

# The Power of Stink

In nature, the worst smells can be the best defense.

## About the Story

**Learning Objective:** to practice subject-verb agreement

**Featured Skill:** grammar, usage, and mechanics

### Standards:

The article and its suite of support materials support this Common Core Anchor Standard: L.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](https://scope.scholastic.com).

### Audio:

- Text-to-speech

### Slideshow:

- Identifying Subjects and Verbs

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

- Subject-Verb Agreement: Anchor Chart and Practice Activity
- In-Magazine Activity: Interactive Version

## Step-by-Step Lesson Plan

### 1. Prepare to Read (5 minutes)

#### View a Slideshow

- If students are not familiar with basic sentence parts, project the **Identifying Subjects and Verbs** slideshow located in your Resources tab. This slideshow introduces basic sentence parts and contains a practice activity in which students identify them.

#### Set a Purpose for Reading

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

### 2. Read and Discuss (10 minutes)

- Have students read the three boxes of text independently or with a partner, circling the correct word in each bolded pair. Optionally, share the interactive version of this article with students, which contains drop-down menus.
- Find an additional skill-reinforcement activity in your Resources tab: **Subject-Verb Agreement: Anchor Chart and Practice Activity**.

### 3. Write (30 minutes)

- Have students practice using this grammar skill in context. Working in pairs, students should research and write a blurb about another animal with a stinky defense: skunks, millipedes, Tasmanian devils, stink bugs, wolverines, or musk oxen. The blurb should include two word pairs from which to select the correct answer. Students should also create an answer key. Have pairs exchange blurbs and complete each other's activities.

# Finding Hope in a Time of War

How one teen is working to save lives in Ukraine

## About the Story

**Lexile® Measure** 980L

For qualitative complexity factors, go to Scope Online.

**Learning Objective:** to analyze the title and the key ideas of an article

**Featured Skill:** key ideas and details

**Additional skills covered in this lesson plan:** cause and effect, problem and solution

### Essential Questions:

- What are the consequences of war?
- What is the power of hope?
- How do advances in technology affect our lives?

### 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, L.4, L.5, L.6

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



## Your Teaching Package

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

### Audio:

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

### Video:

- Beyond the Story

### Differentiated Articles:

- Lower-Lexile version
- Spanish language version

### Connected readings from the Scope archives:

- "Into the Poison Cloud"
- "Born to Run"
- "Chasing the Wind"
- "Did You Use the GPS on Your Phone Today?"

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

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

\*Available on two levels

## Step-by-Step Lesson Plan

### 1. Prepare to Read (20 minutes)

#### 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: *asset, democratic, deployed, detonate, humanitarian, painstakingly, prototype, tinkerer*. 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 5 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 Mackenzie Carro 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.

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#### Close-Reading Questions

(25 minutes)

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

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1. How did life change in Ukraine after Russia attacked in February of 2022? How did life change for Igor and his family in particular? (cause and effect) *Life came to a halt for many Ukrainians in February of 2022. Bombs and missiles destroyed entire towns and cities across the*

country. The Ukrainian military was quickly deployed and tens of thousands of civilians left their jobs and joined its ranks, including Igor's teachers. Igor and his family, like millions of others, fled their home in Kyiv to escape the violence. They fled to their country home in Vasylykiv because they thought the basement there would provide them more protection from falling bombs and missiles. Once in Vasylykiv, they were essentially confined to their home, full of fear and worry about what would happen next.

2. **According to the article, why are Ukraine and Russia at war?** (key ideas and details) *The conflict between Ukraine and Russia is not a new one. There have been tensions between them since Ukraine declared its independence from the Soviet Union in 1991. Carro explains that Russia's president believes Ukraine should be under Russia's control and that in 2014, Russia seized a region of Ukraine called Crimea. (According to the map, that territory is still disputed.) Carro also explains that Russia's president attacked Ukraine to remove Ukraine's president from power because Ukraine's president is aligning Ukraine with democratic nations like the U.S., which are rivals of Russia.*
  3. **Why are land mines a problem?** (problem and solution) *Land mines, which are often placed underground where they cannot be seen, injure and kill thousands of people around the world every year. Even after conflicts end, undetonated land mines make large areas of land unfit for housing and farming. The process of finding and clearing the mines is slow and dangerous.*
  4. **How does Igor's device work? Why would it be an asset to Ukraine? To the world?** (problem and solution) *Igor's device is a drone that can hover above the ground where land mines are buried. It is equipped with a metal detector that can sense the metals in land mines' explosives. The drone is also equipped with GPS that can create a map of land mine locations. The drone would be an asset to Ukraine because an area within the country nearly the size of Florida is now unsafe due to land mines. The drone would enable sappers to find land mines more quickly and safely than they can on foot and could prevent countless people from being injured or killed in Ukraine and in other places around the world where land mines are a problem.*
  5. **Carro writes of Igor, "Alongside his fear, something else began to rise in him: determination." What is determination? How has Igor showed determination?** (key ideas and details) *Determination is when you make up your mind to do something and stay focused on your goal with grit and persistence. When Igor learned about the problem of land mines after Russia seized Crimea in 2014, he was determined to turn his passion for robotics into a solution to this problem, and he spent most of his free time developing a prototype of a drone that could detect land mines. After Russia invaded, he didn't have his device with him, but he was determined to keep working on it—and he found a way to do so. Igor was also determined to get his device into the right hands, so he entered it into various competitions, even though he thought winning might be impossible.*
- As a class, discuss the following questions.



### Critical-Thinking Questions

(10 minutes)

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

1. Carro writes that teachers around Ukraine have written to Igor to tell him how he has inspired their students. What do you think makes Igor inspiring? *Answers will vary.*
2. What did you learn from this article that you didn't know before? What questions do you still have about Ukraine and Russia? Where could you find the answers to these questions? *Answers will vary. For the third question, possible sources of information include reputable news organizations, humanitarian organizations, and books on the history of Russia and Ukraine.*

### Watch a Video (10 minutes)

- Watch the **Beyond the Story** video, in which students meet Igor Klymenko. Have students respond to the **Video Discussion Questions** (available in your Resources tab) in small groups or pairs.

## 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:

***Explain how the title “Finding Hope in a Time of War” applies to the article. Use details from the article to support your response.***

- Alternatively, have students choose a task from the **Choice Board**, a menu of possible 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.)

## 4. Writing Spotlight: Using Introductory Phrases to Add Information About Timing (15 minutes)

- Project the **Writing Spotlight** activity, available in the Resources Tab, on your whiteboard for a mini-lesson on introductory phrases, using mentor sentences from the article. Read Slides 1 and 2 as a class.
- When you get to Slide 3, have students complete the Scavenger Hunt as a class. Possible answers include:
  - *"Every night after sunset, Igor and his eight family members would crowd into the basement to sleep."*
  - *"As a kid, Igor had always been a tinkerer, and he developed a passion for robotics and programming."*
  - *"But once in the basement, they had no idea if they were truly safe."*
  - *"At the time, he was in fifth grade."*
  - *"During the first days of fighting, Igor was consumed with worry."*
  - *"Each year, land mines kill and injure thousands of civilians around the world."*
  - *"But by mid-March, Igor had become determined to finish his device."*
  - *"After more than a year of hard work, Igor had finally developed a prototype, and with Kozlenko's guidance, he began testing it in the lab."*
  - *"Then one day, he and his cousin were playing around with a drone his cousin got for his birthday."*
- Have students complete the You Try It on Slide 4 on their own. Then ask volunteers to share their sentences.

## 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. Does Ukraine border Russia? Yes, it does.
2. Is Ukraine smaller than Russia? Yes, it is.
3. Did Igor's family flee their home in Kyiv when Russia attacked? Yes, they did.
4. Are land mines a problem around the world? Yes, they are.
5. Can Igor's device save lives? Yes, it can.

### Either/Or Questions

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

1. Is Igor from Ukraine or Russia? *Igor is from Ukraine.*
2. Did Russia attack Ukraine or did Ukraine attack Russia? *Russia attacked Ukraine.*
3. Is clearing land mines quick and easy or slow and dangerous? *Clearing land mines is slow and dangerous.*
4. Does Igor's device hover in the air or roll across the ground? *Igor's device hovers in the air.*
5. Is Ukraine still fighting Russia today or is the war over? *Ukraine is still fighting Russia today.*

### Short-Answer Questions

Challenge students to produce simple answers on their own.

1. Why are land mines a problem? *Land mines kill and injure thousands of people around the world each year. Unexploded land mines prevent people from using land for farming or housing. Searching for and clearing land mines is dangerous work.*
2. How does Igor's drone work? *Igor's drone has a metal detector that can sense the metals in land mines. The drone's GPS then creates a map of land mine locations so that sappers can find land mines more easily, quickly, and safely than they could on their own.*

### Language-Acquisition Springboard: Create a KWL chart together.

Use a KWL chart to help multilingual learners activate prior knowledge, pique their interest in the text, and talk about and record what they learn.

- Divide a sheet of chart paper into three columns.
- Label the first column K for "Know." Ask students what they know about Ukraine (or about the text, based on the title, subtitle, and other text features). Jot down notes (Ukraine is at war with Russia; Russia is bigger than Ukraine; These countries are not close to the United States, etc.).
- Label the second column W for "Want to Know" and jot down questions students have (Why are Russia and Ukraine at war? Are they still fighting? etc.).
- Label the third column L for "Learned." After reading the article, ask students to contribute information from the article that answers the questions they posed. Then ask them if they have any new questions and where they think they might be able to find the answers. Look for answers together.

### Connected readings from the Scope Archives about transformational inventions:

- Paired Texts: ["Into the Poison Cloud"](#)
- Narrative Nonfiction: ["Born to Run"](#)
- Narrative Nonfiction: ["Chasing the Wind"](#)
- Paired Texts: ["Did You Use the GPS on Your Phone Today?"](#)



# Is It OK to Be Rude to Alexa?

Or should we all be saying “please” and “thank you”?

## About the Story

Lexile® Measure 910L

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

**Additional skills covered in this lesson plan:** identifying central ideas and details, evaluating an argument, using text evidence

### 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, L.4, L.5, L.6

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



## Your Teaching Package

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

### Audio:

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

### Connected readings

#### from the Scope Archives:

- “Should Robots Look Like People?”
- “Would You Implant Your Phone in Your Brain?”
- “Your Phone Is Spying on You”

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

- Vocabulary: Definitions and Practice
- Persuasive Appeals: Ethos, Pathos, Logos
- Featured Skill Activity: Essay Kit
- Anchor Chart: Great Transitions
- Anchor Chart: Argument Essay Checklist
- Lesson Plan Slide Deck

## Step-by-Step Lesson Plan

### 1. Prepare to Read (15 minutes)

#### Do Now: Take a Poll (5 minutes)

- Project the following question on your whiteboard for students to respond to in their journals as they enter the classroom:

*Is it OK to be rude to voice assistants such as Alexa and Siri? Why or why not?*

- Take a poll and invite students to justify their responses. Then tell them that today, they will read and analyze arguments on both sides of the debate. Let them know they'll be asked for their opinion again after reading.

#### Preview Vocabulary (10 minutes)

- Project **Vocabulary: Definitions and Practice**. Review the definitions as a class. Highlighted words: *courtesy, etiquette, expectations, imperiously, impolite, interact*. 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)

- 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:
  - Using a RED pencil, draw a star next to a sentence that expresses the main argument (central claim) on one side of the debate. (e.g., "Some say there's no need to be nice to voice assistants because they're not human.")

2. **Underline the details that support that main argument.** (*"We might call voice assistants by human names, but they aren't human"; "They don't experience emotions. You can't offend a voice assistant or hurt its feelings"; "These programs use human-sounding voices only because someone designed them that way"; "We don't type 'please' when we Google something. We don't say 'thank you' to a washing machine for cleaning our stinky socks"; "On the other hand, if you show a voice assistant the same courtesy you show people, over time, you might begin to think of it as a person. You might start to worry about hurting its (nonexistent) feelings. Who needs that kind of stress? Plus, your expectations might become unrealistic, setting you up for disappointment when Alexa doesn't behave like a human would."*)
  3. **Have students repeat steps 1 and 2 independently, but for the other side of the debate, this time using a BLUE colored pencil.** (*Star: "Others say it's wrong to bark orders, whether at a sibling, a cat, or an Echo Dot." Underline: "For one thing, being polite is a learned behavior. It's a habit we develop only through practice—and must continue practicing to keep up"; "Plus, if you get in the habit of being rude to Alexa—imperiously commanding it to do what you want, shouting when it doesn't understand you—you might get in the habit of being rude period"; "Making matters worse, rudeness is contagious. A 2016 University of Florida study found that people who were treated rudely—or simply observed a rude interaction—were more likely to be rude themselves"; "Hearing you shout at your device could upset your pets, for example"; "If younger siblings hear you, they might start to imitate you—except they might yell at people the way you yell at Siri."*)
- Have students fill in the "Yes/No" chart in their magazines based on the details they underlined in the text. Then discuss: 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. Which supporting detail do you think is the strongest? The weakest?

**Optionally:**

- Post the statements "YES, it is OK to be rude to voice assistants" and "NO, it is not OK to be rude to voice assistants" at opposite ends of your room. Have students choose a place to physically stand between the two statements, based on their point of view. Be sure to have students form an arc, rather than a straight line, so that they can see one another as they speak and listen.
- Invite students to share their opinions in dialogue with one another. Students should offer reasons and support for their opinions, and counterarguments to the reasons and support presented by others. Invite students who change their minds and want to move to do so, and have them explain why they chose to move.
- At the end of the dialogue, compare the number of students who support each side with the number who supported each side at the beginning of the dialogue and at the very beginning of class.

### 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 be rude to voice assistants?*

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

#### Connected readings from the Scope Archives—other debates about our relationship with technology:

- Essay Kit: [“Should Robots Look Like People?”](#)
- Scavenger Hunt: [“Your Phone Is Spying on You”](#)
- Essay Kit: [“Would You Implant Your Phone in Your Brain?”](#)

# Rogue Enchantments

Welcome to a magical market—where not everything is as it seems.

## About the Story

**Lexile® Measure** 860L

For qualitative complexity factors, go to Scope Online.

**Learning Objective:** to describe how a drama's plot unfolds

**Featured Skill:** key ideas and details

**Additional skills covered in this lesson plan:** character, conflict, genre

### Essential Questions:

- What does it mean to be an outsider?
- Where does self-confidence come from?
- What role does family play in our lives?

### 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, SL.2, L.4, L.6

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



## Your Teaching Package

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

### Audio:

- Pronunciation Guide
- Text-to-speech
- Vocabulary

### Video:

- Author Chat with Isabel Ibañez

### 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:** Inference
- Lesson Plan Slide Deck
- Quiz\*

\*Available on two levels

## Step-by-Step Lesson Plan

### 1. Prepare to Read (20 minutes)

#### Watch the Video (5 minutes)

- Watch the **Author Chat** video, in which author Isabel Ibañez talks about her writing process and the magical world of La Hechiceria.

#### Preview Vocabulary (15 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: *atrocious, culprit, infraction, materializes, palette, rogue, tampered, wares*. 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.
- Project the **Pronunciation Guide** and play its audio at Scope Online to teach students how to pronounce the Spanish words in the play. (A glossary of Spanish words is also embedded in the play.)

### 2. Read and Discuss (45 minutes)

- Invite a volunteer to read the As You Read box on page 13 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.



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**Close-Reading Questions****(25 minutes)***The following questions can be shared in printable or interactive form.*

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- 1. What was your first impression of Mateo—that is, what was your impression of him after reading Scenes 1, 2, and 3? What gave you this impression?** (character) *Students will likely say that at first, Mateo seems like a kind young man. He seems like he wants to help Graciela, who is a newcomer in the market. He helps carry her baskets and seems to have her best interests in mind when he warns her that the other vendors will not be welcoming to her. He advises her to use a guardian spell to protect her stall, and he even brings Graciela dinner. Students might also note that when Graciela's and Mateo's eyes meet for the first time, it seems like there might be a romantic connection between them.*
- 2. What magical powers do Graciela's wares have? Why do some vendors not want her to sell her wares at the market?** (key ideas and details) *Graciela's paintbrushes are dipped in a potion that improves the painter's ability to paint faces and make straight lines. Some vendors don't want Graciela selling her wares at the market because they think someone named Pilar Fuentes should have gotten the stall that Graciela is using. What's more, some of the vendors are biased against Graciela because they did not like her abuelita, from whom Graciela inherited the use of the stall.*
- 3. Who wants Graciela to fail? Who wants her to succeed? Explain.** (conflict) *Francisco of La Gerencia and the vendors who are unkind and unwelcoming—including those who trashed Graciela's stall—clearly want Graciela to fail. Mateo, who sabotages Graciela's paintbrushes by dipping them into awful, smelly magic, is among these vendors. On the other hand, Suri of La Gerencia wants Graciela to succeed. He seems to be on her side from the first time La Gerencia gives her a warning, as he compliments her potion and says something kind about her abuelita. Later, when Francisco tells Graciela to pack up her things and leave, Suri defends her potions and argues that she should be given a chance to prove her innocence. Suri is also the one who suggests to Graciela that she ask the duendes for help. The duende who reveals the culprit to Graciela is her abuelita and obviously wants Graciela to succeed as well.*
- 4. This play falls into the genre of fantasy. While all fantasy stories are unique, there are some characteristics that are common to the genre: a good vs. evil conflict, supernatural creatures, magic, romance, a villain whose identity is not revealed until the end of the story, a made-up language or a manipulation of how an existing language is spoken. Explain how *Rogue Enchantments* includes one or more of these characteristics.** (genre) *Answers may include: The unwelcoming vendors who are working to get the honest and well-meaning Graciela kicked out of the market are examples of a good vs. evil conflict. The magical nature of the market is an example of magic. The duende who helps Graciela is an example of a supernatural creature. The end-of-the-story revelation that Mateo has been working*

*to sabotage Graciela is an example of a villain's identity being revealed only at the end of the story. The duende's reference to Diego as Graciela's true love is an example of romance.*

- As a class, discuss the following questions.

### Critical-Thinking Questions

(10 minutes)

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

1. Do you think Mateo would have come forward and admitted his offense had Graciela not threatened to use his spell against him? *Answers will vary, but the way Mateo holds out until the last possible moment to come forward, and the lack of remorse that he shows, suggest that he may have never taken responsibility for his offense.*
2. Did you suspect Mateo was the culprit while reading? *Answers will vary.*
3. If you could sell an encanto at La Hechiceria, what would it be for? *Answers will vary.*
4. Have you read any other books or seen movies in the fantasy genre? If so, which ones? What do you like or dislike about this genre? *Answers will vary.*

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

- Have students complete the **Featured Skill Activity: Key Ideas and Details**, a graphic organizer that helps students summarize this literary work. This activity will prepare them to respond to the writing prompt on page 17 in the printed magazine and at the bottom of the digital story page:

***You are a reporter for The Monterisa Sun newspaper. Write an article or make a podcast or video covering the extraordinary events that occurred at La Hechiceria over the past few days.***

- Alternatively, have students choose a task from the **Choice Board**, a menu of possible 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.)

# The Curse of the Hope Diamond

Does this famous jewel bring disaster to all who touch it?

## About the Story

**Lexile® Measure** 960L

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 reasoning

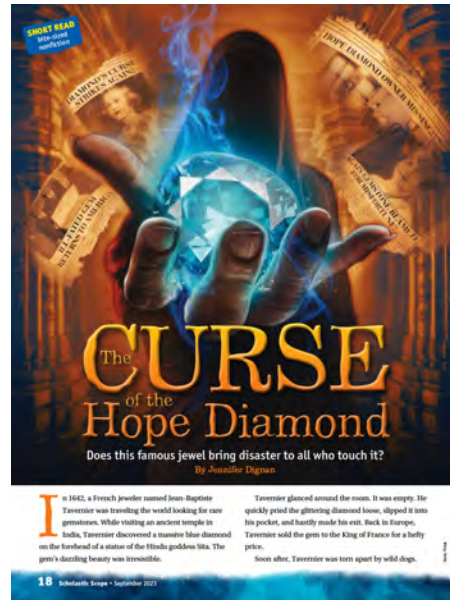
**Featured Skill:** constructed response

**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, R.8, W.2, SL.1, L.4, L.5, L.6

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



## Your Teaching 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:

- "Are Those Aliens?"
- "The Beast of Loch Ness"
- "Escape From Alcatraz"
- "Escape to Hope"
- "Vanished"

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

- Vocabulary: Definitions and Practice
- Short Write Kit
- Discussion Questions
- Core Skills Workout: Central Idea and Details\*
- Quiz\*

\*Available on two levels

## Step-by-Step Lesson Plan

### 1. Prepare to Read (10 minutes)

#### Preview Vocabulary (10 minutes)

- Project **Vocabulary: Definitions and Practice**. Review the definitions as a class. Highlighted words: *befall*, *fabrication*, *fantastical*, *infamous*. 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.
- Direct students' attention to the headline and illustration on page 18 or at the top of the digital story page. Discuss: Together, what mood do these features create? What can you infer about the Hope Diamond based on these features?

### 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.
- Divide students into groups to read the story again. Optionally, at the end of each section, have them 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.)
- As a class, share out the central ideas and details identified. Then discuss:
  - Do you think the author believes the curse is real? Why or why not? Use evidence from the article to support your opinion.
  - If you visited the Smithsonian National Museum of Natural History, would you visit the Hope Diamond exhibit? Use details from the article to explain why or why not.

### 3. Write About It (20 minutes)

- Project the **How to Answer a Constructed-Response Question** handout and review it as a class.
- Have students work on their own or in pairs to 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 writing prompt on page 19 in the printed magazine and at the bottom of the digital story page:

*Based on the article, do you think the curse of the Hope Diamond is real? Answer this question in a well-organized paragraph. Use text evidence to support your opinion.*

**Connected readings from the Scope Archives—articles with argument writing prompts that require students to evaluate evidence from the text:**

- Narrative Nonfiction: [“Escape to Hope”](#)  
(*Was the Irish Potato Famine an act of nature?*)
- Narrative Nonfiction: [“Are Those Aliens?”](#)  
(*Do you think some UFOs could be extraterrestrial? Why or why not?*)
- Narrative Nonfiction: [“The Beast of Loch Ness”](#)  
(*Evaluate the evidence presented in the article for and against the existence of the Loch Ness monster. What evidence is most compelling? What evidence is least compelling?*)
- Narrative Nonfiction: [“Vanished”](#)  
(*The article presents several theories about what happened to Amelia Earhart. Which theory do you find most believable and why?*)
- Narrative Nonfiction: [“Escape From Alcatraz”](#)  
(*Which evidence do you find more convincing: the evidence that Morris and the Anglin brothers made it or that they did not?*)

# A List of Things That Will Set You Free

A simple poem that overflows with meaning

## About the Poem

**Learning Objective:** Students will analyze a poem, then use it as a model to write their own.

**Featured Skill:** analyzing and writing 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](https://scope.scholastic.com).

### Audio:

- Poem read-aloud
- Text-to-speech

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

- Poetry Analysis
- Featured Skill: Poetry Planner

### Connected poems from the Scope archives:

- "A Poppy Blooms"
- "Mistake"
- "Over the Weather"
- "When My Noisy Mind Quiets"
- "Song of Bravery"



## Step-by-Step Lesson Plan

### 1. Prepare to Read (5 minutes)

#### Do Now: Journal and Discuss (5 minutes)

- Project the following prompt on your whiteboard for students to respond to in their journal or on a piece of paper. Alternatively, have students respond on sticky notes and place them on the board.

*Fill in at least one of the blanks below:*

*Something that makes me feel happy:* \_\_\_\_\_

*A piece of advice someone has given me:* \_\_\_\_\_

*A piece of advice I've given to someone else:* \_\_\_\_\_

*Something I have to remind myself of sometimes:* \_\_\_\_\_

*Something that makes me feel better when things feel difficult:* \_\_\_\_\_

- Invite volunteers to share their responses.

### 2. Read and Discuss (30 minutes)

- Have students 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.
- For a second read, invite students to read the poem silently to themselves. Then discuss the following questions.

## Poetry Analysis

(25 minutes)

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

- 1. What do you think the title of the poem means?** *The title of the poem is about how to be “free” of feelings and situations that weigh you down—that make you feel unhappy, stuck, burdened, overwhelmed, etc. The title also sets up the structure of the poem, which is literally a list of things.*
- 2. Consider the first two lines. How might “feet” and “wheels” set someone free?** *Both feet and wheels (such as on a car, a skateboard, a bicycle, or a bus) can help you move away from a bad situation. But also, moving and traveling allow you to explore and experience new things.*
- 3. How could “wind” and “sunshine” set someone free?** *There’s something about being outside in nature that can lift our spirits. We might feel inspired by the beauty of nature. Being outside can also help us disconnect; it can help take our minds off whatever might be troubling us.*
- 4. The poet writes that you can say to yourself, “It’s not my fault” and “It is my fault, and I will fix it.” What do you think the poet means in these two lines?** *In some situations, we are not to blame; some situations are out of our control. Worrying or beating ourselves up about something we can’t control accomplishes nothing. On the other hand, we all make mistakes. What is freeing is realizing that we can “fix” our mistakes, whether by apologizing or taking some action to resolve the situation.*
- 5. Look at the illustrations that accompany the poem. Choose one or two to analyze. How do they connect to the poem?** *Answers will vary. Students may say the birds flying out of the cage connect to the title—the birds are flying free and are no longer kept inside a cage. The girl is holding a megaphone, but it’s flipped, as though it is speaking to the girl. This could represent the stanza about what you can say to yourself.*
- 6. What are some other actions or ideas that can “set you free”?** *Answers will vary.*

### 3. Write Your Own (30 minutes)

- Have students complete the **Featured Skill Activity: Poetry Planner**. This activity will help them brainstorm ideas and provide tips for writing their own poem in response to the prompt:

*Write your own “A List of Things That Will \_\_\_\_\_” poem, filling in the blank however you like. Use Sidman’s poem as a model.*

#### Other poems from the Scope Archives to “set you free”:

- [“A Poppy Blooms”](#) by Tachibana Hokushi
- [“Mistake”](#) by Linda Mitchell
- [“Over the Weather”](#) by Naomi Shihab Nye
- [“When My Noisy Mind Quiets”](#) by Georgia Heard
- [“Song of Bravery”](#) by Joyce Sidman

# First-Day Fly

A boy reflects on preparing his outfit  
for the first day of school

## About the Story

**Lexile® Measure** 860L

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

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

**Featured Skill:** character

**Additional skills covered in this lesson plan:** point of view, author's craft, literary devices

### Essential Questions:

- How can we express ourselves through our appearance?
- What influences our choices about how we present ourselves—our clothing, hairstyles, etc.?
- What is a new beginning?

### 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, SL.1, L.4, L.5, L.6

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



## Your Teaching Package

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

### Audio:

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

### Video:

- Author read-aloud

### Connected readings from the Scope archives:

- "Fancy Dancer"
- "Good Enough"

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

- Vocabulary: Definitions and Practice
- Close Reading and Critical Thinking
- Literary Devices in "First-Day Fly"
- Literary Devices Scavenger Hunt
- Writing Spotlight: Second-Person Point of View
- Featured Skill: Character
- Contest Entry Form
- 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 (15 minutes)

### Do Now: Journal and Discuss (5 minutes)

- Project the following on your whiteboard for students to respond to in their writing journals or on a sheet of paper:

Write about the first day of school. Respond to as many of the questions below as you like:

- Is the first day of school a big deal for you?
  - How do you feel in the days leading up to the first day of school and why?
  - Did the first day of school this year turn out the way you were expecting or hoping?
  - Do you do anything special on the first day of school?
  - Is there any first day of school from your past that sticks out in your memory? Why?
  - Is there anything else you want to say about the first day of school?
- Invite volunteers to share their responses.

### 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: *billow*, *downgraded*, *dress rehearsal*, *starch*. 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 As You Read box on page 27 or at the top of the digital story page.
- Watch the **author read-aloud video**, in which Jason Reynolds reads “First-Day Fly” to *Scope* readers.

- Point out the directions at the top of the column on the far-right side of page 27 and read them aloud to your students.
- Direct students to read the story independently (optionally, listening to the **audio read-aloud** as they read), 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 and Critical-Thinking** activity located in the Resources tab.

### Close-Reading Questions

(30 minutes)

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

1. **Describe the point of view from which the story is told. Who is the “you” the narrator is addressing?** (point of view) *The story is told from the second-person point of view. When the narrator says “you,” the narrator is speaking to the main character. In other words, the narrator is speaking as though the main character is the reader. In addition, the narrator has knowledge of the main character’s thoughts and feelings as well as his actions—that’s how the narrator is able to say things like “There are only two days that matter to you” and “You almost sucked your teeth, but didn’t, because you love your life and would hate to lose it before the first day of school over a pair of hand-me-down jeans.”*
2. **How does the main character feel about his shoes? How do you know?** (character) *The main character’s shoes are very important to him, and he takes great pride in keeping them spotless. This is revealed through what happened the day Thomas “Big Foot” Baker stepped on the shoes. For one thing, the main character was sent to the principal’s office because he couldn’t stop talking about how Big Foot Baker got his sneakers muddy. Plus, the main character put a lot of effort into removing the mud from his “babies,” as he thinks of them. What’s more, he was distracted during math class by the “emergency” of his sneakers “practically bleeding to death.” The main character’s pride in his sneakers is further revealed as he prepares them for the first day of school. He has, the narrator says, cleaned the sneakers “almost every day with toothbrush and toothpaste, rag and soap, and sometimes the sharp corner of a protractor.”*
3. **How does the main character feel about school? Why?** (character) *The main character seems to find school kind of annoying. It tries his patience. He seems to have trouble prioritizing learning—as his teachers want him to do—over his personal concerns (like the dirt on his shoes), and he is often sent to the principal’s office. He feels like the teachers don’t understand him. He also finds the other kids immature.*
4. **How does author Jason Reynolds make a topic that could be pretty boring—ironing—fun and interesting?** (author’s craft) *Reynolds makes the topic of ironing fun and interesting through fabulous similes and sensory details, and also by letting the reader in on the meandering*



thoughts that go through the boy's head as he irons his jeans. Reynolds starts with some playful, entertaining nicknames to help you understand the boy's mom's ironing skills, calling her Princess Press and Iron Woman. He uses a simile to help you imagine exactly what clothes look like after she's ironed them, writing that she turns fabric into "something like thinly sliced pieces of wood." Reynolds then reveals something about the personality of the boy's mother and their relationship, when he writes that she didn't teach him to iron when he was 6 so that she could keep doing it for him. Reynolds uses another surprising and delightful simile to describe ironing itself: "You set it flat and press the iron to it and push the button that triggers the steam, causing it to billow out like the ghosts of wrinkles being set free." The reflections on Mr. Sheinklin and his creased pants are funny and interesting, and there's another evocative simile near the end of the paragraph—"denim like a calm lake"—that helps you understand not just the appearance of the ironed jeans, but the peaceful feeling they impart. The paragraph ends on a humorous note about not wearing church pants to school "even if Jesus asked you to."

**5. Why might the author have decided to present the three "even though"s this way?**

(author's craft) The author likely presented the three "even though"s in this unconventional format to help convey the main character's thoughts. He thinks "even though" . . . and then he lingers on the thought . . . and then he lingers on it even longer. In other words, the arrangement of the words and the way the third "even though" is combined into one word with the letters spaced out causes the reader to hear those words a certain way in their mind: The first "even though" has no special emphasis, then there's a pause; the second "even though" has more emphasis, then there's another pause; the last "even though" is slow and a little stretched out, with a strong emphasis. All of this helps the reader understand that when the line concludes with "she was the one who taught you the shower steam trick in the first place," this is an exasperating thought for the boy. His mom taught him the shower trick, and now she is criticizing him for using it!

**6. How does the main character feel at the end of the story? Why does he feel this way?**

(character) At the end of the story, the boy feels confident, proud, self-assured, optimistic, full of energy—and ready for the first day of school. (In other words, he feels fly.) He feels this way because his outfit for the first day of school is, in his mind, perfect. His shoes are spotless, his tee is exactly the way he wants it, his jeans are ironed to the perfect smoothness—and this gives him great confidence. It's as though the perfection of his appearance has sunken in, making him feel as fly on the inside as he is on the outside.

- Ask students if they think there is anything poem-like about "First-Day Fly," and if so, what. Students may mention the "even though"s that are set apart from the rest of the text and the lines written in verse at the end of the story. These lines are a great place to start—but what about the rest of the story? Let students know that if the story seems particularly poetic, it is likely because Reynolds uses a lot of figurative language and other literary devices often used in poetry. Project **Literary Devices in "First-Day Fly"** on your whiteboard. Read the slides and answer the questions as a class. Optionally, print out the **Literary Devices Scavenger Hunt**, a chart where students can record the devices they find on their own before you discuss them as a class.

- As a class, discuss the following questions.

### Critical-Thinking Questions

(5 minutes)

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

1. **Do you think that the way we dress and present ourselves can affect the way we feel? What about the opposite—can the way we feel affect the way we dress and present ourselves? Do either or both of these things happen in the story? Explain your responses.**  
*Answers will vary, but students will likely answer that both things can occur: The way we dress can affect the way we feel (e.g., wearing something fancy can make an occasion feel more special, dressing casually can help us feel relaxed, wearing clothes that feel like “you” can give you a sense of comfort or confidence), and the way we feel can affect the choices we make about what to wear (e.g., if you’re feeling sad, you might wear dark colors; if you’re feeling joyful, you might wear something bright). In the story, both things seem to happen. The main character chooses his outfit for the first day of school to fit how special that day feels to him, but also, the outfit he chooses, with every detail just right, gives him a sense of confidence.*
2. **Why might the first day of school be such an important day to the main character? Do you think it’s an important day for a lot of students? Explain.**  
*Answers will vary. Students may offer that for the main character—as for many students—the first day is important because it feels like an opportunity for a fresh start, or because it seems like an opportunity to set the tone for the rest of the school year, or because it’s a time when you see people you haven’t seen all summer, or because you are starting new classes with new teachers and new classmates, and there is something exciting but also a little scary about starting something new.*

### 3. Write About It: Character

(45 minutes)

- Have students complete the **Featured Skill Activity: Character**. This activity prepares them to respond to the writing prompt on page 29 in the printed magazine and at the bottom of the digital story page:

***In a short essay, compare your feelings about the first day of school to the feelings the main character of “First-Day Fly” has about the first day of school.***

- Alternatively, have students choose a task from the **Choice Board**, a menu of alternate 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 an article.)

## 4. Writing Spotlight: Second-Person Point of View

(15 minutes)

- Project the **Writing Spotlight** activity, available in the Resources Tab, on your whiteboard for a minilesson on writing in second-person point of view, using mentor sentences from the article. Read Slides 1, 2, and 3 as a class.
- Have students complete the You Try It on Slide 4 on their own. Then ask volunteers to share their sentences.

**Connected readings from the Scope Archives about the role that clothing can play in our lives:**

- Fiction: [“Fancy Dancer”](#)
- Fiction: [“Good Enough”](#)

# Bicycle Mania and Will Jet Packs Take Off?

Bicycles changed the world. Will jet packs do the same?

## About the Story

Lexile® Measure 810L

For qualitative complexity factors, go to Scope Online.

**Learning Objective:** to compare and contrast ideas from two articles

**Featured Skill:** synthesis

**Additional skills covered in this lesson plan:** author's craft, compare and contrast, key ideas and details, cause and effect, figurative language

### Essential Questions:

- How do advances in technology affect society?
- What causes something to become popular?
- What drives innovation?

### 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, SL.2, L.4, L.5, L.6

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



## Your Teaching Package

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

### Audio:

- Article read-alouds
- Text-to-speech
- Vocabulary

### Slideshow:

- Vocabulary

### Differentiated Articles:

- Lower-Lexile version

### Connected readings from the Scope archives:

- Special Collection: Amazing Histories

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

- Vocabulary Definitions
- Word Study
- Close Reading and Critical Thinking
- Featured Skill: Synthesis
- Writing Spotlight: Onomatopoeia
- Choice Board
- Core Skills Workout: Text Structure\*, Text Evidence\*
- Lesson Plan Slide Deck
- Quiz\*

\*Available on two levels

## Step-by-Step Lesson Plan

### 1. Prepare to Read (15 minutes)

#### Do Now: Journal (5 minutes)

- Project the following on your whiteboard for students to respond to in their writing journals or on a sheet of paper:

Respond to one of the prompts below.

- What's your favorite place to ride a bike? Describe this place and the experience of riding your bike there using vivid verbs and adjectives.
  - Design your own bicycle of the future. What makes your design unique? In what ways is it like a typical bicycle of today?
  - Make an argument for why traveling by bike is better than traveling by foot, car, or airplane.
  - Write a poem titled "Ode to a Bicycle." (An ode is a type of poem that expresses the writer's praise for a specific person, place, or thing.)
  - Think of a great memory you have that includes a bike. Write a super-short story based on that memory.
- Have students turn and share what they wrote with a neighbor.

#### 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: *careening*, *contraptions*, *emancipate*, *enamored*, *innovation*, *menace*, *maneuverability*, *terrain*.

### 2. Read and Discuss (55 minutes)

#### "Bicycle Mania"

- Invite a volunteer to read the As You Read box on page 21 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 article read-aloud while they follow along. The **audio read-alouds** are 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.

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### Close-Reading Questions

(25 minutes)

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

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1. **Describe the article's introduction (the beginning, up to the first purple squiggle). Why might author Kristin Lewis have written it this way? What does it help readers understand?** (author's craft) *Lewis's introduction draws comparisons between the bicycle and a monster, a menace, a disease, and a crime wave—destructive, awful things. Verbs like unleashed and tearing create a dangerous and terrifying mood. Lewis waits to reveal the bicycle as the "horror," "disaster," and "catastrophe" she's referring to until the last line of the introduction. Lewis likely wrote the intro this way because she wanted to draw readers into the article and surprise them. The introduction helps readers understand how controversial bicycles once were.*
2. **How did the bicycles of the 1800s compare with the bicycles you might ride today?** (compare and contrast) *The earliest bicycles did not have pedals. When velocipedes came along, pedals were added. These contraptions were much more dangerous to ride than the bicycles we ride today. They were difficult to balance because of their height and uneven wheel sizes. Metal wheels made for a jostling ride. All these things made accidents common. Today, wheels are equal-sized with rubber tires, and when a rider's feet aren't on the pedals, they are able to safely reach the ground.*
3. **How did the public feel about early bicycles? What eventually changed people's attitudes?** (key ideas and details) *At first, people were outraged and even violent in response to the chaos bicycles were causing on their streets. Lewis explains that several cities banned early bicycles. But the comfort and safety features John Kemp Starley added to the bicycle—equal-sized wheels, air-filled tires, gears, and a chain drive—caused the public to go from outraged to obsessed. People began to see bicycles as contraptions that could bring one joy, health, and freedom.*
4. **Lewis writes that Susan B. Anthony said the bicycle "has done more to emancipate women than any one thing in the world." What did Anthony mean? How did bicycles emancipate women?** (figurative language) *Emancipate means "to set free." Susan B. Anthony meant that bicycles gave women the ability to physically leave the house on their own and in doing so, gave women the opportunity to gather, organize, and fight for the type of world in which they wanted to live—one in which women had a voice and the right to vote. The bicycle even*



*“freed” women from the long, impractical skirts of the time: Women started wearing pants to ride bicycles.*

5. **Why are bicycles still popular today?** (key ideas and details) *Bicycles are still popular today for a variety of reasons. They’re practical, affordable, environmentally friendly, and continually being innovated. Riding them is fun, good for our health, and useful. Plus, almost anyone can ride a bike, especially now that there are adaptive bicycles.*

## “Will Jet Packs Take Off?”

- Read the article as a class. Optionally, have students listen to the article read-aloud while they follow along. The **audio read-alouds** are 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 articles.

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### Close-Reading Questions

(10 minutes)

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

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1. **What similarities exist between the Rocket Belt and velocipedes? What differences exist between bicycles and jet packs of today?** (synthesis) *Rocket Belts, like velocipedes, were very difficult to maneuver and balance. Because of this, Rocket Belt fliers, like velocipedists, suffered gruesome injuries. While bicycles of today are practical, inexpensive, and easy to use, jet packs of today are expensive, heavy, and require great skill on the part of the flier. They are still very difficult to maneuver and pose safety risks.*
2. **What connection do the articles make between bicycles, jet packs, and possibility?** (central ideas and details) *Both inventions feed into humans’ innate fascination with flight and desire to defy gravity, and both give us an exhilarating sense of possibility as they allow us to explore the world beyond our doorstep.*

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### Critical-Thinking Questions

(5 minutes)

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

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1. **Do you think Lewis thinks jet packs will take off? Do you think they will?** *Answers will vary.*
2. **The bicycle was once controversial and even banned in several cities. Are there any modes of transportation or devices that are now controversial but which you predict will one day be commonplace and beloved?** *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 25 in the printed magazine and at the bottom of the digital story page:

*Do you think jet packs could become as popular as bicycles? Why or why not? Use text evidence to support your ideas.*

- Alternatively, have students choose a task from the **Choice Board**, a menu of possible 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.)

### 4. Writing Spotlight: Onomatopoeia (15 minutes)

- Project the **Writing Spotlight** activity, available in the Resources Tab, on your whiteboard for a minilesson on onomatopoeia, using a mentor sentence from the article. Read Slides 1 and 2 as a class.
- Have students complete the You Try It on Slide 4 on their own. Then ask volunteers to share their sentences.

#### Connected readings from the Scope Archives:

- [Special Collection: Amazing Histories](#)

# Would You Do That?

The thrilling world of adventure  
photographer and filmmaker Jimmy Chin

## About the Story

**Learning Objective:** to compose sentences that use colons in three different ways

**Featured Skill:** grammar, usage, and mechanics

### Standards:

The article and its suite of support materials support these Common Core anchor standards: R.1, W.5, L.1, 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](https://scope.scholastic.com).

### Audio:

- Text-to-speech

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

- Using Colons: Anchor Chart and Practice Activity
- In-Magazine Activity: Interactive Version

# Step-by-Step Lesson Plan

## 1. Prepare to Read (5 minutes)

### Set a Purpose for Reading

- Direct students to the directions titled “Write Like a Pro” 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)

- Have students work independently or with a partner to follow the directions and complete the activity.
- Alternatively, use a guided-practice approach, as follows:
  - Have students read the article independently. Then discuss: Has anyone seen the films mentioned in the article? What sorts of extreme conditions did Chin have to film in? Would you want to be an adventure photographer/filmmaker? Why or why not?
  - Have a student read the first tan circle aloud. Model writing another sentence that uses a colon in this way. Then have students try it. You can use this prompt: **Write a sentence that reveals your dream vacation destination. Introduce it using a colon.**  
*Sample response: There is only one place I want to go on vacation: Bali.*
  - Have a student read the second tan circle aloud. Have students try using a colon in this way by responding to this prompt: **List the foods that will be served at your dream birthday party. Introduce the list with a colon.** *Sample response: At my dream birthday party, there will be an endless supply of my favorite snacks: guacamole, salsa, and chips.*
  - Have a student read the third tan circle aloud. Ask the class what they notice about the first word after the colon. (It is capitalized.) Then have students practice using a colon in this way by filling in the blanks in the following sentence: **I stand by my opinion about the newest \_\_\_\_\_ album: \_\_\_\_\_.** *Sample response: I stand by my opinion about the newest Taylor Swift album: It is her best album yet.*

### 3. Write (10 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:

***Write a note to your student council proposing a theme for the fall dance. In your note:***

- ***Introduce the theme of your dance using a colon.***
  - ***List three decorations you would include. Introduce the list with a colon.***
  - ***State that your classmates would love this theme and explain why. Use a colon to signal that you are about to elaborate.***
- Project students' notes on your whiteboard. As a class, check to make sure the colons are used correctly. (Alternatively, have students exchange their notes with a partner and check each other's work.)