

Saved By Selfies?

Practice using *less* and *fewer* while learning about an adorable social media star.

About the Story

Learning Objective: to identify when to use *less* and *fewer*

Featured Skill: grammar, usage, and mechanics

Standards:

The article and its suite of support materials support these Common Core Anchor Standards: L.1

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

SCOPE
May 2024

Contents

- Less and Fewer: Identifying the Difference 12
- Less or Fewer? 13
- More or Fewer? 14
- More or Fewer? 15
- More or Fewer? 16
- More or Fewer? 17
- More or Fewer? 18
- More or Fewer? 19
- More or Fewer? 20
- More or Fewer? 21
- More or Fewer? 22
- More or Fewer? 23
- More or Fewer? 24
- More or Fewer? 25
- More or Fewer? 26
- More or Fewer? 27
- More or Fewer? 28
- More or Fewer? 29
- More or Fewer? 30
- More or Fewer? 31
- More or Fewer? 32
- More or Fewer? 33
- More or Fewer? 34
- More or Fewer? 35
- More or Fewer? 36
- More or Fewer? 37
- More or Fewer? 38
- More or Fewer? 39
- More or Fewer? 40
- More or Fewer? 41
- More or Fewer? 42
- More or Fewer? 43
- More or Fewer? 44
- More or Fewer? 45
- More or Fewer? 46
- More or Fewer? 47
- More or Fewer? 48
- More or Fewer? 49
- More or Fewer? 50
- More or Fewer? 51
- More or Fewer? 52
- More or Fewer? 53
- More or Fewer? 54
- More or Fewer? 55
- More or Fewer? 56
- More or Fewer? 57
- More or Fewer? 58
- More or Fewer? 59
- More or Fewer? 60
- More or Fewer? 61
- More or Fewer? 62
- More or Fewer? 63
- More or Fewer? 64
- More or Fewer? 65
- More or Fewer? 66
- More or Fewer? 67
- More or Fewer? 68
- More or Fewer? 69
- More or Fewer? 70
- More or Fewer? 71
- More or Fewer? 72
- More or Fewer? 73
- More or Fewer? 74
- More or Fewer? 75
- More or Fewer? 76
- More or Fewer? 77
- More or Fewer? 78
- More or Fewer? 79
- More or Fewer? 80
- More or Fewer? 81
- More or Fewer? 82
- More or Fewer? 83
- More or Fewer? 84
- More or Fewer? 85
- More or Fewer? 86
- More or Fewer? 87
- More or Fewer? 88
- More or Fewer? 89
- More or Fewer? 90
- More or Fewer? 91
- More or Fewer? 92
- More or Fewer? 93
- More or Fewer? 94
- More or Fewer? 95
- More or Fewer? 96
- More or Fewer? 97
- More or Fewer? 98
- More or Fewer? 99
- More or Fewer? 100

Less or Fewer?

Use *less* with things that can't be counted individually, so in *My front yard looks like there are fewer than last year*.
Use *fewer* with things that can be counted individually, so in *I saw 100 fewer than I saw last year*.

Use *fewer* with things that can be counted individually, so in *There are fewer than 100 people in the room*.

Directions: Circle the correct word in each boxed pair.

Adorable Star

With all the people, photos, and videos that are being taken of the quokka, competition for the title of "Australia's Most Adorable Star" is fierce. The winner, however, might just be the quokka (which is...).

About the size of a house cat, the quokka is a marsupial, like the kangaroo. Quokkas were once common in southwestern Australia, but habitat loss, climate change, and invasive predators such as foxes and feral cats have put these animals in danger. Today, only fewer than 10,000 quokkas remain on Earth. Most live on Rottnest Island, about 19 miles off Australia's southwest coast.

Selfie Contests

In 2013, an online newspaper posted photos of a quokka that appeared to be smiling, calling it "the happiest animal in the world." Before long, thousands of visitors were coming to Rottnest, many for one reason: to take a selfie with a quokka.

Some experts worried that all the selfie seekers would harm the quokkas. After all, quokkas can become stressed when humans get too close. Plus, the increased tourism led to quokkas getting their little faces so close to humans that, in addition to being extremely cute, quokkas were being used for a variety of products, from t-shirts to coffee.

Today, Rottnest Island has strict rules about how close visitors can get to the quokkas, and there are now fewer selfie seekers. Perhaps a lot fewer selfies would be good for quokkas?

Help for Quokkas

Despite its success, Rottnest's quokkas seem to be doing well. They are eating well, have no predators, and are being protected by the island's rangers. However, there are now more than 100,000 quokkas on Rottnest. As a result, visitors of people know that these funny creatures are endangered and want to help them. Conservation groups are now working hard to protect quokkas—all happy news for the happiest animals in the world!

Your Teaching Package

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

Video:

- Grammar Hack: Less or Fewer?

Audio:

- Text-to-speech

Activities to print, project, or share digitally:

- Less or Fewer? Anchor Chart and Practice Activity
- In-Magazine Activity: Interactive Version

Step-by-Step Lesson Plan

1. Prepare to Read (1 minute)

Set a Purpose for Reading

- Direct students' attention to the hint box and directions on page 2 or at the top of the digital story page. Read each aloud.

2. Read and Discuss (5 minutes)

- Have students read the three boxes of text independently or with a partner, circling the correct word in each bolded word pair. Optionally, share the interactive version of this article, which has dropdown menus. Then discuss the answers.
- In your Resources tab, find an anchor chart and a skill-reinforcement activity called **Less or Fewer?** This activity is also available as a Google Slideshow for projecting.

3. Write (2 minutes)

- Have students practice using this grammar skill in context. Project this Exit Ticket prompt on your board for students to respond to on a sticky note before they leave class:

Choose a supermarket item from the list below. Write a sentence that contains that item and the word *less* or *fewer*.

- bananas
- soda
- gum
- rice
- eggs
- chips

Lost Boy, Found

The true story of one boy's journey across a water-starved land—and his mission to bring water to his people

About the Story

Lexile® Measure 960L

For qualitative complexity factors, go to Scope Online.

Learning Objective: to identify key ideas and details in a narrative nonfiction article

Featured Skill: key ideas and details

Additional skills covered in this lesson plan: figurative language, cause and effect, vocabulary, problem and solution, tone

Essential Questions:

- Why do people flee their homelands?
- What is the importance of access to clean water?
- What is the power of perseverance?

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, R.7, W.2, SL.1, SL.2

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:

- Article read-aloud
- Text-to-speech
- Vocabulary

Differentiated Articles:

- Lower-Lexile version
- Spanish language version

Connected readings from the Scope archives:

- Stories about the refugee experience
- Survival stories
- A story about the importance of clean water
- A story about girls' education

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Close-Reading and Critical-Thinking Questions
- Featured Skill: Key Ideas and Details
- Choice Board
- Core Skills Workout: Summarizing*, Text Features, Text Structure*, Nonfiction Elements
- Lesson Plan Slide Deck
- Quiz*

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (15 minutes)

Do Now (5 minutes)

- Project the following on the board:

*Each year, an estimated 443 million school days are lost because of _____-related diseases.
Half of the world's hospital beds are filled with people suffering from a _____-related disease.
Nearly 1 in 10 people do not have access to clean _____.*

If you know the word that fits in all three blanks, write down three things you use it for each day.

Give students a few minutes to respond. (The answer is water.) Invite them to share their lists.

Preview Vocabulary (10 minutes)

- Project the Google Slides version of **Vocabulary: Definitions and Practice** on your whiteboard. Review the definitions and complete the activity as a class. Highlighted words: *accustomed, ambushed, contaminated, daunting, merciless, refugees, remote*. Audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Optionally, print the PDF version or share the slideshow link directly to your LMS and have students preview the words and complete the activity independently before class.

2. Read and Discuss (45 minutes)

- Invite a volunteer to read the As You Read box on page 4 or at the top of the digital story page.
- Read the article once as a class. (*Differentiation: Share the lower-Lexile version or the Spanish version of the article.*) Optionally, have students listen to author Allison Friedman read her

article aloud while they follow along. 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 article again and respond to the following **Close-Reading and Critical-Thinking Questions**, also located in the Resources tab.

Close-Reading Questions

(30 minutes)

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

1. **In the first line of the article, author Allison Friedman writes, “Salva Dut felt like he was walking through fire.” What literary device is Friedman using here? What effect does it have? What other examples of fire- or heat-related figurative language can you find in the introduction?** (figurative language) *Friedman is using a simile to describe the unbearable heat of the Akobo desert. This line helps readers understand that Salva is enduring extreme physical and emotional challenges. Other examples of figurative language related to fire or heat include “civil war had engulfed the nation,” “the ground like burning hot-coals,” “searing pain,” and “under the harsh and unblinking eye of the sun.”*
2. **Later in the introduction, Friedman writes that Salva and his Uncle Jewiir were trekking toward a refugee camp in Ethiopia. Based on the information in the article, what is a refugee? What is a refugee camp?** (vocabulary, key ideas and details) *A refugee is a person who has been forced to leave their home, for example because of war and violence. Refugees leave everything behind and flee to another country seeking safety and protection. A refugee camp is a place that offers refugees shelter and food.*
3. **How did a lack of access to clean water affect Salva’s family?** (cause and effect) *A lack of access to clean water forced Salva’s family to leave their home during every dry season and live in a camp that was closer to a source of water. During the rainy season, Salva’s sisters had to devote their entire days to collecting water from a source 5 miles away, which meant they were not able to attend school as Salva did. The water they managed to collect contained bacteria and often made the family sick. Salva’s father nearly died from a water-borne illness.*
4. **Based on the information in the article, come up with a definition for civil war and explain what caused the civil war in Sudan.** (vocabulary, key ideas and details) *A civil war is a conflict that happens within a country between different groups of people who live there. In other words, instead of two separate countries fighting each other, it’s a fight happening within one country. In Sudan, civil war broke out because the people in the south wanted to free themselves from the government of the north, which was trying to take away their freedom of religion.*
5. **What role did Uncle Jewiir play in helping Salva survive the journey?** (key ideas and details) *Uncle Jewiir helped protect Salva during their dangerous journey to the refugee camp in*

Ethiopia. Most importantly, he taught Salva to persevere by getting him to focus on achieving a series of small goals and to never give up, no matter how difficult the challenges he faced were. After Uncle Jewiir's death, it was the memory of his hopefulness and perseverance that gave Salva the determination to keep moving toward Ethiopia.

6. **How is Salva helping to solve the problem of water scarcity? What other problems will his work help to solve?** (problem and solution) Salva started a nonprofit organization that builds wells in rural areas in South Sudan. The organization trains communities to maintain and repair those wells so that they have a long-term, year-round source of clean water. As a result, people can easily have a drink, wash their dishes, and bathe. People will no longer fall ill from drinking contaminated water, girls can attend school instead of spending their days trekking to collect water, and communities will flourish. Clean water has led to the construction of vital community resources such as food markets and health clinics in hundreds of villages where Salva's organization has built wells.
 7. **What is Friedman's tone as she discusses South Sudan in the final section of the article? How does Friedman create this tone?** (tone) Friedman's tone is optimistic. After addressing the ongoing challenges South Sudan faces, she describes Salva's efforts to make a positive difference and the profound accomplishments of his organization. The final lines refers to Uncle Jewiir's advice and guidance, conveying hope and a sense of determination.
- As a class, discuss the following questions.

Critical-Thinking Questions

(10 minutes)

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

1. **In what ways, if any, do you think differently about water after reading this article?**
Answers will vary.
2. **Why is it important to learn about refugees?** Students may say that it is important to learn about refugees because refugees are people in crisis who need help. Learning more about their lives can evoke empathy and kindle support.

3. Write About It: Key Ideas and Details (45 minutes)

- Have students complete the **Featured Skill Activity: Key Ideas and Details**. This activity prepares them to respond to the writing prompt on page 9 in the printed magazine and at the bottom of the digital story page:

Create a slideshow or video about the importance of clean water for individuals and communities. Include information about how Salva's organization is helping to address water scarcity in South Sudan.

- 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 or article.)

Support for Multilingual Learners

These questions are designed to help students respond to the text at a level that's right for them.

Yes/No Questions

Ask students to demonstrate comprehension with a very simple answer.

1. Is South Sudan in Africa? *Yes, it is.*
2. Did Salva stay in his village throughout the civil war? *No, he didn't.*
3. Did Salva attend school? *Yes, he did.*
4. Did Salva's sisters attend school? *No, they didn't.*
5. Did Salva's group make it to the refugee camp in Ethiopia? *Yes, they did.*

Either/Or Questions

Encourage students to use language from the question in their answer.

1. Were people in Sudan at war with each other or with another country? *People in Sudan were at war with each other.*
2. Is the Akobo desert cool and moist or hot and dry? *The Akobo desert is hot and dry.*
3. Did Salva grow up in a big city or a rural village? *Salva grew up in a rural village.*
4. Is Salva part of the Dinka tribe or the Nuer tribe? *Salva is part of the Dinka tribe.*
5. How many boys fled the violence in Sudan, 30 or 20,000? *Twenty-thousand boys fled the violence in Sudan.*

Short-Answer Questions

Challenge students to produce simple answers on their own.

1. Why did the people of southern Sudan want to free themselves from the government of the north? *The government of the north wanted to take away the freedom of people in the south to practice their own religions. The government wanted everyone to practice Islam.*
2. How is Salva bringing safe water to his homeland? *Salva started an organization that builds wells in rural villages in South Sudan. The organization trains the people who live in those villages to maintain and repair the wells so that they will always have clean water.*

Language Acquisition Springboard: Fill in the five “W” words while reading, then use the answers to generate questions after reading.

Who? (Which person or people is this article mainly about?) *Salva Dut*

What? (What event does this article describe?) *Salva’s journey from Sudan to a refugee camp in Ethiopia*

When? (At what time did this event occur?) *1985–1986*

Where? (In what place or location did this event take place?) *what is now South Sudan, a country in northeastern Africa*

Why? (What was the cause of this event?) *The government in the north of Sudan wanted the whole country to practice Islam, but the residents of the south wanted to practice their own religions. For this reason, the south wanted to break free from the north. A civil war broke out and made Salva’s home village unsafe.*

Connected readings from the Scope archives:

Stories about the refugee experience:

- Narrative Nonfiction: [“I Live in a Refugee Camp”](#)
- Narrative Nonfiction: [“Escape From Darkness”](#)
- Paired Texts: [“My Life as a Refugee”](#) (nonfiction), [“How to Be Welcoming”](#) (infographic), and [“Mediterranean Blue”](#) (poem)
- Paired Texts: [“My Sport Helped Me Make a New Life in America”](#) (nonfiction), [“How To Be Welcoming”](#) (nonfiction)

Survival stories:

- Narrative Nonfiction: [“Lost in Death Valley”](#)
- Narrative Nonfiction: [“Trapped in a Cave”](#)
- Narrative Nonfiction: [“Stranded at Sea”](#)
- Fiction: [“The Cabin”](#)
- Fiction In a Flash: [“Bag for Life”](#)

A story about the importance of clean water:

- Paired Texts: [“What If This Was Your Water?”](#) and [“Little Miss Flint”](#)

A story about girls’ education:

- Narrative Nonfiction: [“Malala the Powerful”](#)

Would You Squash This Bug?

Is it OK to kill bugs? Students read arguments on both sides of the debate and take a stand.

About the Story

Lexile® Measure 980L

For qualitative complexity factors, go to Scope Online.

Learning Objective: to read and analyze a text that presents arguments on both sides of a debate, then take a stand

Featured Skill: argument writing

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, R.6, R.8, W.1, SL.1, SL.4

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

ESSENTIAL KIT
You'll need a few things to keep your house bug-free.

SHOO IT AWAY?
Still, some people believe it's wrong to harm any living thing, no matter how small the impact of killing it might be. All insects and arachnids are living creatures, like us. Treatments poison eat. "If you see a beetle or bee stuck in the water, you can see it's struggling to survive. It's trying to live, just like every other living thing is," she says. "It's important to have a respect for life."

There are certainly plenty of ways to get rid of bugs that don't involve killing them. For mosquitoes, you can use bug spray. You can swat up

AN ESSENTIAL ROLE
Of course, not all bugs cause harm. Less than 1 percent of insect species pose a threat to people or the environment, according to the U.S. Department of Agriculture. In fact, insects play an essential role in the web of life, regulate ecosystems, and pollinate crops. The California Academy of Sciences. Without bees and other pollinators, for example, about 100 kinds of fruits and vegetables—most vegetables—wouldn't be able to grow. Cockroaches play a key role in turning food scraps, dead leaves, and other waste into rich soil. And bees? They're a major food source for birds, reptiles, and other creatures. So maybe we shouldn't be so eager to squash every bug that buzzes our way—especially because insect populations have been declining in recent years. Indeed, a 2019 report published in the journal *Science* revealed that the global insect population is dropping by about 6 percent each decade.

On the other hand, scientists say the decline is likely due to factors like climate change and the pesticides and herbicides used in large-scale farming. Killing a pest having around your body isn't really the problem.

DANGEROUS PESTS
Many people would say there's nothing wrong with killing that fly—or any bug for that matter. Scientists estimate that there are about 10 quadrillion insects wriggling, fluttering, and skittering around our planet. That's 10 followed by 16 zeros! Does one person squashing one insect really matter? Besides, squashing bugs can be a way to protect ourselves. About a quarter of Americans are afraid of insects like flies and cockroaches and mistake the spiders and scorpions, according to research from Chapman University in California. Scientists say one reason humans have a fear of bugs is for protection: Some bugs can make us ill.

Take that fly trying to snack on your Pop-Tart. Annoying? Sure. But it can also be dangerous. Houseflies lay eggs on and eat rotting garbage, animal feces, and manure, and they can pick up harmful germs as they go. When a fly lands on our food, it can pass those germs on to us. "Flies in our kitchen can spread diseases, so I would argue it is OK to kill houseflies," says Maria Shokun, an entomologist (a scientist who studies insects) in Tokyo. The same, Shokun says, goes for mosquitoes that suck our blood, which can also spread disease.

Then there are bugs that can cause serious damage to the environment. Take the spotted lantern fly. These insects are native to Asia. But they were accidentally brought to the U.S. about a decade ago. Since then, they have been spreading from state to state, decimating

What Do You Think?
Go back to the article to find arguments that support each side of the debate. Write the information on this lines below.

Yes	No
1	1
2	2
3	3

Describe points on both sides of this debate as well as your own beliefs—and decide what you think. Take your opinion to one sentence below. This can be your thesis statement for an essay on this topic.

Take this activity further!
Write an essay using our Scope template.

Your Teaching Package

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

Audio:

- Article read-aloud
- Text-to-speech
- Vocabulary

Connected readings from the Scope archives:

- "Birdfoot's Grampa"
- "The Bug That's Eating America"

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Argument Terms Glossary
- Featured Skill Activity: Essay Kit
- Anchor Chart: Transitions
- Anchor Chart: Argument Essay Checklist
- Morphology Scavenger Hunt
- Lesson Plan Slide Deck

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (5 minutes)

Preview Vocabulary (5 minutes)

- Project the Google Slides version of **Vocabulary: Definitions and Practice** on your whiteboard. Review the definitions and complete the activity as a class. Highlighted words: *pesticides*, *pollinators*. Audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Optionally, print the PDF version or share the slideshow link directly to your LMS and have students preview the words and complete the activity independently before class.

2. Read and Discuss (45 minutes)

- Read the article once as a class. Optionally, for students' first read, have them follow along as they listen to the **audio read-aloud**, located in the Resources tab in Teacher View and at the top of the story page in Student View. Then have students silently reread the article to themselves.
- Project the article. Complete the following steps as a class, modeling text marking on your whiteboard while students mark their magazines:
 1. **Using a colored pencil, pen, or marker, write a sentence that expresses the central claim on one side of the debate.** (e.g., *It's just fine to kill bugs.*)
 2. **In that same color, circle the paragraphs that contain reasons that support the central claim.** (all of the section "Dangerous Pests" and the last paragraph of "An Essential Role")
 3. **Have students repeat steps 1 and 2 independently, but for the other side of the debate, this time using a DIFFERENT color.** (central claim: *It is not OK to kill bugs*; circle the first three paragraphs of "An Essential Role" and the first two paragraphs of "Shoo It Away")
- Have students fill in the "Yes/No" chart in their magazines based on the details they identified in the text. Sample responses:

YES:

- Bugs are annoying.
- Bugs can make us sick.
- Bugs can cause serious damage to the environment.
- There are some 10 quintillion insects on Earth; killing one doesn't matter.

NO:

- Bugs play an essential role in the web of life.
 - Most insects don't pose any threat to humans.
 - The global insect population is in decline.
 - It's wrong to harm any living thing.
 - There are other ways to get rid of insects that don't involve killing them.
- Discuss: Which supporting details do you think are the strongest? The weakest? Do you think the writer shows bias—that is, a preference for one side of the debate or the other? Explain and support your answer with text evidence.

3. Write About It: What Do You Think?

(45 minutes)

- Have students work individually to complete the **Essay Kit**, a guided writing activity and outline that will help them write their own argument essay in response to this question:

Is it OK to kill bugs?

- Students can use the **Transitions** and **Argument Essay Checklist** anchor charts to help them edit and evaluate their essays.

Connected readings from the Scope archives:

- Poem: ["Birdfoot's Grampa"](#)
- Short Read: ["The Bug That's Eating America"](#)

Impossible Mountain

Learn about the Latin root *vis* through a graphic-novel-style story.

About the Story

Learning Objective: to use Greek and Latin affixes and roots as clues to the meanings of words

Featured Skill: vocabulary acquisition

Standards:

The article and its suite of support materials support this Common Core anchor standard: L.4

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:

- Text-to-speech
- Read-aloud

Activity to print, project, or share digitally:

- Root Power: vis

Step-by-Step Lesson Plan

1. Prepare to Read (2 minutes)

- If students are unfamiliar with graphic novels, preview some basic graphic novel terminology and definitions:
 - **panels:** the square or rectangular boundaries that contain elements of the story
 - **gutters:** the space between panels, where the reader's imagination connects the elements between two panels to create a flowing storyline
 - **balloons:** where spoken or narrated words and sound effects are contained
- Have a volunteer read aloud the directions located beneath the story's title. Then locate the words in **purple** in the story and read them aloud together.

2. Read and Discuss (10 minutes)

- Read the story once through as a class, then have students reread it independently.
- To check comprehension, have students write a quick objective summary of the story on a sticky note.
- Using their knowledge of affixes and roots along with context clues, students can then turn and talk to a partner to discuss their preliminary understanding of the meanings of the words in **purple**.

3. Root Challenge (25 minutes)

- Have students take the **Root Challenge** at the bottom of the page in the printed magazine or at the bottom of the digital story page. Be sure to have digital or print dictionaries handy for students to verify their definitions. Optionally, have students complete this task using the **Root Power activity** found in your Resources tab at Scope Online. It contains a chart for recording definitions, an extra practice activity, and space to record their own *vis* word,

sentences, and illustration. Sample definitions and answers can be found in the **Answer Key**, which can also be found in the Resources tab at Scope Online.

The Amazing History of Breaking

How a style of dance created on the streets of New York City took over the world

About the Story

Lexile® Measure 900L

For qualitative complexity factors, go to *Scope Online*.

Learning Objective: to synthesize key ideas from a nonfiction article and an interview

Featured Skill: synthesis

Additional skills covered in this lesson plan: key ideas and details, summarizing, interpreting text, text structure, text features

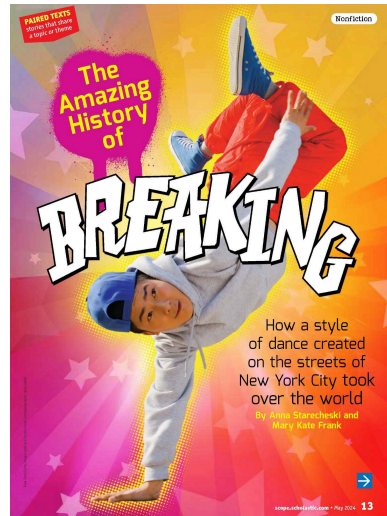
Essential Questions:

- What makes something an art form?
- What makes something a sport?
- How does an activity become popular?

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, R.6, R.7, R.9, W.2, 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:

- Article and interview read-aloud
- Text-to-speech
- Vocabulary

Video:

- Beyond the Story: Into the World of Breaking

Differentiated Article:

- Lower-Lexile version

Connected readings from the *Scope* archives:

- "The Wave Catcher"
- "Ready. Set. Jump!"

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Video Discussion Questions
- Close-Reading and Critical-Thinking Questions
- Featured Skill: Synthesis
- Choice Board
- **Core Skills Workout:** Text Evidence*
- Lesson Plan Slide Deck
- Quiz*

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (15 minutes)

Preview Vocabulary (5 minutes)

- Project the Google Slides version of **Vocabulary: Definitions and Practice** on your whiteboard. Review the definitions and complete the activity as a class. Highlighted words: *improvising*, *mesmerized*, *transcends*. Audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Optionally, print the PDF version or share the slideshow link to your LMS and have students preview the words and complete the activity independently before class.

Watch a Video (10 minutes)

- Watch the **Beyond the Story video**, which takes students into the world of breaking and will be helpful for any students unfamiliar with the style of dance. Have students respond to the **Video Discussion Questions** (available in your Resources tab) in small groups or pairs.

2. Read and Discuss (45 minutes)

“The Amazing History of Breaking”

- Invite a volunteer to read the As You Read box on page 14 or at the top of the digital story page.
- Read the article once as a class. (*Differentiation: Share the lower-Lexile version of the article.*) Optionally, have students listen to the audio read-aloud of the article while they follow along. 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 article again and respond to the following **Close-Reading Questions**, also located in the Resources tab.

Close-Reading Questions

(25 minutes)

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

- 1. What role did singer and dancer James Brown play in the rise of breaking?** (key ideas and details, summarizing) *James Brown played a key role in the rise of breaking. As the authors explain, in the 1970s, Brown was a popular singer and dancer who was known for the innovative dance moves that he would do during the break of a song. Black teens in the Bronx who idolized Brown would imitate his dance style at parties. DJs began devising ways to extend the break in songs to give dancers more time to dance. Eventually, these dancers began developing their own unique style, which would ultimately become known as breaking.*
- 2. The authors write, “As breaking gained popularity, house parties could no longer contain the dancers. Breakers moved to parks and other outdoor spaces.” What do they mean?** (interpreting text) *The authors mean that as more and more people started breaking, the dance style began to spread beyond house parties. You could also interpret the line more literally and take it to mean that breakers started to want more space to do their moves, so they started dancing outside.*
- 3. How does the section “From Streets to Screens” contribute to the article?** (text structure) *The section “From Streets to Screens” describes how breaking gained popularity beyond the Bronx, where it originated, to eventually become popular around the world. The section explains that the 1983 movie Flashdance exposed breaking to millions of people, and that after that, “it seemed like everyone wanted to be a breaker.” Around the same time, breaking companies began going on tour, which exposed even more parts of the world to this new art form.*
- 4. Consider the sidebar “Global Moves.” Why might the authors have included it?** (text features, key ideas and details) *The authors may have included the sidebar “Global Moves” to emphasize that breaking draws on influences from many different places and cultures. In the article, the authors write, “Their moves were inspired by everything from traditional African dances to kung fu movies.” The sidebar emphasizes that breaking has many influences by listing additional art forms that breaking draws on.*

“Meet an Olympic B-Girl”

- Break students into groups again to read and discuss the interview. Optionally, have students listen to the read-aloud of the interview while they follow along. The **audio read-aloud** is located in the Resources tab in Teacher View and at the top of the story page in Student View.

- As a class, discuss the following **Close-Reading and Critical-Thinking Questions**, some of which apply to both the article and the interview.

Close-Reading Question

(5 minutes)

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

- Sunny says she loves breaking because “anyone can try it: All you need is a floor and music. So you have people from all walks of life.” What does she mean? Find a line or lines in “The Amazing History of Breaking” that express a similar idea. (interpreting text, synthesis) Sunny means that because anyone can easily try breaking, it attracts all different kinds of people with different backgrounds. In the article, this idea is expressed in the lines “Still, 50 years after it started, breaking remains much the same. It doesn’t require pricey equipment or expensive training, just a desire to express yourself.”

Critical-Thinking Questions

(5 minutes)

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

- The article explains that breaking gained global popularity in part thanks to movies and television. How do dances gain popularity today? Answers will vary but students will likely say that social media plays a large role in making dances popular today.
- Sunny says that breaking is more about showing who you are than trying to be perfect. What might be valuable or helpful about approaching an activity this way? Answers will vary. Students might offer that it could be a relief not to feel like you have to live up to some sort of standard created by others. Students might also talk about the satisfaction of self-expression and how knowing that you don’t have to be perfect makes it easier to take risks.
- In general, what criteria do you think a sport should meet to be included in the Olympic Games? Answers will vary.

3. Write About It: Synthesis

(45 minutes)

- Have students complete the **Featured Skill Activity: Synthesis**. This activity prepares them to respond to the writing prompt on page 17 in the printed magazine and at the bottom of the digital story page:

Imagine you’re a sports reporter introducing B-girl Sunny Choi and Team USA at the 2024 Summer Olympics. Record a segment (audio or video) that gives viewers a brief overview of breaking’s history and enduring popularity.

- 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 or article.)

Connected readings about the rise of popular activities from the Scope archives:

- Paired Texts: [“The Wave Catcher”](#) and [“Monster Waves”](#)
- Paired Texts: [“Ready. Set. Jump!”](#) and [“Skateboarding Takes Off”](#)

Storm Chaser

In the aftermath of a devastating tornado, a teen encounters a brilliant scientist—and both their lives change forever.

About the Story

Lexile® Measure 950L (captions and pairing only)

For qualitative complexity factors, go to Scope Online.

Learning Objective: to write a speech from the point of view of a character in the play

Featured Skill: key ideas and details

Additional skills covered in this lesson plan: text structure, key ideas, text evidence, conflict, summarizing, inference, cause and effect

Essential Question:

- How do natural disasters shape our lives?
- How can understanding natural disasters help us to better prepare for them?
- In what ways do scientists make a positive impact on the world?

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.2, 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:

- Text-to-speech
- Vocabulary

Slideshow:

- Vocabulary

Connected readings from the Scope archives:

- "Heart Saver"
- "The Bone Hunter"
- "Into the Poison Cloud"
- "Did You Use the GPS on Your Phone Today?"
- *The Poison Sky*

Activities to print, project, or share digitally:

- Vocabulary: Definitions
- Close-Reading and Critical-Thinking Questions
- Featured Skill: Key Ideas and Details
- Word Scales
- Choice Board
- Lesson Plan Slide Deck
- Quiz*
- **Core Skills Workout:** Inferencing

*Available on two levels

Step-by-Step Lesson Plan

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: *intact*, *meteorologist*, *radar*, *razed*, *transfixed*, *vortices*, *weather vane*.

2. Read and Discuss (55 minutes)

- Invite a volunteer to read aloud the As You Read box on page 19 or at the top of the digital story page.
- Assign parts and read the play aloud as a class.
- Divide students into groups to discuss the following **Close-Reading and Critical-Thinking Questions**, which are also located in the Resources tab.

Close-Reading Questions (25 minutes)

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

1. **What is the purpose of Scene 1?** (text structure) *The Historian provides the audience with background information about Ted Fujita and his career as a meteorologist, which is helpful to those unfamiliar with his work and achievements. The Historian also provides the audience with an important piece of information—that after studying tornadoes for nearly two decades, “there remained an important puzzle he [Fujita] had yet to fully solve.” Audience members will likely keep this in mind throughout the play, trying to figure out for themselves what the mystery is and why it is important. Finally, the last line of Scene 1 establishes that the Super Outbreak of 1974 will be the focus of the play.*
2. **According to Scene 2, what is Fujita’s theory of multiple vortices, and why is it important to understand as much as possible about tornadoes?** (key ideas) *Fujita’s theory is that*

“within a tornado there can be areas of low pressure, which can create mini funnels—or vortices.” In other words, there could be tornadoes within a tornado. It’s important to understand as much as possible about tornadoes because, as Fujita explains, “the more we understand, the better we can try to prepare for them.” By better preparing for tornadoes, we can limit their devastating effects, saving lives and communities.

3. **Describe the conflict between Fujita and the other meteorologists in Scene 3.** (conflict, summarizing) *Fujita explains his theory of multiple vortices to a group of meteorologists. He presents a photograph of a tornado-damaged field and shares his belief that the corkscrew-like marks in the photo were made by multiple vortices. The other meteorologists are skeptical of Fujita’s theory, presuming that because he has never actually seen the vortices, he must be wrong.*
4. **How do Scenes 2 and 3, which take place in the decade before the Super Outbreak, help the audience to better understand the rest of the play?** (text structure) *Scenes 2 and 3 help the audience to understand that Fujita is searching for proof of his theory of multiple vortices. We know that if he can find evidence, the scientific community will accept his idea. Scenes 2 and 3 help the audience understand the importance—to Fujita and to the world—of the film that Pam gives Fujita in Scene 7.*
5. **In Scene 6, the narrators describe how Pam’s home is mostly intact, while her neighbor’s house was destroyed. According to Fujita’s theory of multiple vortices (described in Scene 3), why is this the case?** (inference, text evidence) *Multiple vortices explain the strange phenomenon of how sometimes after a tornado, one house is ruined while the house next door is unharmed. Pam’s neighbor’s house must have been in the path of suction vortices, mini tornadoes within the larger funnel cloud. Essentially, the house was destroyed by a tiny tornado inside the main tornado.*
6. **How does the brief encounter between Fujita and Pam affect both of their lives?** (inference, cause and effect) *Thanks to Pam’s footage of multiple vortices, Fujita is finally able to prove his theory after nearly two decades of searching for proof. We can infer that it is her meeting with Fujita that inspires Pam to become a professor of meteorology.*

Critical-Thinking Questions

(10 minutes)

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

1. **In Scene 7, Pam asks Fujita, “Are you a detective?” Fujita responds, “In a way.” How is Fujita’s job similar to that of a detective?** *Answers will vary. Students may refer to Scene 7, in which Fujita explains to Pam how he studies the damage from tornadoes “to help piece together what happened.” This is similar to how a detective studies clues at the scene of a crime to determine what took place. Students may also write that like a detective, Fujita must have a lot of patience and faith that his work will eventually come together.*

2. **Why is it important for scientists to study natural disasters?** *Answers will vary. Students might refer to Fujita's line in Scene 2 when he says, "There is still much we don't understand about tornadoes—how they form and move and why they are so destructive. The more we understand, the better we can try to prepare for them." This line could apply to any type of natural disaster, from hurricanes to floods to wildfires. The more that scientists are able to learn, the better prepared people can be and the more lives that can be saved. For example, as the caption on page 24 explains, warning times for tornadoes have significantly improved, so people now have more time to get to safety before a tornado arrives.*

3. Write About It: Key Ideas and Details (45 minutes)

- Have students complete the **Featured Skill Activity: Key Ideas and Details**. This activity will prepare them to respond to the writing prompt on page 24 in the printed magazine and at the bottom of the digital story page:

Imagine you are Pam, working as a professor in 1999. Write a speech to give to students about Ted Fujita's impact on you, the field of meteorology, and people everywhere.

- 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 or article.

Connected readings from the Scope archives:

Stories about pioneering scientists:

- Narrative Nonfiction: ["Heart Saver"](#)
- Narrative Nonfiction: ["The Bone Hunter"](#)
- Paired Texts: ["Did You Use the GPS on Your Phone Today?"](#)
- Drama: [The Poison Sky](#)

A story about a tornado:

- Narrative Nonfiction: ["The Tornado That Changed America"](#)

Birdfoot's Grampa

A poem about the value of all living creatures

About the Poem

Learning Objective: Students will analyze the theme of a poem.

Featured Skill: analyzing poetry

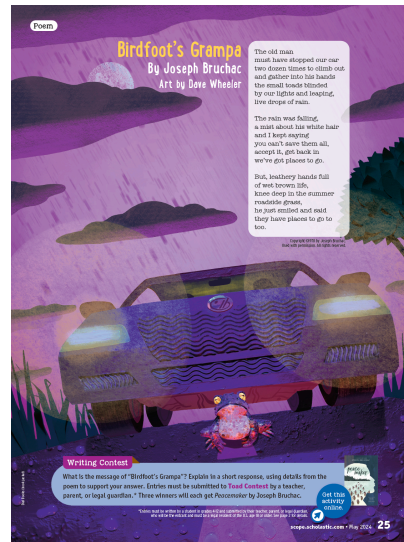
Essential Questions:

- What is our responsibility toward animals?
- What is the value of an animal's life?
- What is special about poetry?

Standards:

The article and its suite of support materials support these Common Core anchor standards: R.1, R.2, R.4, W.4, W.5

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.

Audio:

- Poet read-aloud
- Text-to-speech

Activities to print, project, or share digitally:

- Featured Skill: Poetry Analysis

Video:

- Poet read-aloud

Connected readings from the Scope archives:

- "Would You Squash This Bug?"
- "The Amazing Pangolin Rescue"
- "The Vanishing Beasts"
- "How to Save a Baby Orangutan"
- "Rescue in the Rainforest"
- "The Bear Attacks That Changed America"

Step-by-Step Lesson Plan

1. Read and Discuss (30 minutes)

- As a class, watch the video of poet Joseph Bruchac reading his poem aloud. The **video** is located in the Resources tab in Teacher View and at the top of the story page in Student View.
- For a second read, invite students to read the poem silently to themselves. Then discuss the following questions as a class.

Featured Skill: Poetry Analysis (20 minutes)

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

Note that to keep things simple, we sometimes use the pronouns “he/his/him” to refer to the speaker, but the speaker is not necessarily a boy.

1. **Who is the old man in the first line of the poem? Who is the speaker of the poem? How do you know?** *You can infer from the title of the poem that the old man is the speaker’s grandfather and that the speaker’s name is Birdfoot.*
2. **Why does the grandfather keep stopping the car and getting out?** *The grandfather keeps stopping the car and getting out to move toads off the road so that they do not get run over.*
3. **Consider the way poet Joseph Bruchac describes the toads in the first stanza: “the small toads blinded / by our lights and leaping, / live drops of rain.” Describe the scene these lines create in your mind.** *Answers will vary. Students may say that the lines evoke an image of small toads, illuminated by the headlights of a car, jumping around in the rain, perhaps blending in with the rain as it falls.*
4. **Consider these lines from the third stanza: “But, leathery hands full / of wet brown life.” Why might the poet have described the grandfather holding the toads this way instead of just writing “he held toads in his hands”? In other words, what do these lines offer or express that a more basic description would not?** *Answers will vary. Students might offer that “leathery hands” creates a vivid image of the grandfather’s hands and that “full of wet brown life” emphasizes that the toads are living creatures in a way that just writing “hand” and “toads” would not. The description of the grandfather’s hands being “full of wet brown life” also gets at*

how much responsibility the grandfather has and how vulnerable the toads are—the grandfather is quite literally holding the toads' lives in his hands. Students might also note that the lines are more creative, interesting, surprising, or descriptive than a simple statement that the grandfather was holding toads in his hands would be, and therefore more engaging or delightful to the reader.

5. **How does the speaker feel about his grandfather stopping to move the toads off the road, and why does he feel this way? Which lines tell you this?** *The speaker feels frustrated and impatient with his grandfather's efforts to move the toads. The speaker would like his grandfather to stop moving the toads and just drive over them so that the two of them can continue on their way and do whatever it is they need to do. The following lines tell you this: "and I kept saying / you can't save them all, / accept it, get back in / we've got places to go."*
6. **Does the grandfather seem angry about his grandchild's complaints? Does the grandfather seem like he is going to stop moving the toads off the road? Support your answers with details from the poem.** *The grandfather does not seem angry about his grandchild's complaints—he smiles as he responds to them—but he also does not stop relocating the toads. He tells his grandchild that the toads "have places to go to / too," suggesting that he thinks moving the toads is important and he does not plan to stop doing so.*
7. **The grandfather says that the toads "have places to go to / too." Where might a toad need to go? Answers will vary but could include the idea that the toads need to go where they can find food, safety, or a mate. They might need to go where they can lay eggs or communicate with other toads.**
8. **How does the grandfather saying the toads "have places to go to / too" connect to another line in the poem?** *The grandfather's comment connects to the line in the second stanza when the speaker urges his grandfather to leave the toads on the road because "we've got places to go."*
9. **When the grandfather says the toads "have places to go to / too," what idea about the value or importance of the toads' lives is he expressing?** *The grandfather is saying that whatever it is that he and his grandchild need to do is not important enough to justify killing the toads. He is expressing the idea that the toads' lives are valuable and important, suggesting that the toads, like humans, have goals and responsibilities, and also an innate desire to survive and thrive.*
10. **What do you think of the grandchild's argument "you can't save them all" as a reason not to bother moving any of the toads out of the way of the car? Answers will vary, but students may say that not being able to save them all is not a good reason not to save as many as possible.**

2. Write About It

(30 minutes)

- Have students respond to the prompt that appears with the poem:

What is the message of “Birdfoot’s Grampa”? Explain in a short response, using details from the poem to support your answer.

Connected articles from the Scope archives about our relationship with animals:

- Debate: [“Would You Squash This Bug?”](#)
- Paired Texts: [“The Incredible Pangolin Rescue”](#)
- Paired Texts: [“The Vanishing Beasts”](#)
- Paired Texts: [“How to Save a Baby Orangutan”](#)
- Narrative Nonfiction: [“Rescue in the Rainforest”](#)
- Narrative Nonfiction: [“The Bear Attacks That Changed America”](#)

Into the Tunnel

Will Maribel ever be the same?

About the Story

Lexile® Measure 650L

For qualitative complexity factors, go to Scope Online.

Learning Objective: to explore characterization in a work of short fiction

Featured Skills: character

Additional skills covered in this lesson plan: mood, author's purpose, text structure, figurative language

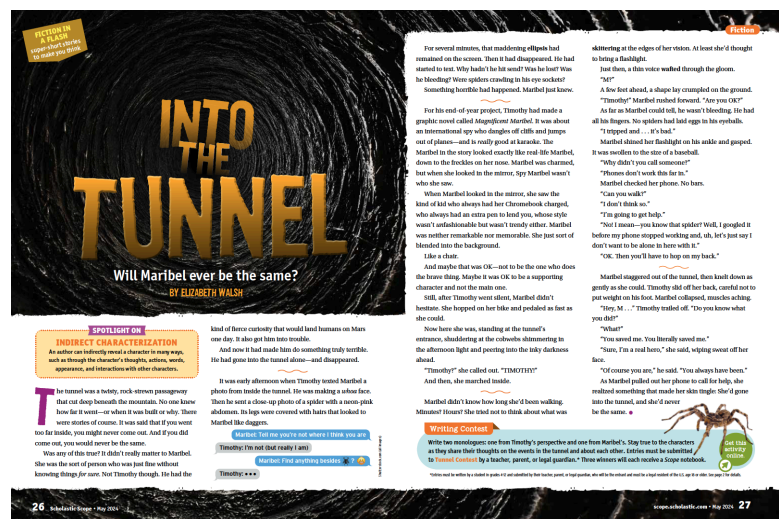
Essential Questions:

- What makes someone a hero?
- Can friends know us better than we know ourselves?
- What does it take to face our fears?

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
- Vocabulary

Connected readings from the Scope archives:

- "They Might Be Dangerous"
- "Follow the Water"
- "The Cabin"

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Double-Entry Journal
- Featured Skill: Character
- Close-Reading and Critical-Thinking 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 (5 minutes)

Preview Vocabulary (5 minutes)

- Project the Google Slides version of **Vocabulary: Definitions and Practice** on your whiteboard. Review the definitions and complete the activity as a class. Highlighted words: *ellipsis*, *skittering*, *wafted*. Audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Optionally, print the PDF version or share the slideshow link to your LMS and have students preview the words and complete the activity independently before class.

2. Read and Discuss (45 minutes)

- Read the “Spotlight On” box on page 26 or at the top of the digital story page.
- For students’ first read, have them follow along as they listen to the **audio read-aloud**, 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 **Close-Reading and Critical-Thinking Questions** in the Resources tab.)

Close-Reading Questions

(20 minutes)

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

- 1. Describe the mood of paragraph 1. Which details help create this mood?** (mood) *The mood of paragraph 1 is mysterious, frightening, and ominous. The line "No one knew how far it went—or when it was built or why" establishes a mood of mystery. The lines "It was said that if you went too far inside, you might never come out. And if you did come out, you would never be the same" create a frightening and ominous mood. The reader can't help but wonder what happens inside the tunnel. Who or what prevents people from leaving, and why would people who do manage to get out never be the same?*
- 2. Wondering why Timothy has abruptly stopped texting, Maribel thinks, "Why hadn't he hit send? Was he lost? Was he bleeding? Were spiders crawling in his eye sockets?" What is the author's purpose for including these rhetorical questions?** (author's purpose, text structure) *The purpose of these rhetorical questions is to show Maribel's concern for Timothy's safety. She is troubled by his lack of response and agonizes over what may be happening to him inside the tunnel. The author wants to show us that Maribel cares deeply for Timothy and that he is one of her best friends. By suggesting terrifying possibilities for what happened to Timothy, these lines also create suspense and conjure fear, evoking concern for Timothy in the reader.*
- 3. Summarize the difference between the main character in Timothy's *Magnificent Maribel* and the person Maribel sees when she looks in the mirror. Why might the way Timothy sees Maribel be different from the way Maribel sees herself?** (character) *The character in *Magnificent Maribel* is a superhero with extraordinary abilities. We can infer that the Maribel in Timothy's imagination is extremely brave, as she "dangles off cliffs and jumps out of planes." When Maribel looks in the mirror, she sees an ordinary girl, "the kind of kid who always had her Chromebook charged, who always had an extra pen to lend you." In other words, she sees someone practical and dependable but not a hero. Answers to why Timothy sees Maribel differently from how Maribel sees herself will vary. Students may comment that people can be self-critical and are sometimes unable to see the full extent of their talent. Good friends may see us in a more positive light than we see ourselves.*

4. **Explain the meaning of the following lines:** “And maybe that was OK—not to be the one who does the brave thing. Maybe it was OK to be a supporting character and not the main one.” (figurative language) *Maribel is thinking that some people are just braver than others and that not everyone can be the center of attention. Not everyone can be extraordinary—and she is coming to terms with the idea that she is more of an “ordinary” person. When Maribel refers to a supporting character, she is talking about a person who helps others, does not tend to assume leadership roles, or does not usually get a lot of attention; she’s comparing herself to a minor character in a book or movie, saying that she is not the kind of person who would be the protagonist in a story.*

5. **Describing Maribel’s reaction to Timothy’s disappearance, the author writes, “Still, after Timothy went silent, Maribel didn’t hesitate. She hopped on her bike and pedaled as fast as she could.” Then, the author writes, after standing at the tunnel’s entrance and shouting Timothy’s name, Maribel “marched inside.” What do these details tell you about Maribel?** (character) *These details tell you that Maribel is braver than she thinks. She could share her concerns about Timothy with an adult, wait longer to see if Timothy eventually responds, or put together a search party. Instead, despite how frightening she finds the tunnel, she wastes no time and takes it upon herself to save Timothy singlehandedly. The word “marched” is extremely telling. Given the way Maribel perceives herself, the reader might expect her to cautiously creep or tiptoe into the tunnel. Instead, she marches in, which shows great determination and even confidence.*

6. **Consider the last line of the story. How has the tunnel changed Maribel?** (character) *The tunnel has changed Maribel by changing the way she sees herself. When she went into the tunnel, Maribel saw herself as an ordinary girl, someone who “just sort of blended into the background.” She thought of herself as a supporting character, not a main character. After Maribel rescues Timothy and emerges from the tunnel, she realizes that she is in fact very brave and capable. She realizes that she is a main character after all. She understands, thanks to the tunnel, that there is a “Magnificent Maribel” inside her!*

Critical-Thinking Questions

(5 minutes)

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

1. **Do you think everyday people can be heroes? Why or why not?** *Answers will vary.*

2. **Is bravery a trait people must be born with, or can it be developed?** *Answers will vary.*

3. Write Your Monologues (60 minutes)

- Have students use the **Featured Skill Activity: Character** to help them to respond to the writing prompt on page 27 in the printed magazine and at the bottom of the digital story page:

Write two monologues: one from Timothy's perspective and one from Maribel's. Stay true to the characters as they share their thoughts on the events in the tunnel and about each other.

- 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 courage:

- ["They Might Be Dangerous"](#)
- ["Follow the Water"](#)
- ["The Cabin"](#)

When Ice Ruled the World

The cool history of a prized treasure

About the Story

Lexile® Measure 980L

For qualitative complexity factors, go to Scope Online.

Learning Objective: to read a short informational text then craft a constructed response that includes a claim, text evidence, and commentary

Featured Skill: constructed response

Additional skills in this lesson

plan: identifying central ideas and details

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, R.6, W.2

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

When ICE Ruled the World

You'll never look at an ice cube the same way again! *By Laura Tharish*

Key and Stats

Since 2,000 years ago, a human enterprise named them sent a group of men on a mission to find a treasure period throughout the world. This mission would take the men through treacherous mountains, getting them against avalanches, thieves, and wild animals.

ICE REVEALED

What did the men risk their lives for? It wasn't gold or silver or jewels. It was ice.

ICE REVEALED

Getting ice from distant places was a dangerous mission. Men could only get the ice and get it to the right place while staying out of harm's way.

Key and Stats

Today ice is so common, you hardly notice it clinking in your glass of lemonade. Thanks to the freezer in your kitchen, you can make as much ice as you want—and keep your ice cream frozen even in the heat of summer. But if you traveled back to time a few centuries and asked for ice in your drink, most people would have laughed.

Key and Stats

Prior to the 19th century, if you wanted ice, you likely would have done what Nero did. First it is to nature and hug it better. Nero would order groups of men, often enslaved persons, to gather ice from mountainous regions and freeze rivers and lakes.

Key and Stats

The men used axes and sharp metal tools to hack off giant chunks. Next, the chunks were painstakingly loaded onto sleds or wagons and hauled away by horses. The ice was then stored in large pits dug into the ground, where it would remain frozen for months.

Key and Stats

Over the centuries, ice harvesting, as it was called, became more common. By the 1700s, many wealthy Americans had cellars on their properties. These small, snowed-in buildings could keep ice harvested in winter frozen long after the summer melted. During warm weather, this ice was used to keep food fresh. More delicately, it could also be used to make ice cream. But ice remained a luxury only the rich could afford.

Key and Stats

Still, even the richest Americans couldn't have ice unless they lived near an ice-supply mountain or in a place where temperatures dropped below freezing. A millionaire in Florida might have been able to buy a pile of diamonds, but no amount of money could have procured an icy drink in sunny weather. There was simply no way to make ice in many parts of the country—or to transport ice from somewhere colder without it melting.

Key and Stats

A Boston man named Frederic Tudor changed that.

Key and Stats

In 1806, Tudor figured out how to ship ice from chilly New England to sweltering regions of the U.S.—and beyond. His big breakthrough was a new tool developed by one of his employees: a special plane with sharp blades. A horse would drag the plane across a frozen pond or river, etching lines into the ice. The lines formed a checkerboard pattern that workers used as a guide for where to saw. The men then used metal bars to pry out giant, uniform ice blocks.

Key and Stats

Because the blocks were all the same size and shape, they could be packed together tightly.

Key and Stats

By the 1800s, Tudor's ships were delivering ice to Southern states and the Caribbean, and even as far away as India, an ocean journey of 14,000 miles. Tudor made millions and became known as the Ice King.

Key and Stats

Tudor's ice changed America—and the world. Many more people could keep their food fresh in summer, which meant fewer people died of food poisoning. Hospitals could use ice to cool patients with high fevers, reduce swelling, and preserve medications, saving many lives. And ice cream became one of America's most popular treats.

Key and Stats

By the 1900s, most Americans had electric refrigerators and freezers and no longer needed to buy ice. They could simply make it at home.

Key and Stats

And just like that, the idea that ice was a luxury melted into history.

Key and Stats

How does the author develop the idea that ice was once rare and prized? Answer this question in a well-organized paragraph. Use text evidence.

Key and Stats

Use the Short Write Kit at Scope Online to help you write your paragraph.

Your Teaching Package

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

Audio:

- Article read-aloud
- Text-to-speech
- Vocabulary

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Short Write Kit
- Core Skills Workout: Central Ideas and Details*
- Quiz*

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (5 minutes)

Preview Vocabulary (5 minutes)

Project the Google Slides version of **Vocabulary: Definitions and Practice** on your whiteboard. Review the definitions and complete the activity as a class. Highlighted words: *blustery, insulated, plow*. Audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Optionally, print the PDF version or share the slideshow link directly to your LMS and have students preview the words and complete the activity independently before class.

2. Read and Discuss (20 minutes)

- For students' first read, have them follow along as they listen to the **audio read-aloud**, located in the Resources tab in Teacher View and at the top of the story page in Student View.
- Have students read the story again.
- Optionally, divide students into groups to complete the **Core Skills Workout: Central Ideas and Details** activity. This graphic organizer asks students to identify the central idea and supporting details of each section of the article and the central idea of the article as a whole. (This activity comes on two levels, with more or less scaffolding.)

3. Write About It (20 minutes)

Have students complete the **Short Write Kit**. This activity guides students to write a claim, support it with text evidence, and provide commentary in response to the prompt on page 29 in the printed magazine and at the bottom of the digital story page:

How does the author develop the idea that ice was once rare and prized? Answer this question in a well-organized paragraph. Use text evidence.

The Mystery of the Taos Hum

A strange sound has haunted New Mexico for decades.

About the Story

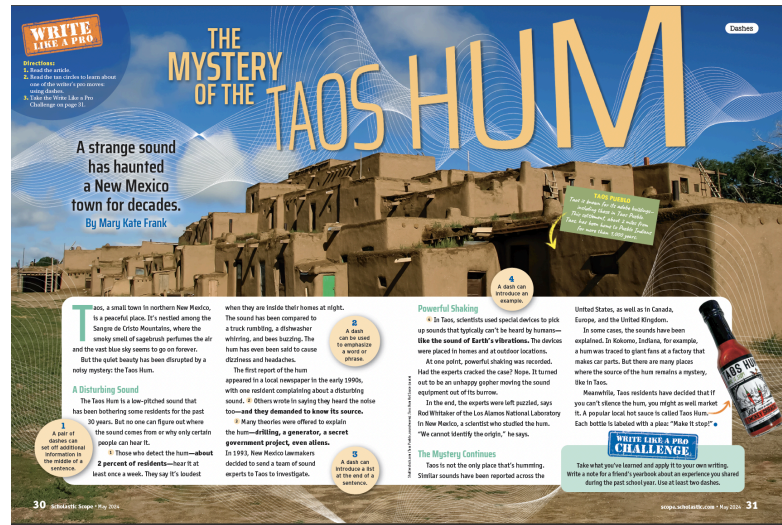
Learning Objective: to understand how a writer uses dashes, then compose sentences using dashes

Featured Skill: grammar, usage, and mechanics

Standards:

The article and its suite of support materials support this Common Core anchor standard: L.2

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:

- Text-to-speech

Activities to print, project, or share digitally:

- Anchor Chart and Practice Activity: Dashes
- In-Magazine Activity: Interactive Version

Step-by-Step Lesson Plan

1. Prepare to Read (5 minutes)

- Draw students' attention to the directions in the upper left-hand corner of page 30 or at the top of the digital story page. Read the directions aloud.

2. Read and Discuss (25 minutes)

1. Have students read the article and the explanations in the tan circles with a partner.
2. Optionally, before students complete the **Write Like a Pro Challenge**, work together to write some sentences that contain dashes. Project the following pairs of sentences, then have students combine them using a dash.

1. **Emphasize a word or a phrase:**

She finally realized the truth. Darth Vader was her father.

2. **Set off additional information in the middle of a sentence:**

The recipe called for unique ingredients to create its signature flavor. It called for dandelion greens and raisins.

3. **Introduce a list at the end of a sentence:**

I have four pets. I have a dog, two fish, and a rat.

4. **Introduce an example:**

Keith loves fruit desserts. For example, he likes apple pie.

Answers:

1. *She finally realized the truth—Darth Vader was her father.*
2. *The recipe called for unique ingredients—dandelion greens and raisins—to create its signature flavor.*
3. *I have four pets—a dog, two fish, and a rat.*
4. *Keith loves fruit desserts—like apple pie.*

3. Optionally, provide students with the **Anchor Chart: Dashes** to use and keep as a handy reference in their notebooks.

3. Write (25 minutes)

- Have students work in pairs or independently to take the **Write Like a Pro Challenge** on page 31 of the printed magazine or at the bottom of the digital story page:

Take what you've learned and apply it to your own writing. Write a note for a friend's yearbook about an experience you shared during the past school year. Use at least two dashes.

- Project students' notes on your whiteboard and discuss the ways they used dashes. Alternatively, have students exchange and discuss their sentences with a partner.

The Scoop on Ice Cream

A delightful infographic on ice cream

About the Story

Learning Objective: Students read an infographic, then use it as a model to create their own.

Featured Skill: visual literacy

Standards:

The article and its suite of support materials support these Common Core anchor standards: R.1, R.7, W.7

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:

- Text-to-speech

Activities to print, project, or share digitally:

- Infographic Planner

Step-by-Step Lesson Plan

1. Prepare to Read (1 minute)

- Give students a minute to preview the infographic.

2. Read and Discuss (5 minutes)

- Break students into groups to read each section of the infographic and discuss what they find interesting, surprising, or convincing.
- Reconvene as a class and ask volunteers to state one of the central ideas they took away from the infographic. (*Students might answer, for example, that ice cream is popular around the world, that Americans eat a lot of ice cream, or that ice cream has been around a long time.*)

3. Write (90 minutes)

- Distribute the **Infographic Planner**, which guides students through the research and design process needed to respond to the prompt that appears at the bottom of page 32 of the magazine or the bottom of the digital story page:

Using “The Scoop on Ice Cream” as a model, create an infographic about a food of your choice. Present your information on a poster or with a digital tool such as Canva.