

Gone Again

Starting over isn't easy—even when you're an expert.

About the Story

Lexile® Measure 850L

For qualitative complexity factors, go to Scope Online.

Learning Objective: to explore dynamic character in a work of short fiction

Featured Skill: character

Essential Questions:

- How do we cope with change?
- What role do friends play in our lives?
- What does “home” mean?

Standards:

The article and its suite of support materials support these Common Core Anchor Standards: R.1, R.2, R.3, R.4, R.5, W.3, SL.1

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



Your Teaching Package

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

Audio:

- Story read-aloud
- Text-to-speech

Slideshow:

- Vocabulary

Connected readings from the Scope archives:

- “The Perfects”
- “Freddie in the Shade”
- “My Favorite”
- “The Stars Between Us”

Activities to print, project, or share digitally:

- Vocabulary: Definitions
- Double-Entry Journal
- Featured Skill: Character
- Discussion Questions
- Choice Board
- Lesson Plan Slide Deck
- Quiz*

*Available on two levels

Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Featured Skill

1. Prepare to Read (10 minutes)

Preview Vocabulary (10 minutes)

- Project the **Vocabulary Slideshow** on your whiteboard. Review the definitions and complete the activity as a class. The audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Highlighted words: *agonizing*, *plummeted*, *reckoning*, *slog*, *tantalizing*.

2. Read and Discuss (45 minutes)

- Read the “Spotlight On” box on page 19 or at the top of the digital story page.
- For students’ first read, have them follow along as they listen to author Kristin Lewis 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.
- Have students reread and annotate the story independently. Here are some symbols you might have them use:

∞ = connection

★ = important

❓ = I don’t understand

💬 = “I’m thinking . . .” (add words and comments)

💙 = love this

- Alternatively, have students complete a double-entry journal during their reread. In their journals or on a piece of paper, have students create a T-chart. In the left-hand column, have them record three to five lines that jump out at them or feel particularly meaningful. In the right-hand column, have them record their reactions to these lines through questions, comments, connections, or analysis. You can find both a print and a digital version of our **Double-Entry Journal** handout in the Resources tab.

- Divide students into groups to discuss their annotations or double-entry journals. Then reconvene as a whole group and pose the following questions, some of which may draw on students' reading responses and group discussions. (If you prefer to have students answer these questions in writing, use the **Discussion Questions** in the Resources tab.)

Discussion Questions

(20 minutes)

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

1. **What is your first clue that Kiera is unhappy?** *The first clue that Kiera is unhappy is the detail that while Kiera is at the table looking at her piece of lasagna, she is squeezing her fingernails into her palms, "willing the tears in her eyes to go away."*
2. **The story begins with a seemingly happy moment—with the delicious smell of lasagna, Kiera's favorite dish. Why is Kiera trying not to cry?** *Kiera is trying not to cry because she is upset about the fact that she has had to—yet again—uproot her life and move to a new place. Because her parents are in the military, she has to move around a lot and she is feeling angry and upset about her most recent move. She feels so overwhelmed with her emotions that she can't even enjoy her favorite dish.*
3. **In one part of the story, Kiera lists her lost belongings and describes what she has imagined happened to each of them. What does what she imagines tell you about her?** *Answers will vary. One possible answer is that the tragic fate that she imagines her lost belongings have suffered tells you that Kiera is afraid of being forgotten and losing the bonds that she has formed with her friends in different places. She might feel that she too is lost.*
4. **What is Kiera's main conflict? Is it internal or external? Explain.** *Kiera's main conflict is that she keeps having to move. Her conflict is both external and internal. Externally, her conflict is that she is physically far away from many of the things and people she loves. Internally, she is battling with her own feelings of loss and sadness about the things and people that she's had to leave behind. She can't get excited about the dojo or Starbucks in her new neighborhood, or about the fact that there are kids her age there. She just thinks "What's the point?" She even keeps a list of what she's lost.*
5. **How is the conflict resolved?** *The external conflict is not quite resolved. Kiera is still in her new town, and will presumably one day have to move again. But she eats the lasagna she is offered and tells Ron that it's the best she's ever had. This suggests she is open to connecting to the people in her new town. The internal conflict is partially resolved as Kiera comes to the realization that she has not really lost the people that she has met in other places, and that she will always have her memories and experiences to look back on, as well as new memories and experiences to create in her new home with her family and new friends. She also realizes that even though she is*

physically separated from Misa, they are still very much in each other's lives, as they text each other regularly.

6. **What does the last line tell you? What can you infer about Kiera's attitude?** *The last line, "I think it's the best lasagna I've ever had," tells you that Kiera is feeling much better about her situation. At the start of the story, she is on the verge of tears and calls the lasagna in front of her "stupid." The lasagna makes her sad because it reminds her of friends that she had to leave behind. But at the end of the story, after reflecting on her happy memories with her friends from all over the world, she feels better. She's realized that she hasn't really lost anyone, and her commenting on how good the lasagna is signifies that she might be ready to move on and create new happy memories with new people.*

Critical-Thinking Questions

(5 minutes)

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

1. **Has a joyful or happy memory ever made you sad, like Kiera's memories of lasagna?**
Answers will vary.
2. **Do you think it's harder to leave someone behind or to be the one left behind—or do you think it's about the same? Explain.** *Answers will vary.*

3. Write Your Sequel (60 minutes)

- Have students use the **Featured Skill Activity: Character** to help them to respond to the writing prompt on page 20 in the printed magazine and at the bottom of the digital story page:

Think about how Kiera's attitude about her new home changes over the course of the story and why. Then imagine you're Kiera. Write an email to Chris about your new home.

- Alternatively, have students choose a task from the **Choice Board**, a menu of culminating tasks. (Our Choice Board options include the writing prompt from the magazine, differentiated versions of the writing prompt, and additional creative ways for students to demonstrate their understanding of a story.)

Connected fiction from the *Scope* archives about coping with change:

- ["The Perfects"](#)
- ["Freddie in the Shade"](#)
- ["My Favorite"](#)
- ["The Stars Between Us"](#)