

# 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.)