

What Happens When You Sneeze?

Turns out, a lot!

About the Story

Learning Objective: to practice forming possessive nouns

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.

Audio:

- Text-to-speech

Video:

- Grammar Hack: “Do You Need That Apostrophe?”

Activities to print, project, or share digitally:

- Polish Your Possessives Anchor Chart and Practice Activity
- In-Magazine Activity: Interactive Version

Step-by-Step Lesson Plan

1. Prepare to Read (5 minutes)

Watch a Video

- Watch **Grammar Hack: “Do You Need That Apostrophe?”**, a short animated video with tips about how to correctly form possessives.

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 (10 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 contains drop-down menus. Then discuss the answers.
- Find an anchor chart and an additional skill-reinforcement activity in your Resources tab: **Polish Your Possessives**.

3. Write (5 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:

Write a short description for a new animated movie called *The Chase: A Cat and Mouse Story*. Use the following possessive nouns in your description: *mice’s*, *cats’*, *cat’s*.

“This Is the End of the World”

The terrifying true story of the Great Alaska Earthquake

About the Story

Lexile® Measure 850L

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: compare and contrast, cause and effect, problem and solution

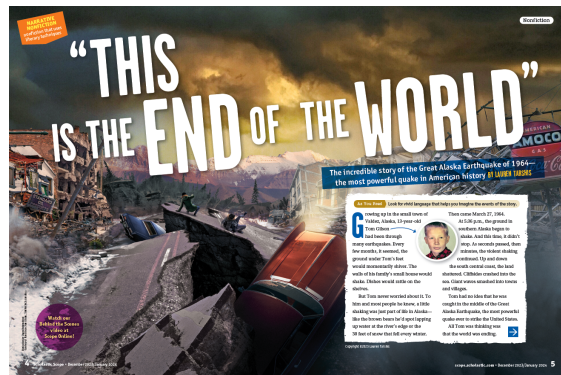
Essential Questions:

- How do events that shape Earth also shape our lives?
- What is a community?
- What can be learned from natural disasters?

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:

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

Video:

- Behind the Scenes

Slideshow:

- Background Builder: What to Know About Alaska

Differentiated Articles:

- Lower-Lexile version
- Spanish language version

Connected readings from the *Scope* archives:

- “The Day the Earth Split Apart”
- “Aftershocks”
- “Did the World’s Tallest Mountain Shrink?”

Activities to print, project, or share digitally:

- Video Discussion Questions
- 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 (20 minutes)

Watch the Video (10 minutes)

- Watch the **Behind the Scenes** video in which author Lauren Tarshis offers insights into her writing process. Have students respond to the **Video Discussion Questions** (available in your Resources tab) in small groups or pairs.

View the Slideshow (5 minutes)

- View the **Background Builder** slideshow: “What to Know About Alaska.”

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: *bore, etched, fissures, gape, inland, molten, prone*. 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 Tarshis 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. Compare the earthquakes Tom Gilson experienced throughout his childhood with the Great Alaska Earthquake of 1964.** (compare and contrast) *Most of the earthquakes Tom experienced as a child were minor, lasting mere seconds and causing little damage. The ground would shake a little and the dishes in Tom's home would rattle on the shelves. By contrast, the Great Alaska Earthquake of 1964 caused devastation in Valdez and many other parts of Alaska, with effects felt as far away as Japan. The Great Alaska Earthquake lasted a record-breaking four-and-a-half minutes.*
- 2. What was it like to live in Valdez, Alaska, in 1964?** (key ideas and details) *Alaska was (and still is) mainly wilderness, with small towns and villages scattered across the state. Valdez, with a population of 600, was bigger than most of Alaska's towns. It had a school, and kids could play Little League baseball. It was, however, very isolated. As Tarshis notes, it had no bowling alley, dentist's office, or TV service. Tarshis writes, "When Tom walked just a half a mile outside of town, he was more likely to see a bear than another human being." But to the citizens of Valdez, its spectacular natural beauty and wildlife made up for its isolation.*
- 3. What causes an earthquake?** (key ideas and details) *Tarshis explains that earthquakes are caused by movements deep underground in Earth's crust. The crust consists of 15 enormous slabs called tectonic plates, which sit on top of molten rock. They are constantly moving at a very slow pace. Sometimes they push against each other, which causes pressure to build. Over time, the pressure can become so powerful that one plate slips forcefully over, under, or past the other, and this is what causes an earthquake.*
- 4. What were the effects of the Great Alaska Earthquake in Alaska?** (cause and effect) *The earthquake had catastrophic effects across southern Alaska. Roads, bridges, houses, and other buildings were destroyed. The land jugged up in places and collapsed in others. Flooding drowned forests and sent debris across the land. The Valdez waterfront crumbled into the sea. One hundred and fifteen people in Alaska lost their lives.*
- 5. What were the effects of the Great Alaska Earthquake outside of Alaska?** (cause and effect) *The earthquake had far-reaching effects. Tsunamis caused by the earthquake struck the west coast of the U.S., causing deaths in Oregon and California. The gigantic waves even reached Japan—5,000 miles from Alaska.*
- 6. Why was Valdez especially vulnerable to the earthquake? When the people rebuilt the town, what did they do to keep history from repeating itself?** (problem and solution) *Scientists discovered that Valdez was built on bits of rock and sand mixed with water, rather than on hard rock. When the earthquake began, the ground gave way and the waterfront collapsed*

into the sea. The citizens of Valdez rebuilt their town four miles down the coast and further inland, where the ground was more solid, to safeguard against catastrophic damage from a future earthquake.

- As a class, discuss the following questions.

Critical-Thinking Questions

(5 minutes)

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

1. **How do you think a person might change after experiencing a natural disaster like the Great Alaska Earthquake of 1964?** *Answers will vary. Students might offer that people may have a deeper sense of gratitude for what they have, including a newfound appreciation for the preciousness of human life. They might also experience a stronger sense of community than they felt before the disaster. It's also possible that people would feel more vulnerable or fearful as the result of experiencing a natural disaster.*
2. **Why should people care about natural disasters, even those that are far away?** *Answers will vary. Students may offer that people should have empathy for others, even if they live in another part of the world. Students may also note that natural disasters can have far-reaching consequences, as was the case with the Great Alaska Earthquake. Plus, whether or not a disaster affects you directly, much can be learned from natural disasters, such as why they occur, how to best respond and rebuild afterward, and how to prepare for future disasters.*

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 10 in the printed magazine and at the bottom of the digital story page:

How does author Lauren Tarshis transport readers to March 27, 1964? Answer this question in a short response. Use text evidence.

- 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. Did Tom Gilson experience earthquakes before the Great Alaska Earthquake of 1964? *Yes, he did.*
2. Did Tom know that a terrible earthquake was coming? *No, he did not.*
3. Are most earthquakes caused by human activity? *No, they are not.*
4. Did the earthquake destroy the town of Valdez? *Yes, it did.*
5. Did Tom's family survive the earthquake? *Yes, they did.*

Either/Or Questions

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

1. Was Valdez busy and booming or quiet and isolated? *Valdez was quiet and isolated.*
2. Do most earthquakes last seconds or minutes? *Most earthquakes last seconds.*
3. When the earthquake ended, did people immediately realize how much damage it had caused or did they realize it days later? *They realized how much damage the earthquake had caused days later.*
4. Did the earthquake affect only Alaska or did it affect other places too? *The earthquake affected other places too.*
5. Does Tom Gilson still think about the earthquake or does he no longer think of it? *He still thinks about the earthquake.*

Short-Answer Questions

Challenge students to produce simple answers on their own.

1. What causes an earthquake? *Earthquakes are caused by movements deep underground, within Earth's crust.*
2. Why did the people of Valdez rebuild their town four miles down the coast? *After the earthquake, scientists discovered that most of Valdez had been built on bits of rock and sand mixed with water. When the shaking started, the ground melted away, which is why the waterfront crumbled into the sea. The people of Valdez wanted to rebuild where the ground was more solid.*

Language-Acquisition Springboard: Boost language and comprehension with literary devices.

After reading the article, tell students that similes are comparisons made using *like* or *as*. For example, "The puppy's eyes shone like stars." This simile helps readers imagine the puppy's sparkling eyes. Explain that author Lauren Tarshis uses several similes to describe the earthquake's damage. Ask students to consider each of the following similes:

"The *Chena* tossed and turned like a toy in a bathtub."

Have students draw a picture of the *Chena* in the sea based on this simile. Then ask: Was the sea calm or rough? *The sea was rough.*

“Railroad tracks twisted like snakes.”

Have students draw a picture of the railroad tracks based on this simile. Then ask: Were the tracks straight and strong or bent and broken? *The tracks were bent and broken.*

“Fissures now stretched across the land like evil, jagged-toothed smiles.”

Have students draw a picture of the land based on this simile. Then ask: What’s one word you would use to describe the land? *Answers might include rough, cracked, or scary.*

“Like enormous pieces of chocolate floating slowly on a layer of hot gooey caramel, Earth’s plates are always in motion.”

Have students draw a picture of Earth’s layers based on this simile. Then ask: Which layer of the Earth is like pieces of chocolate? Which layer is like hot gooey caramel? *The Earth’s crust is like pieces of chocolate. The Earth’s mantle is like hot gooey caramel.*

Connected readings from the Scope archives about the effects of earthquakes:

- Narrative Nonfiction: [“The Day the Earth Split Apart”](#)
- Fiction: [“Aftershocks”](#)
- Short Read: [“Did the World’s Tallest Mountain Shrink?”](#)

The Mysterious Manuscript

Learn about the Latin roots *script* and *scrib* through a graphic novel-style story!

About the Story

Learning Objective: to use Greek or 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

Activities to print, project, or share digitally:

- Root Power: *script* and *scrib*

Step-by-Step Lesson Plan

1. Prepare to Read (5 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 green in the story and read them aloud together.

2. Read and Discuss (25 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 as clues, students can then turn and talk to a partner to discuss their preliminary understanding of the meanings of the words in green.

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

scrib/script word, sentences, and illustrations. Sample definitions and answers can be found in the **Answer Key**, which can also be found in the Resources tab at Scope Online.

Stranded in Space

The perilous voyage of Apollo 13

About the Story

Lexile® Measure 960L (captions only)
For qualitative complexity factors, go to
Scope Online.

Learning Objective: to analyze
how a theme is developed over the
course of a play

Featured Skill: theme

**Additional skills covered in this
lesson plan:** author's craft, text
structure, character, mood

Essential Questions:

- What is the value of space exploration?
- How do we find solutions in the face of adversity?
- What is failure? What is success?

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.

Audio:

- Text-to-speech
- Vocabulary

Slideshow:

- “We’re Going Back to the Moon”

Connected readings from the Scope archives:

- Special Collection: The Wonders of Space

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Close-Reading and Critical-Thinking Questions
- Featured Skill: Theme
- Choice Board
- Lesson Plan Slide Deck
- Quiz*

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (10 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: *consoles, deploy, direct, disoriented, gravest, navigate*. 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 (55 minutes)

- Invite a volunteer to read aloud 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.

Close-Reading Questions

(25 minutes)

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

1. **When do the events of Scene 1 take place in the chronological order of the story? Why do you think the playwright chose to structure the play this way?** (author's craft) *The events of Scene 1 take place just before the events of Scene 3. The playwright likely begins the play with the events of Scene 1 to build interest and suspense: By the end of the scene, all of the astronauts' oxygen and fuel tanks are either at zero or falling fast, and readers are left wondering whether the men will be able to make it home before it is too late.*
2. **What does Scene 2 help readers understand about the time period in which the play is set?** (text structure) *Scene 2 helps readers understand that the play takes place during an exciting period in the history of space exploration. The play is set in April 1970; astronauts had*

walked on the moon for the first time only nine months earlier. The music, reporters, and assembled crowd reveal how excited the public was to see Americans walk on the moon again.

3. **In Scene 4, Marilyn Lovell says, “Your dad always says that when you are in a difficult situation, you don’t think of the odds. You just think about how to improve the odds.” Put what Jim Lovell says in your own words.** (character) *Jim Lovell means that when you are in a challenging or dangerous situation, instead of thinking about how likely you are to fail or succeed, you should focus on what you can do to increase your chances of success.*
 4. **Describe the mood throughout most of Scene 9. How does the playwright create this mood?** (mood) *The mood throughout most of Scene 9 is suspenseful and tense. The playwright creates this mood by including details about how various people are reacting to the astronauts’ dire situation. The Stage Directors state that people around the world are gathered around their televisions and that those at Mission Control “stare breathlessly at the screens.” Because readers know there is a risk of Odyssey burning up as it reenters Earth’s atmosphere, the Stage Directors’ descriptions of the shimmering pink heat outside the spacecraft’s window that turns orange and then red also build anxiety for readers. The Stage Directors’ counting of the minutes and seconds that go by, along with Mission Control’s repetition of “Odyssey, Houston standing by, over”—without receiving a response—create more and more tension before a voice finally comes over the radio.*
 5. **Support the following statement using text evidence from the play: Flight Director Gene Kranz is a good leader.** (character) *Flight Director Gene Kranz is a good leader because during the Apollo 13 crisis, he stays calm and focused, and he establishes a spirit of determination and optimism at Mission Control. After the explosion, Kranz keeps the astronauts and those at Mission Control calm, telling them to stick to what they know. When presented with the problem of moving the three-man crew into the Lunar Module for four days—a module designed to keep two men alive for two days—a “steely-eyed” Kranz responds, “All right. Let’s bring them home. Failure is not an option.” Later, when fielding engineers’ concerns about restarting the spacecraft—something that had never been done in space before—Kranz tells the engineers, “Let’s not lose faith now.” He never loses hope or confidence in his team, and as a result he inspires the whole team to feel hope and confidence. This makes him a good leader.*
- As a class, discuss the following questions.

Critical-Thinking Questions

(10 minutes)

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

1. **What life lessons can we draw from the Apollo 13 story? In other words, how can the experiences of the characters be applied to challenges we might face in our own lives?** *Answers will vary, but students might refer to taking a one-step-at-a-time approach, to remaining calm, to working with others to solve problems, and to maintaining determination and hope.*

2. The Apollo 13 mission was called “a successful failure.” Why might that be? Students may say that perhaps Apollo 13 was called a “successful failure” because while the astronauts and engineers failed at their original goal of landing on the moon, they achieved the possibly even more difficult goal that arose in its place: returning the astronauts safely to Earth under extraordinarily difficult circumstances. In the end, the “failed” mission made NASA and the American people extremely proud, giving everyone confidence in their abilities to do anything they put their minds to.

3. Extend Learning (10 minutes)

View a Slideshow (10 minutes)

- As an extension activity, project the slideshow “We’re Going Back to the Moon” on your whiteboard to explore together as a class. The slideshow provides information about NASA’s new lunar program, Artemis.

4. Write About It: Theme (45 minutes)

- Have students complete the **Featured Skill Activity: Theme**. This activity will prepare them to respond to the writing prompt on page 18 in the printed magazine and at the bottom of the digital story page:

In the epilogue, Haise says that ingenuity, leadership, and teamwork brought the crew home safely. In a short essay, explain how his statement is supported by details in the play.

- 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:

- [Special Collection: The Wonders of Space](#)

My Apologies

A poem about deciding what's worth it

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, R.5, 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:

- Poem read-aloud
- Text-to-speech

Activities to print, project, or share digitally:

- Poetry Analysis
- Featured Skill: Poetry Planner

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.

Write a short note to yourself or to another person, place, or thing, apologizing for something you did. You can write about something serious, but you can also keep it light. Here are some examples:

- *apologize to yourself for staying up too late and making yourself tired*
- *apologize to your brother for leaving your stinky socks on the bathroom floor*
- *apologize to your glasses for breaking them*

In your note, be sure to state the following:

1. *what you did*
 2. *why you did it*
 3. *whether you'll ever do it again*
- 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. How many stanzas are there? *four*
2. How many lines are in each stanza? *seven*
3. Does the poem have a pattern of rhymes, or is it free verse? (Free verse is poetry that does not have a regular pattern of rhymes.) *It is free verse.*
4. Can you find an example of repetition in the poem? *Hint: Look at how each stanza begins. Each stanza begins with "To _____: I..." and the blank is always filled in with one of the speaker's body parts.*
5. In this poem, the speaker makes four apologies. How sorry does the speaker seem to you? In other words, do they seem really and truly sorry, a little bit sorry, or not sorry at all? Explain what makes you say so. *Answers will vary, but students are likely to say the speaker sounds only a little bit sorry, if they are sorry at all. The first two apologies they make, they follow with an admission that they are going to repeat the offense: After apologizing to the roof of their mouth for having repeatedly burned it on pizza, they say they will do it "again and again," and after apologizing to their feet for wearing uncomfortable shoes, they say "the thing is" and go on to explain why they are planning to wear the shoes again. When they apologize to their wrist for spraining it, they start to reflect on how they could have prevented the accident, but then seem to dismiss that train of thought, saying "ah, well, the past cannot be changed" and noting that their wrist seems to be healing well. They do not sound particularly concerned about it. They sound more earnest in their apology to their heart, saying "I have failed to protect you many times" and "it is never my wish to see you in pain," but even here, they justify the harm they have done, telling their heart that they have put it at risk for its own good and that they know it is strong—in other words, that their heart can handle being hurt.*
6. When the speaker apologizes to the roof of their mouth, they are apologizing for physically injuring it. It's the same thing with their feet and their wrist: They are apologizing for physically injuring those body parts. What about when they apologize to their heart? Are they apologizing for physically injuring that organ? If not, what do they mean when they say, "I have failed to protect you many times. You are fragile, and it is never my wish to see you in pain"? *The speaker is not talking about having physically injured the organ of their heart—they're talking about causing themselves to feel disappointment, loss, sadness, fear, or some other kind of emotional pain. In other words, they are using their heart as a metaphor for their feelings and emotions.*
7. In the fourth stanza, what do you think the speaker means when they tell their heart, "it is only by putting you at risk that I can set you up for bliss"? *The speaker is saying that true*

happiness, joy, satisfaction, growth, etc., cannot occur without taking risks. They mean that if they never took any risks—never did anything that could lead to disappointment, frustration, heartbreak, etc.—they would be depriving themselves of opportunities that could also lead to great joy.

8. **At the end of the poem, the speaker says to their heart, “Besides, while you may be fragile, you are also strong.” Explain what they mean.** *The speaker is saying that while they know they are sensitive and that their feelings can easily be hurt, they also know that they have the strength to deal with life’s challenges and disappointments.*

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 a poem titled “My Apologies.” Your poem can be to yourself, to a part of yourself, or to another person, place, or thing.

“The Incredible Pangolin Rescue” and “The Amazing Pangolin”

An article and an infographic describe the threats facing pangolins and what is being done to help them

About the Story

Lexile® Measure 1000L

For qualitative complexity factors, go to Scope Online.

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

Featured Skill: synthesis

Additional skills covered in this lesson plan: key ideas and details, text evidence, problem and solution, compare and contrast

Essential Questions:

- What causes a species to become threatened with extinction?
- Why does it matter if a species disappears?
- How can humans help species that are in danger of extinction?

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.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:

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

Differentiated Article:

- Lower-Lexile version

Connected readings from the Scope archives:

- “The Vanishing Beasts” and “Return of the Buffalo”
- “How to Save a Baby Orangutan” and “Why We Need Rainforests”
- “Rescue in the Rainforest”
- “Stalking the Bat Killer”
- “Saving America’s Wolves”

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- 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 (10 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: *critically endangered, delicacy, dispatching, rehabilitated, trafficked*. 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)

“The Incredible Pangolin Rescue”

- Invite a volunteer to read the As You Read box on page 20 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 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

(25 minutes)

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

1. **Who was Lucy and why was she in danger?** (key ideas and details) *Lucy was a Sunda pangolin living in Southeast Asia. Lucy got caught in a snare set by poachers, people who illegally capture or kill wild animals. The snare left Lucy gravely injured. Lucy was taken to a market where the poachers planned to sell her meat and scales.*

2. **For what reasons are pangolins being poached?** (text evidence) *Pangolins are being poached for various uses. For example, in the Americas, people use pangolin skin to create fashion accessories. In China and Vietnam, pangolin meat is considered a special food. In much of Asia, people use pangolin scales in traditional medicines. No matter what the pangolins are used for, though, the bottom line is that poachers capture pangolins to make money.*
3. **Why are pangolins especially vulnerable to poachers?** (text evidence) *According to the article, “Pangolins are small and gentle. When they sense danger, they curl up into a tiny ball, using their tough scales to form a wall of armor around their body.” Taking on this shape protects pangolins from predators but makes it easy for poachers to snatch them.*
4. **What steps did the Wildlife Alliance take to rescue Lucy?** (problem and solution) *The Wildlife Alliance has an organized network of informants in Cambodia. One of these informants discovered that a trafficker was holding a pangolin—Lucy—captive in the Battambang Market. Nick Marx, the leader of the rescue efforts, immediately dispatched the Wildlife Rapid Rescue Team, which quietly surrounded the shop where Lucy was being held and then presented a search warrant. The trafficker took off running, but an officer was able to catch him. Meanwhile, the rest of the team located Lucy and began to care for her.*
5. **Compare and contrast Lucy at the beginning and end of the article, focusing on the introduction and the section “Hope for the Future.”** (compare and contrast) *At the beginning of the article, Lucy is on the brink of death. A trafficker has locked her in a cage, and she is gravely injured. Most alarmingly, she is about to be sold at the Battambang market for her meat and scales. In contrast, at the end of the article, she has mostly recovered from her injuries. After spending two months at the Phnom Tamao Wildlife Rescue Center, she is ready to live in a special enclosure within a rainforest. Her caretakers take her to the Tatai Wildlife Sanctuary, where she spends the rest of her life in comfort and freedom.*

“The Amazing Pangolin”

- Give students a few minutes to study the infographic.
- As a class, discuss the following **Close-Reading and Critical-Thinking Questions**, which apply to the article and the infographic.

Close-Reading Questions

(5 minutes)

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

1. **In a single sentence, summarize what makes pangolins special creatures, according to the infographic.** (summarizing) *Not only are pangolins unique creatures that have been around since prehistoric times, they play a critical role in their ecosystem.*
2. **Based on the infographic, what can you infer would be a consequence of pangolins becoming extinct?** (inference) *According to the infographic, pangolins have huge appetites: A single pangolin eats 70,000,000 insects a year. One type of insect they eat is the termite, a pest that eats wood. By eating termites, a single pangolin can save thousands of acres of forest from termite destruction. You can conclude that if pangolins were to become extinct, large areas of forest could be destroyed by termites because there would be no pangolins to control the termite population. This would have a ripple effect, threatening species who live in and otherwise depend on those trees for survival.*

Critical-Thinking Questions

(5 minutes)

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

1. **Why do you think the Wildlife Alliance and the Phnom Tamao Wildlife Rescue Center worked so hard to save a single pangolin?** *Pangolins have a significant effect on the ecosystem. They keep forests healthy and thriving by eating termites, pests that could otherwise destroy this habitat. These organizations may also work to save pangolins because all creatures are intrinsically valuable, and it's a human responsibility to treat them with respect and care—even more so when those creatures are in danger as a result of human activity.*
2. **Why should people care about pangolins? About endangered species in general?** *Answers will vary. Some students may point out that pangolins are important because they keep insect populations under control. Other students may offer that pangolins are special creatures with remarkable qualities, such as their scales. Still others may argue for the intrinsic value of all creatures—in other words, all beings are important, regardless of whether they benefit humans directly. Learning about endangered species in general is important because we can't fix problems humans have created if we are not educated about them. Additionally, the death of one endangered species has a ripple effect, with the potential to affect the entire ecosystem and all of the creatures in it—including humans.*

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 23 in the printed magazine and at the bottom of the digital story page:

Drawing on information from the article and the infographic, create a poster, video, or slideshow about saving pangolins from extinction.

- 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.)

More conservation stories from the Scope archives:

- Paired Texts: [“The Vanishing Beasts”](#) and [“Return of the Buffalo”](#)
- Paired Texts: [“How to Save a Baby Orangutan”](#) and [“Why We Need Rainforests”](#)
- Narrative Nonfiction: [“Rescue in the Rainforest”](#)
- Narrative Nonfiction: [“Stalking the Bat Killer”](#)
- Narrative Nonfiction: [“Saving America’s Wolves”](#)

Should Artifacts Be Taken From the Titanic?

Or should we leave the ill-fated ship alone?

About the Story

Lexile® Measure 960L

For qualitative complexity factors, go to Scope Online.

Learning Objective: to analyze the arguments in two essays and decide which argument is the strongest

Featured Skill: analyzing arguments

Standards:

The article and its suite of support materials support these Common Core anchor standards: R.1, R.2, R.4, R.6, R.8, W.1, SL.1, SL.3

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

Slideshow:

- Vocabulary

Connected readings

from the Scope Archives:

- "Searching for the Titanic"
- "Do Mummies Belong in Museums?"

Activities to print, project, or share digitally:

- Vocabulary: Definitions
- Argument Terms Glossary
- Featured Skill Activity: Scavenger Hunt*
- Persuasive Appeals: Ethos, Pathos, Logos
- Essay Kit
- Anchor Chart: Debate Essay Kit Transitions
- Anchor Chart: Argument Essay Checklist
- Lesson Plan Slide Deck

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (15 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: *controversy*, *corroding*, *crow's nest*, *reverence*, *salvaged*

2. Read and Discuss (45 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. Pause at the end of the introduction (before Mia's and Jayden's essays) to check for understanding. Have students turn and discuss with a partner: *What does author Mackenzie Carro mean when she says, "Retrieving these artifacts has not been without controversy, however"?*
- Have students silently reread the article to themselves.
- Poll the class: "No matter what you personally think about the issue of taking artifacts from the *Titanic*, who do you think makes the better argument: Mia or Jayden?" Take a poll and tally the results on the board.
- Now trace and evaluate the arguments in each essay:
 1. **Read the directions in the Scavenger Hunt box on page 25 or at the bottom of the digital story page. If you need to review the bolded academic vocabulary in the box, here are definitions and examples:**
 - **central claim:** the big idea that the author supports in their argument; their position, belief, or viewpoint
Example: School should start later.
 - **reasons:** the grounds on which a central claim is based; the individual reasons that support or prove the central claim

Example: Middle school-aged kids need more sleep.

- **supporting evidence:** facts, statistics, and examples that show why a reason should be believed; evidence and reasons support and “hold up” a claim
Example: A study by the Sleep Institute found that 47 percent of kids aren’t getting enough sleep.
- **counterclaim:** an acknowledgment of a concern or disagreement from those with opposing viewpoints
Example: Some may argue that starting school later won’t help kids get more sleep, that they’ll just go to bed later.
- **rebuttal:** an author’s direct response to an opposing viewpoint or claim (the “comeback” to a counterclaim)
Example: Some may argue that starting school later won’t help kids get more sleep, that they’ll just go to bed later. ←[counterclaim] While that may be true in some cases, a 2018 study that looked at two schools in Seattle found that students’ sleep increased an average of 34 minutes each night after start times were moved nearly an hour later. ←[rebuttal]

For more argument terms support, see our **Argument Terms Glossary**, found in the Resource Library at Scope Online.

2. **Project Mia’s essay and do a think-aloud that models each step in the Scavenger Hunt.** (Students can mark along in their magazines with you, or fill in the **Scavenger Hunt** graphic organizer found at Scope Online. This activity is offered on two levels—the lower-level version has students identify central claims and supporting evidence only.)

- Identify Mia’s **central claim**. (*What does Mia think?*)
 - First, ask students: “Based on her essay, how would Mia respond to the question in the headline on page 24: Should artifacts be taken from the *Titanic*?” (Mia would say, “Yes! Artifacts should be taken from the *Titanic*.”)
 - Think aloud: “I’m going to circle lines that express this big idea: ‘Yes. Artifacts help keep the memory of the *Titanic* alive’ and ‘we must be able to collect artifacts from the wreck.’”
- Underline Mia’s **reasons**. (*Why does she think that?*)
 - Think aloud: “I just circled Mia’s central claim—that is, what Mia thinks. Now I’m going to underline her reasons—or *why* she thinks what she thinks: ‘The *Titanic* is an iconic piece of history that has fascinated the public for more than 100 years. It only makes sense that we would try to learn as much as we can about it,’ and ‘The items retrieved so far have provided a treasure trove of information’ and ‘the wreck will not be here forever.’”

- Put check marks on two pieces of **supporting evidence**. (*How does she know?*)
 - Think aloud: “Can I find two pieces of evidence Mia provides to convince readers that retrieving artifacts from the *Titanic* is a good idea? I’m going to check ‘Recovered menus have revealed what passengers ate, playing cards have shown what they did for fun, and articles of clothing have told us what they wore’ and ‘Salt water and bacteria are corroding the ship. According to some estimates, the *Titanic* could completely disappear by 2050.’”
 - Star the **counterclaim**. (*What does the other side say?*)
 - Think aloud: “Where does Mia acknowledge a concern from the opposing viewpoint? I’m going to star ‘Some feel it is disrespectful to take things from the wreck, believing that as the final resting place of so many, it should be left undisturbed.’”
 - Put a double star next to her **rebuttal**. (*What is her response to the other side?*)
 - Think aloud: “Does Mia have a comeback for the viewpoint that taking things from the wreckage is disrespectful to the dead? Yes. She says, ‘But devoting the large amounts of time, effort, and money required to retrieve the artifacts is actually a way of honoring the ship’s crew and passengers. After items are removed, they are carefully preserved so that future generations can learn about what happened.’”
3. Have students complete the Scavenger Hunt for Jayden’s essay. They can work independently or in pairs, optionally using the Scavenger Hunt graphic organizer available at Scope Online. Then share out responses as a class. Sample responses:
- **Central claim:** “No. The *Titanic* is a gravesite that deserves to be left alone” or “It should not be torn apart and picked over.”
 - **Reasons:** “But we must remember that while the story of the *Titanic* may captivate us, it was a real tragedy that affected real people”; “Plus, expeditions to the wreck can damage it.”
 - **Supporting evidence:** “When the *Titanic* sank, more than 1,500 individuals lost their lives”; “The *Titanic*’s crow’s nest has vanished, for example. Some believe it was knocked loose by a submersible.”
 - **Counterclaim:** “Some argue that we must salvage items from the wreck so we can learn from them.”
 - **Rebuttal:** “But not all of the recovered items have been used for research or education. Some have been sold for profit. In 2017, a letter written by a passenger sold for \$153,000. Is this really the way to treat the belongings of those who died?”

- Discuss: Which evidence do you find most convincing in each essay? Least convincing? What do Mia and Jayden agree about? Are there any important reasons you think they left out of their arguments? *Answers will vary.*

3. Write About It: What Do You Think?

(45 minutes)

- Have students revisit the following questions in writing:

Who makes the stronger argument? What do you think about whether artifacts should be taken from the Titanic?

Connected readings from the Scope archives:

- Narrative Nonfiction: [“Searching for the Titanic”](#)
- Debate Essay Kit: [“Do Mummies Belong in Museums?”](#)

Secrets of the Ancient Gum

How an ancient piece of gum is revealing secrets about the past

About the Story

Lexile® Measure 810L

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, 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

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 (10 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: *foraged*, *genetic*, *gleaning*, *prehistoric*. 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 them into groups and 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.)

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 27 in the printed magazine and at the bottom of the digital story page:

Dr. Hannes Schroeder says that Lola's gum is a time capsule. How is Lola's gum like a time capsule? Answer this question in a well-organized paragraph.

The Owl

What is the mysterious bird outside the window trying to say?

About the Story

Lexile® Measure 940L

For qualitative complexity factors, go to Scope Online.

Learning Objective: to make inferences in a work of short fiction, then continue the narrative in a sequel

Featured Skill: inference

Essential Question:

- How do we cope with the loss of a loved one?

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.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:

- "Facing Forever"
- "13 and a Half"
- "The Message"
- "The McCoy Game"

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Double-Entry Journal
- Featured Skill: Inference
- Critical-Thinking Questions
- Narrative Planner
- Choice Board
- Lesson Plan Slide Deck
- Quiz*

*Available on two levels

Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Featured Skill

1. Prepare to Read (10 minutes)

Preview Vocabulary (10 minutes)

- Project the Google Slides version of **Vocabulary Definitions and Practice** on your whiteboard. Review the definitions and complete the activity as a class. Highlighted words: *avid*, *bounding*, *resigned*, *spindly*. 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 “Spotlight On” box on page 28 or at the top of the digital story page.
- For students’ first read, have them follow along as they listen to author Joseph Elliott read his story aloud. The audio read-aloud is located in the Resources tab in Teacher View and at the top of the story page in Student View.
- Have students reread and annotate the story independently. Here are some symbols you might have them use:

∞ = connection

★ = important

? = I don’t understand

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

♥ = love this

(Some students may note the town name “Chipping Sodbury” and the narrator’s use of “Mum,” “tin,” and “going on at our neighbors” in their annotations. If they do not, prompt them to look for words, names, or expressions that reflect the fact that the author of the story is British.)

- 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 **Featured Skill: Inference** activity and **Discussion Questions** in the Resources tab.)

Inference Questions

(15 minutes)

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

1. **What inferences can readers draw about the owl in this story and why it appears to the narrator? What makes you say so?** *Readers can infer that the owl in this story may be the narrator's deceased grandfather. An owl—possibly a baby—appears outside the narrator's window on the day of the grandfather's funeral. The fact that the grandfather was an avid collector of owl items throughout his life is a hint that the owl might be the narrator's grandfather reincarnated; perhaps he came back as an owl so it would be easy for his loved ones to recognize his presence, or simply because he always loved owls. You can infer that the grandfather first visits the narrator to comfort them and let them know his spirit lives on, and later appears to protect the narrator from being hit by a car.*
2. **The narrator never comes right out and says, "I was sad that my grandfather died." What lines in the story allow you to infer that the narrator was full of grief over their grandfather's death?** *The line "Even though it was the middle of the night, I was awake, thinking about everything that had happened that day, my cheeks smeared with old tears" allows the reader to infer that the narrator was full of grief over their grandfather's death. (The first line of the story makes clear that when the narrator says "everything that had happened that day," the narrator is referring to the day of their grandfather's funeral.)*
3. **The narrator says, "Dad's been going on at our neighbors to cut the tree down for years, because it stretches across our yard and blocks out the sunlight, but on that night, I was glad it was there." Why was the narrator glad the sycamore tree was there that night?** *Readers can infer that the narrator was glad the sycamore tree was there because it provided the owl with a place to sit right outside the narrator's bedroom window. The narrator describes the owl as the most beautiful bird they'd ever seen and was clearly grateful for the owl's presence—not only, you can infer, because of the owl's beauty, but also because of the connection between*

the owl and the narrator's grandfather. You can infer that the owl's visit brought the narrator comfort.

4. **Why does the narrator set dog food on the windowsill?** *Perhaps the narrator sets dog food on the windowsill because they want to care for the owl, and offering the owl dog food is all they can think to do. It's also possible that the narrator hopes the dog food will be an incentive to the owl to continue its nightly visits.*

Critical-Thinking Questions

(5 minutes)

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

1. **Readers can infer that the owl in this story is the narrator's grandfather, who has come back to comfort and protect the narrator. However, there is no proof of this. It's possible that it was all a coincidence. What do you think the narrator believes and why do you say so? What do you think?** *Answers will vary.*
2. **Why might the author of this story, Joseph Elliott, have made the choice to not make it clear whether the owl really was the narrator's grandfather?** *Answers will vary. One possible answer is that by writing the story the way he did, Elliott puts the reader in the narrator's position of not knowing for sure.*

3. Write Your Sequel

(60 minutes)

- Have students use the **Narrative Planner** to help them to respond to the writing prompt on page 29 in the printed magazine and at the bottom of the digital story page:

Write a sequel in which the narrator sees the owl again. Your sequel could take place weeks, years, or even decades later. Don't tell your readers everything—give them clues so they can draw inferences.

- 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 experiencing loss:

- ["Facing Forever"](#)
- ["13 and a Half"](#)
- ["The Message"](#)
- ["The McCoy Game"](#)

Saving the Night Sky

The world is running out of dark places.
But we can change that.

About the Story

Learning Objective: to understand how a writer uses rules of capitalization, then practice applying those rules in a paragraph

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](#).

WRITE
LIKE A PRO

Read more:

- 1. Read the other pieces in this issue.
- 2. Read the other pieces in this issue.
- 3. Read the other pieces in this issue.
- 4. Read the other pieces in this issue.
- 5. Read the other pieces in this issue.

Saving the Night Sky

The world is running out of dark places.

But we can change that. By Maggie Pierce

CELESTIAL CHALLENGE

1. Consider the other pieces in this issue.
2. Consider the other pieces in this issue.
3. Consider the other pieces in this issue.
4. Consider the other pieces in this issue.
5. Consider the other pieces in this issue.

This is what Earth looks like at night.

At 4:33 a.m. on October 17, 1996, residents of Los Angeles, California, were jolted awake by an earthquake. The quake reached its power, and all the lights in the town went out. Yet strapping outside residents weren't startled by total darkness. Looking on the street was a dazzling display of stars. They saw what something as odd as cloud cover can do. In fact, some people called it "El Niño." Turns out, that cloud wasn't an alien or alien spaceship. And it had nothing to do with the quake.

It was our galaxy, the Milky Way. In Los Angeles, there was (and still is) no such artificial light—from streetlights, offices, highways—that is made from stars and planets) responsible to us. As a result, many Angelenos had never seen the Milky Way.

Light Pollution

The brightening of the night is a result of something called light pollution: excessive use of artificial light. And Los Angeles is hardly the only city affected. In the early 2000s, light pollution around the world has increased by at least 10 percent. Some 2,000 stars that can be seen from Earth, but are not visible in the night sky, are now hidden by light. To us, there are advantages to fighting up the night. We can safely travel, and, incidentally

after the sun goes down. The presence of too much artificial light is causing problems. However, first light pollution can divert our natural sleep cycles, which makes it hard to rest, and all the lights in the town went out, and can negatively affect our health. Light pollution also confuses animals. Baby sea turtles, which hatch on beaches at night and so are drawn to the ocean, can lose their way to the presence of artificial light. Light pollution even harms plants, causing some trees to bloom too early or late than they were to long.

Keeping Skies Dark

Around the world, some cities have taken steps to decrease light pollution. In Hollywood, Florida, for example, beachfront homes are required to dim their lights at night to protect sea turtles. Meanwhile, the International Dark-Sky Association (IDA) is working to keep night skies dark. It has certified more than 200 locations worldwide as "Dark Sky Places." These places stay dark by using outdoor lighting only when needed and making sure bulbs are not too bright. In fact, it's not easy of finding of lights where you're not using them. This can also use light bulbs that glow off-white or amber light, which don't disrupt animals as much as the white or blue light that they have bulbs produce.

It's okay if you don't have a lot of light to increase, just the water. We shouldn't waste it."

CELESTIAL MYSTERY: How do stars and planets look?

CELESTIAL MYSTERY: How do stars and planets look?

CELESTIAL MYSTERY: How do stars and planets look?

WRITE
LIKE A PRO
CHALLENGE

Now take what you've learned about celestial bodies and apply it to your own writing. Imagine that you are a scientist who's written a review of an object in your article. The object can be real (like the Moon, the planet, your car, or future) Your review should include the object's title and the article's name and place of origin. The name of the record company and the date of the article's release is a question. Then, using the article, write a review, either realistic (you're a scientist) or your opinion. Should it be a Grammy?

30 Scholastic Scope • December 2012/January 2013 31

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: Capitalization
- 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)

- Have students read the article and the rules in the yellow circles with a partner.
- Optionally, before students complete the **Write Like a Pro Challenge**, give them some extra practice applying the rules in each yellow circle using the activity below.
 - Post these six prompts on chart paper around your room:
 1. What is your favorite movie, podcast, or book?
 2. What is your favorite holiday?
 3. What is your dream vacation destination?
 4. Write a sentence containing the word *earth* or *Earth*.
 5. Write the initials for an imaginary association, then tell us what they stand for. For example: WRPSA=World Rock Paper Scissors Association
 6. What is one of your favorite quotes from a book, song, movie, or poem?
 - Have students answer each question on a sticky note and place it on the corresponding chart paper.
 - Have students take a gallery walk to view their classmates' answers and application of capitalization rules.

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:

Now take what you've learned about capitalization and apply it to your own writing. Imagine that you are a music critic and write a review of an album of your choice. (The album can be real or fictitious, from the past, present, or future.) Your review should include:

- *the album's title and the artist's name and place of birth*
 - *the name of the record company and the date of the album's release*
 - *a quotation (from the artist, one of the songs, another critic, fans—you decide)*
 - *your opinion: Should it win a Grammy?*
- Project students' reviews on your whiteboard to share the albums they wrote about and the words they capitalized. (Alternatively, have students exchange their reviews with a partner and check each other's work.)
 - Distribute the **Anchor Chart: Capitalization** for students to keep as a handy reference in their notebooks.

The Sticky Story of Gum

A delightful infographic about chewing gum

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.2, 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:

- Writing 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 summarize the central idea and details from the infographic.

3. Write (90 minutes)

- Distribute the **Writing 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 Sticky Story of Gum” as a model, make an infographic titled “The Story of Chocolate.” Present your infographic on a poster or with a digital tool such as Canva.

- An entry form is available online if students would like to enter the infographic contest.