by learning about the Cherry Mine disaster?** *Answers will vary.*

*Students may say that learning about the disaster can help people understand the human cost of greed, the challenges that children and their families faced at the turn of the century, and the importance of having laws to protect workers. Students may also say that learning about how Americans from all over donated money to help those affected by the disaster can strengthen our faith in humanity. And students may say that learning about it helps them understand how the struggles of previous generations helped lead to sweeping changes that have made our lives safer today.*

- Revisit the photographs from the Do-Now. Have each student choose one and write a title and a caption for it.

## 3 Skill Building and Writing

(15 minutes, activity sheet online)

Have students complete **Preparing to Write: Cherry Mine Speech**. This key ideas activity will prepare them for the writing prompt on page 10. *For alternate tasks, see the box below.*

## Differentiate and Customize

### For Struggling Readers

In a well-organized paragraph, explain why it is important to remember the Cherry Mine disaster. Support your ideas with text evidence.

### For Advanced Readers

In a well-organized essay, explain how the author uses both narrative and informational writing to tell the story of the Cherry Mine disaster. Support your analysis with text evidence.

### For Scientists

Do research to learn more about the environmental cost of using coal as an energy source as well as the benefits and drawbacks of other energy sources. Present your research in an essay, a podcast, or a slideshow.

### For Photo Journalists

Explore the work of photographer Lewis Hine and how it affected the child labor movement. Then explore where the movement stands today. Present your research in a slideshow.

# The Interlopers

Based on Saki's classic story of bitter rivalry and cruel irony

## About the Story

**Lexile:** 1080L (captions)

For qualitative complexity factors, go to Scope Online.

## Learning Objective:

to examine events and literary devices in a play in order to analyze a central theme of the work

## Key Skills:

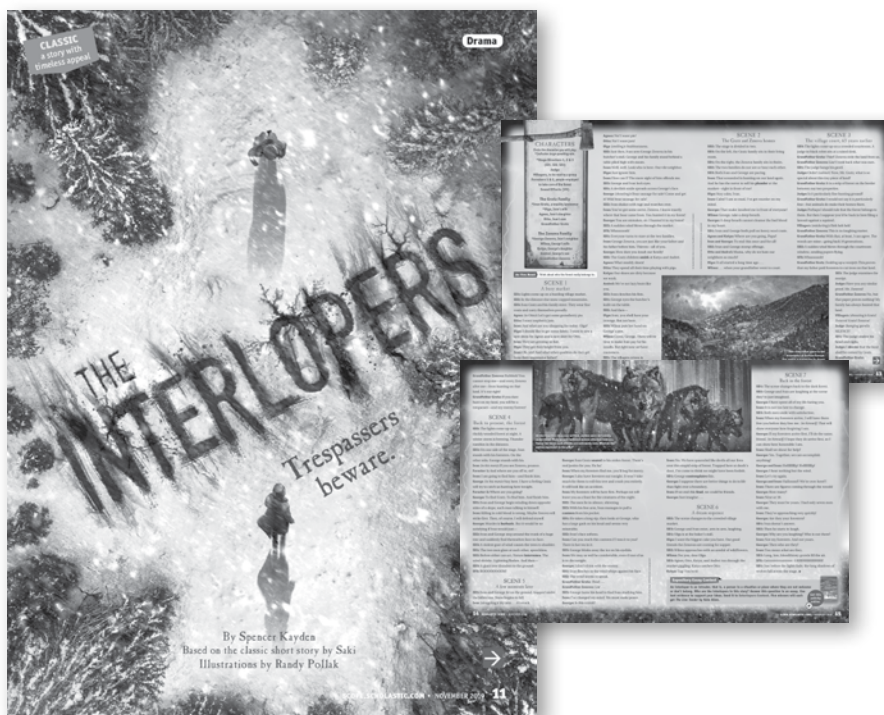
text evidence, character, tone, author's craft, interpreting text, mood, symbolism, situational irony, theme

## Essential Questions:

- How can conflict be resolved?
- How can we make friends out of our enemies?
- Can—and should—people have control over nature?

## Standards:

The texts and lesson support these Common Core anchor standards: **R.1, R.3, R.4, R.6, R.10, 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

Find your full suite of materials at  
**scope.scholastic.com.**

**Video:** Situational Irony

**Audio:**

- Vocabulary
- Character pronunciation guide

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

**Skill Builders to print or project:**

- Vocabulary
- Close Reading and Critical Thinking
- Preparing to Write: Who Are the Interlopers?
- 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 enter the classroom, have them write down whether they agree or disagree with each statement. Then ask volunteers to briefly explain their responses.

#### Preview vocabulary.

(7 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Highlighted words: *barbaric, canteen, contemplates, decree, feud, intervenes, plunder, smirk, snared*

#### Watch a video about situational irony.

(7 minutes, video online)

Go to Scope Online and watch the video “Is It Ironic?” as a class. Briefly discuss the examples of situational irony posed in the video. Ask students to give more examples of irony from their imaginations, real life, or books and movies.

### 2 Reading and Discussing

(30 minutes, activity sheet online)

- Read aloud the As You Read box on page 12.
- Assign parts and read the play as a class. Finish by reading the image captions aloud.
- Discuss the following close-reading and critical-thinking questions in groups.

#### Close-Reading Questions

**In Scene 1, Olga says Ivan is stubborn.**

**What evidence in the play supports her statement?** (text evidence, character) *It's clear that Ivan is stubborn because he has*

*maintained a rivalry with George his entire life. He stubbornly refuses to allow George to hunt on his land.*

**In Scene 1, George tells Ivan, “You are mistaken, sir. I hunted it in *my* forest.”**

**What is George's tone in this line?** (tone) *George's tone is sarcastic—his politeness is false and is meant to irritate Ivan.*

**In Scene 2, you see what's happening in the Gratz home and in the Zenova home simultaneously. By structuring the scene this way, what does the playwright reveal about the two families?** (author's craft) *By displaying the families side by side, the playwright shows that they are remarkably similar. The similarities between the families make their intense rivalry seem ridiculous.*

**Scene 3 is a flashback. Why do you think the author chose to present the backstory this way, rather than simply having the characters talk about what happened in court?** (author's craft) *By showing the court scene as it happened, the author brings it to life in a way that wouldn't be possible if the characters simply recounted it. From the judge's joke to the whooshing of the wind, this event establishes the start of the rivalry and is more engaging presented as its own scene.*

**In Scene 4, both George and Ivan are talking to themselves as they go looking for each other. What do their words tell you about what they really want?** (interpreting text, character) *Each man says he wants to kill the other. But each also suggests he'd prefer to kill in self-defense. Both seem to want their actions to be justifiable—perhaps because they know killing is wrong.*



▶ **Think about the moments in which the wind blows. What do these moments have in common? (Think about what happens before each one.) How does the wind contribute to the mood?** (mood, symbolism) *The wind blows after a Gratz or a Zenova claims that the land belongs to him. The wind contributes to an ominous mood, as if nature is angry and refuting the men's claims.*

▶ **Explain the irony of the play's ending.** (situational irony) *The ending of the play is ironic because the two men have just agreed to end the generations-long rivalry between their families, so what is expected is for their lives to become more peaceful and enjoyable. But what happens is the opposite of that: The last lines of the play imply that they will be killed by wolves before they can begin the new and better chapter of their lives.*

▶ **At the end of the play, why does Ivan laugh?** (character) *You can infer that Ivan laughs because he recognizes the cruel irony of what is about to happen. After all their fighting, he and George have finally made peace, and no one will ever know.*

## Critical-Thinking Questions

▶ **After George and Ivan become trapped under the tree, it doesn't take long for them to make peace. Why do you think this is?** *Trapped together and in great pain, the men find it easy to see each other as regular people rather than as sworn enemies. A small strip of forest suddenly seems like a very silly thing to fight over.*

▶ **What do the wolves in the play symbolize?** *Answers will vary. Some students might say that the wolves symbolize nature itself—and that nature has come to take back the forest. Others may say that the wolves symbolize fate; George and Ivan are both determined to have control of the forest, then fate steps in to show them that they ultimately have no control over the forest.*

## 3 Skill Building: Theme

(15 minutes, activity sheet online)

Have students complete **Preparing to Write: Who Are the Interlopers?** This theme 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

George and Ivan end up in a terrible situation. In a well-written paragraph, explain who you think is to blame and why. Use text evidence to support your ideas.

### For Advanced Readers

Read the original short story by Saki. In a well-organized essay, compare the original story to the play adaptation you just read. Use text evidence to support your analysis.

### For Playwrights

Write an epilogue in which Olga Gratz and Wilma Zenova discuss the past and future of the relationship between their families.

### For Animal Lovers

Write an essay reflecting on the events in *The Interlopers* from the perspective of one or more of the animals in the forest. Think about the animals' reaction to humans claiming ownership of the land.

# "My Limb Difference Doesn't Define Me"

Jordan Reeves, 13, embraces her limb difference.  
Now she's helping other kids do the same.

## About the Story

**Lexile:** 940L (article)

For qualitative complexity factors, go to Scope Online.

## Learning Objective:

to synthesize information from a nonfiction article and a Q&A, and then write an essay

## Key Skills:

author's craft, literary devices, author's purpose, tone, interpreting text, synthesis

## Essential Questions:

- What does it mean to be inclusive?
- What makes us feel strong and powerful?
- What does it mean to have empathy for others?

## Standards:

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

## 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: Jordan's Mission
- Close Reading and Critical Thinking
- **Core Skills Workout:** Text Evidence\*, 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 Questions

(3 minutes)

Project the following questions on the board for students to respond to in their journals or on a piece of paper as they enter the classroom: *What is empathy? How is it different from sympathy? (You may use a dictionary to assist you.) Do you think the world is generally an empathetic place? Explain.* Students will consider a variation of these questions after they read the article and the Q&A.

#### Preview vocabulary.

(10 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Highlighted words: *advocate, circulation, inclusive, navigate, prosthetic, prototypes, synthetic*

### 2 Reading and Discussing

#### “My Limb Difference Doesn’t Define Me”

(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

Consider the first section of the article.

**How does author Mackenzie Carro portray Jordan Reeves?** (author’s craft)

*Carro portrays Jordan as tough, determined, and bold, saying that when kids were staring at and whispering about Jordan, she “didn’t stay upset for long. Instead, she took action.” Carro also writes that Jordan is “on a mission: to help other kids feel the same strength she felt in her homemade T-shirt.” Jordan is portrayed*

*as someone who doesn’t let negativity and misunderstanding go unaddressed but instead channels them into something positive.*

**In the section “Doing It Differently,” Carro asks a series of questions. Why? What purpose do these questions serve?** (literary devices, author’s craft)

*Carro’s questions are meant to help the reader imagine what it would be like to have a limb difference. In this way, Carro invites the reader to be empathetic.*

**What is the main purpose of the sidebar “How 3-D Printing Is Changing the World”?**

(author’s purpose) *The sidebar explains what 3-D printing is and that it is being used in many different ways.*

**What do you think Carro’s attitude toward Jordan is? How do you know?** (tone)

*Carro admires Jordan and considers her to be a strong person who defies expectations. On page 16, when writing about the everyday tasks most people use two hands for, Carro writes, “But Jordan can do all these things—and more.” Carro supports this statement by listing the many activities Jordan has participated in—soccer, softball, basketball, track, cheerleading, marching band. Carro is highlighting activities Jordan does that some people might not expect her to be able to do. Carro also describes Jordan’s perseverance and creativity while working on Project Unicorn and describes her as “a powerful advocate for kids with physical differences” (18).*

#### “Advice From Jordan”

(15 minutes, activity sheets online)

Read the Q&A as a class and respond to the following questions, some of which refer to both texts.

### Close-Reading Question

On page 19, Jordan says, “A wheelchair is freedom!” What does she mean? What does this help readers understand?

(interpreting text) *Jordan means that while wheelchair users might have physical differences that affect their ability to walk, wheelchairs are what give them the independence and the power to go where they want to go without restraint. This helps readers understand why the term “wheelchair-bound” is problematic—it portrays wheelchairs as something that define, limit, and confine people, both in our language and in our thinking. Jordan views wheelchairs as liberating; they help people go where they want to go, just differently.*

### Critical-Thinking Questions

Jordan encourages people to ask questions about her limb difference. 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 they have. Asking questions can also help make us more empathetic.*

How can people’s understanding of disabilities be increased? *Students may say that one way is to read about people’s*

*experiences with disabilities. Other ways include getting to know people with disabilities, speaking up when we hear things that go against our knowledge of those with disabilities, and seeking out organizations, social media spaces, and brands that support people with disabilities.*

- Revisit the Do-Now prompt. Ask students: *What role does empathy play in Jordan’s mission? How can the world show someone with a physical difference empathy rather than sympathy?*
- Invite students to share their answers with the class.

## 3 Skill Building and Writing

(15 minutes, activity sheet online)

Have students complete the activity **Preparing to Write: Jordan’s Mission**. 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, explain what Jordan’s mission is. Use details from the article and the Q&A in your answer.

### For Advanced Readers

What is Jordan’s mission? How is she accomplishing it? Answer both questions in a well-organized essay. Support your ideas with information from the article, Q&A, and one additional resource of your choice.

### For Biographers

Choose someone with a physical difference (such as Bethany Hamilton or Franklin D. Roosevelt) to research. Then write an essay or create a video about that person.

### For Scientists

Research 3-D printing and its incredible potential. Then write an essay or create a presentation predicting how 3-D printing will change the world in your lifetime.

# Good Enough

Can wearing the right shirt bring Dori happiness?

## About the Story

For qualitative complexity factors, go to Scope Online.

## Learning Objective:

to analyze a fictional character and a poem, then write an original poem from the character's point of view

## Key Skills:

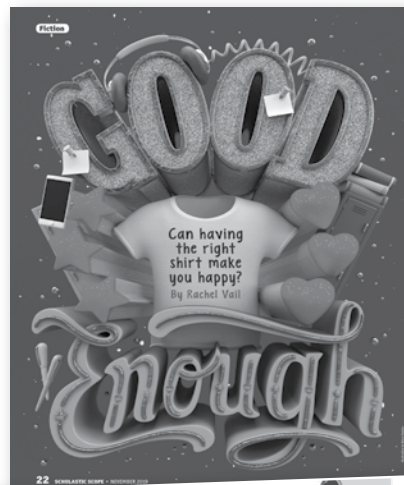
inference, structure, making connections, motive, character, theme

## Essential Questions:

- What makes us happy?
- What makes an object important?
- How does wanting approval from others affect our choices?

## Standards:

The text 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
- Poem

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

### Skill Builders to print or project:

- Close Reading and Critical Thinking
- Analyzing Poetry: "Ode to My Shoes"
- Preparing to Write: Ode to a Shirt
- Quiz\*
- **Core Skills Workout:** Inference
- **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

(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 for each statement. Ask volunteers to briefly explain their responses.

### 2 Reading and Discussing the Story

(30 minutes, activity sheet online)

- 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. Inference** (p. 23) *Dori is upset while everyone else is joyful. You can tell that Dori is upset from the fact that she was crying alone in the bathroom. A few lines later she says she doesn't trust herself to speak. In other words, she believes that if she speaks, she will say something that will reveal she is unhappy.*

**2. Structure** (p. 23) *Chronologically, the first section takes place in the middle of the story.*

**3. Inference** (p. 23) *This line tells the reader that Dori's mom is on her feet a lot —perhaps because she works long hours.*

**4. Making Connections** (p. 25)  
*Answers will vary.*

**5. Motive** (p. 25) *Dori says she doesn't want an Orion shirt because she knows her parents can't afford to buy one. She doesn't want them to spend a lot of money on a shirt when there are other things her family needs more, and she doesn't want her parents to feel bad that they can't buy her what she wants for her birthday.*

**6. Inference** (p. 25) *No. You can infer from the fact that Dori is daydreaming about what it would be like to wear an Orion shirt that she does care about what she wears.*

**7. Character** (p. 26) *Dori avoids looking at others because she doesn't want them to know how she is truly feeling.*

**8. Inference** (p. 26) *You can infer from the author's use of the word "taunted" that Carleen knows that the shirt is a knockoff and is teasing Dori about it.*

**9. Theme** (p. 26) *Dori means that the shirt may be a fake Orion, but Dori's mom's love for her is real, and that is what really matters.*

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

#### Critical-Thinking Questions

(15 minutes, activity sheet online)

**On page 24, Dori's Mom asks, "They're 'the thing'?" What does she mean? What's "the thing" at your school right now? Does this story make you view it differently? Dori's Mom is asking if Orion shirts are the hottest new trend—that is, a popular item that everyone seems to have or want. Answers will vary as to whether the story has affected students' views.**

**On page 24, Dori says that the girls in the A group scare her a little. Why do you think this is?** *Dori might be a little scared*

*of the girls in the A group because they seem so different from her. Maybe she feels like she can't relate to them, or maybe she worries that they will make fun of her for not being like them.*

**Dori says the girls in the A group are “never really outwardly mean.” What does she mean? Is not being outwardly mean**

**different from being kind?** *Dori may mean that she senses the girls have judgmental or mean thoughts but don't say them aloud. Students may say that if you are kind, you aren't simply holding back your unkind thoughts—you feel warmth and concern for others in your heart and act on those feelings.*

**Why might the author have chosen stars and hearts as the logos on the two shirts?**

*The author might have chosen stars for the logo on the Orion shirt because stars are flashy and are used to mark something as important; Dori sees the Orion shirt—or rather, the sense of belonging, approval, and admiration she thinks the Orion shirt will bring her—as something important. Perhaps the author chose the hearts*

*as the logo on the knockoff shirt to represent Dori's mother's love.*

**How does Dori change over the course of the story?** *At the beginning of the story, Dori feels shame because she doesn't have a real Orion shirt, though she is careful not to reveal these feelings to her family. By the end of the story, Dori has gained confidence and perspective. She realizes that she has what really matters: a family that loves her.*

## 3 Reading and Discussing the Poem

(20 minutes, activity sheet online)

- Play the audio version of “Ode to My Shoes” 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 and Writing

(15 minutes, activity sheet online)

Have students complete **Preparing to Write: Ode to a Shirt**. This activity will prepare them for the prompt on page 27. *For alternate culminating tasks, see the box below.*

# Differentiate and Customize

### For Struggling Readers

Write a note from Dori to her mom explaining how the shirt helped her learn what she values most. Write your note as a well-organized paragraph and use details from the story.

### For Advanced Readers

In a well-organized essay, explain how an item of clothing can be meaningful. Include ideas from the story, the poem, and one other source—fiction, nonfiction, or your own experience.

### For Graphic Novelists

Retell the story of “Good Enough” in the form of a graphic novel. Be true to the characters—to how they speak, behave, and interact with each other.

### For Creative Writers

Write the next scene of “Good Enough”—the conversation Dori and Mom have that afternoon after school. Be sure each character speaks and behaves in a way that is consistent with the story.

# 7 Powerful Differentiation Tools



Support all your learners with these amazing resources at [scope.scholastic.com](https://scope.scholastic.com).

## 1 Audio Read-Alouds

You have two options for *Scope*'s audio read-alouds. The first is authors reading their stories to your students—ideal for modeling fluency and expression. The second is text-to-speech, which highlights each word of the story on-screen as it is read—ideal for struggling readers and ELLs.

## 2 Scaffolded Activities

Most of *Scope*'s activities—including quizzes—come on two levels: one with more scaffolding and one with less.

## 3 Leveled Articles

Our narrative nonfiction feature comes in a lower-Lexile level. Our Debate/Scavenger Hunt requires students to identify the counterargument and rebuttal; a lower-level version online does not.

## 4 Spanish-Language Support

Each narrative nonfiction feature is available in Spanish, with an audio read-aloud.

## 5 Vocabulary Slideshows

Words are defined, pronounced aloud, and accompanied by a photograph or video clip.

## 6 Differentiated Performance Tasks

In addition to the writing prompt at the end of each story, we also provide four other performance task ideas.

## 7 Enrichment & Extensions

Our curated collection of resources—primary documents, videos, infographics, and other digital gems—are teacher faves for extensions and enrichment.