

# How to Make S'mores

Raniya is miserable at her new school. Can a class trip change her outlook?

## About the Story

**Lexile:** 680L

For qualitative complexity factors,  
go to the Story tab.

**Learning Objective:** to analyze a  
dynamic character in a work of fiction

**Key Skills:** inference, theme, author's  
craft, character

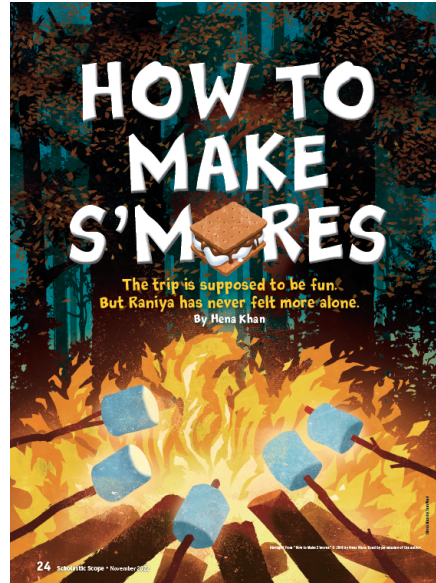
### Essential Questions:

- How do friendships form?
- How can we cope with change?
- What does it mean to be an outsider?

### Standards:

The article and lesson support these  
Common Core anchor standards: R.1,  
R.2, R.3, R.4, R.5, 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 support materials at [scope.scholastic.com](https://scope.scholastic.com).

### Audio:

- Author read-aloud
- Text-to-speech
- Vocabulary

### Connected readings from the Scope archives:

- "Back to Normal?"
- "My Favorite"
- "The Stars Between Us"

### Skill Building Activities to print, project, or share digitally:

- Writing Planner: Raniya's Outlook
- Vocabulary: Definitions and Practice
- Close-Reading and Critical Thinking
- Choice Board
- Quiz\*
- Contest Entry Form

# Step-by-Step Lesson

Close Reading, Critical Thinking, Skill Building

## 1. Preparing to Read

15 minutes

### Do Now: Get to Know a Classmate (5 minutes)

- Ask students to find a partner—a classmate they don't know particularly well, if possible. Then instruct each pair to find one thing they have in common that they didn't already know about. Students should be looking for something beyond being in the same school, grade, class, etc.
- Invite any pairs who are comfortable doing so to share what they discovered and how they figured it out.
- Tell students they are going to read a story about a girl who has recently moved to Maryland from Pakistan and doesn't feel like she has much in common with her new classmates.

### Look at a Map

- Ask students to locate Pakistan and Maryland—the former and current homes of the story's main character—on a map.

### Preview Vocabulary (10 minutes)

- Project the **Vocabulary: Definitions and Practice**. Review the definitions as a class. Highlighted words: *apprehension*, *pang*, *promotion*, *Shalimar Gardens*, *Urdu*. Optionally, print or share the interactive link directly to your LMS and have students preview the words and complete the activity beforehand. (Audio pronunciations of the words and a read-aloud are embedded in the interactive slides.)

## 2. Reading and Discussing

45 minutes

- Read the As You Read box on page 25 or at the top of the digital story page.
- Point out the directions at the top of the column on the far-right side of page 25 and read them aloud to your students.

- Optionally, for students' first read, have them follow along as they listen to author Hena Khan read her story aloud. The **audio read-aloud** is located in the Resources tab in Teacher View and at the top of the story page in Student View.
- Divide students into groups to read the story again, pausing to discuss the close-reading questions that appear in the margins of the print magazine or by clicking on the bolded words on the digital story page. Have students record their answers in their own document or on the **Close-Reading Questions activity**.

### Close-Reading Questions

(30 minutes)

*The close-reading questions can be shared in printable or interactive form.*

- 1. What sorts of things do you think Ms. Wehrle is talking about? (inference, theme)**  
*Students may suggest that Ms. Wehrle is talking about learning about nature in a first-hand, interactive way that's not possible in the classroom—about how seeing something in person, whether it's a toad hopping across the ground or fungus growing on a tree, gives you a different kind of understanding and appreciation for it than you can get from just reading about it and looking at photos.*
- 2. When does the author put "here" and "there" in all capital letters? Why might she have made this choice? (author's craft)** *The author puts "here" in all capital letters when Raniya is using it to refer to Maryland, where she lives now, and she puts "there" in all capital letters when Raniya is using it to refer to Pakistan, where she lived before moving to Maryland. The author may have made this choice to emphasize that Raniya thinks of her life as divided into two parts and to reflect how huge the concepts of "here" and "there" are for Raniya.*
- 3. What are Raniya's expectations for the trip? Why does she feel this way? (character)**  
*Raniya has low expectations for the trip. She does not want to go because she has never gone on a trip like this before; she mentions that in Pakistan, she went on field trips with her class but never stayed anywhere overnight. She tells her mom that she is scared to go and seems upset that she will be separated from her family for so long. Raniya hasn't made any friends at school yet, so the idea of spending 24 hours a day with her classmates for three days probably makes her very anxious; she may be imagining that she will feel lonely and isolated the whole time.*
- 4. Why might Raniya hope that Tony won't ask her about Pakistan? (inference, character)**  
*Perhaps Raniya doesn't want the burden of trying to explain what millions of Muslims believe; perhaps she feels like she shouldn't have to do this. She might also feel uncomfortable with the idea of talking about her home country with someone who might be misinformed and hold negative stereotypes about where she comes from. She may feel that if Tony asks her questions about Pakistan, it means he's focusing on what makes her different.*

5. **Why do you think Eva tells Raniya about moving from France in fifth grade?** (inference) *Eva likely shares this information with Raniya because she is trying to connect with Raniya and let her know that she, Eva, knows how Raniya feels as the new kid who doesn't know anyone.*
  6. **Why do you think Raniya never told anyone about her life in Pakistan before now? How does telling this story affect Raniya?** (character) *Perhaps Raniya never told anyone in Maryland anything about her life in Pakistan because she was worried about American kids having negative stereotypes of Pakistan—like what her dad said about most Americans having heard only bad things about it. It could also be that Raniya didn't want to talk about her life somewhere else out of a desire to fit in. And Raniya may have just been feeling shy, or like she just never had an opportunity to say much about herself. In any event, sharing the snake story helps her connect with the other kids.*
  7. **What did Raniya learn during the trip besides how to make s'mores?** (character, theme) *Raniya learned that there are other kids who have had experiences similar to hers: Tony also moved to Maryland from another country and went to ESL classes, and Eva moved around a lot and didn't know anyone when she moved to Maryland in fifth grade. Raniya learns that there are kids who would like to be friends with her, and she learns that by sharing something about herself, she is able to bond with others. Finally, Raniya learns that she is OK being away from her family for a few days—and that maybe life in her new home isn't as bad as she thought.*
- As a class, discuss the following questions.

### Critical-Thinking Questions

(5 minutes)

*The following questions can be shared in printable or interactive form.*

1. **How do you think Raniya's life might be different after the Outdoor Ed trip?** *Answers will vary. Students may suggest that Raniya and Eva will be friends, that Raniya and Tony will become girlfriend and boyfriend, or that Raniya will feel more comfortable talking about her life in Pakistan with her classmates in Maryland.*
2. **How do you think discovering what you have in common with other people affects the way you feel about them or relate to them?** *Answers will vary. Students may say that finding something in common with someone else creates a feeling of connection to that person or makes you realize that you might be similar in other ways too.*
3. **In general, do you think it's harder for kids or adults to move to a new place—or do you think it's about the same? Explain your answer.** *Answers will vary.*

### 3. Skill Building and Writing

30 minutes

- Have students complete the **Writing Planner: Raniya's Outlook**. This activity will help them organize their ideas in preparation for the writing prompt on page 28 in the printed magazine and at the bottom of the digital story page.
- Alternatively, have students choose a culminating task from the **Choice Board**, a menu of differentiated activities.

#### Connected readings from the *Scope* archives about friendship and change:

- Fiction: "[Back to Normal?](#)" (September 2021)
- Fiction In a Flash: "[My Favorite](#)" (December 2021/January 2022)
- Fiction In a Flash: "[The Stars Between Us](#)" (December 2020/January 2021)