

The Science of AWWWW

The fascinating science of why we find certain things cute

About the Story

Learning Objective: to identify when to use *a* and *an*

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.

Video:

- Grammar Hack: A or An?

Audio:

- Text-to-speech

Activities to print, project, or share digitally:

- A or An? Anchor Chart and Practice Activity
- In-Magazine Activity: Interactive Version

Step-by-Step Lesson Plan

1. Prepare to Read (5 minutes)

Watch the Video

- Show students the **Grammar Hack: A or An** video, a short animated video with tips for how to keep these words straight.

Set a Purpose for Reading

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

2. Read and Discuss (5 minutes)

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

3. Write (1 minute)

- 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:

Fill in either *a* or *an* in the sentences below:

1. We have been here for _____ hour already.
2. Coach has _____ uniform for you in the locker room.
3. I have _____ history test this Friday.
4. Make sure to bring _____ umbrella with you tomorrow.

Rising From the Ashes

How the Lahaina community is rebuilding after one of the deadliest fires in U.S. history

About the Story

Lexile® Measure 990L

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:** text features,
cause and effect, compare and
contrast, allusion, critical thinking

Essential Questions:

- What is a community?
- What is resilience?
- 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:

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

Slideshow:

- Vocabulary

Differentiated Articles:

- Lower-Lexile version
- Spanish language version

Connected readings from the Scope archives:

- “This Is the End of the World”
- “The Tornado That Changed
America”
- “Our Beautiful Town Is Gone”
- “Island of Sorrow”
- “Our World Turned to Water”
- “Aftershocks”

Activities to print, project, or share digitally:

- Vocabulary: Definitions
- Discussion Questions
- Featured Skill: Key Ideas
and Details
- Choice Board
- **Core Skills Workout:**
Summarizing,* Nonfiction
Elements
- 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 **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: *embers, monarchy, sprawling, tinged, writhing*.

2. Read and Discuss (45 minutes)

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

Discussion Questions

(30 minutes)

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

1. **List at least five facts that can be learned from the map of Hawaii.** (text features) Answers may include: *Hawaii is completely surrounded by water and borders no other states; Hawaii is a string of eight main islands: Niihau, Kauai, Oahu, Molokai, Lanai, Kahoolawe, Maui, and Hawaii; Hawaii is located in the Pacific Ocean; the capital of Hawaii is Honolulu, located on the island of Oahu; Lahaina is a coastal town located on the island of Maui; Hawaii is located south of Alaska and west of California.*

2. **The authors describe the Lahaina fire as “the deadliest wildfire in the U.S. in more than a century.” What factors led to the Lahaina fire being so deadly?** (cause and effect) *Many factors contributed to the devastating nature of the Lahaina wildfire. Climate change has caused longer, hotter summers and droughts, turning the tall grasses that cover Maui into the perfect fuel for fire. A nearby hurricane’s winds blew across the island, downing power lines and producing sparks that ignited the dry grasses. Burning embers carried on the winds ignited new blazes. Fire hoses ran dry because the pipes that supplied fire hydrants melted. Emergency sirens were not activated because they were typically used for tsunamis, meaning many people had little warning and preparation time. Cell phone and internet services were down, making communication impossible. (If students need scaffolding to identify these factors, direct them to the sections “Growing Danger,” “Battling the Blaze,” and “Monstrous Flames.”)*
3. **What was Kini’s life like before the fire? How is it different now?** (compare and contrast) *Kini’s life before the fire was peaceful and pleasant. She hung out with friends on beautiful beaches and sailed on the ocean with her grandfather. Her life after the fire seems more complicated and more difficult. Her family, like many other families, was displaced by the fire, and they now live in a temporary home in another town. Her friends and the members of her community are all in different places, and she isn’t sure when she’ll be able to return to Lahaina.*
4. **How have the people of Maui come together to support one another?** (key ideas and details) *People across Maui welcomed displaced people into their homes, chefs cooked meals for thousands of people, and volunteers at community-led relief centers provided food, water, and clothing. Workers continue to clean debris and monitor the soil, air, and water for safety. People supported one another in healing emotionally and held a community paddle out, a traditional Hawaiian ceremony and memorial to those who died in the fire.*
5. **What do you think might be difficult about being a firefighter? What do you think might be satisfying about the job?** (critical thinking) *Answers will vary. Students might say that the danger firefighters face, as well as the frustration of not being able to save every person or building, likely makes the job extremely difficult. But the ability to save lives and the excitement of battling a powerful force of nature must make it rewarding as well.*
6. **What does the story of the Maui wildfire teach us about how to rebuild after a disaster?** (critical thinking) *Answers will vary. Students may offer that the Maui community’s response to the fire shows the importance of people coming together not only to help meet people’s basic needs—food, water, clothing, shelter, medical supplies—but also to support one another in their emotional healing. Also, rebuilding after a disaster is an enormous job, and the more people that contribute to that effort, the better. The way people in Maui are coming together will make it possible for the community to return home sooner. What’s more, they will be returning to an even stronger community, because survivors turned the disaster into an opportunity to rebuild their town in a way that better serves its residents.*

7. The title of the article, “Rising From the Ashes,” is an allusion to the phoenix, a magical bird from ancient mythology that is reborn again and again. When the phoenix gets old, it sets itself on fire and burns to ashes. Then, from these ashes, the phoenix is reborn. This immortal bird is a symbol of hope, of life, and of better things to come. Why do you think the authors chose “Rising From the Ashes” as the title for their article? In what ways is the story of Lahaina like the myth of the phoenix? (allusion, critical thinking)
Answers will vary. Students may offer that the authors likely chose this title because the banyan tree and many homes and buildings in the Lahaina community are literally rising from the ashes of the wildfire, and as a way of acknowledging that the people of Maui have been “reborn” with the knowledge and wisdom of making it through an incredibly difficult time, and they are looking to the future with hope.

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:

What can the aftermath of the Maui wildfires teach us about the power of community?
Answer this question in a short essay.

- 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.

- Is Hawaii in the Pacific Ocean? *Yes, it is.*
- Did the wildfire destroy Kini’s home? *Yes, it did.*
- Did the emergency sirens warn people about the wildfire? *No, they didn’t.*
- Did Kini ever find her cats? *Yes, she did.*
- Is Lahaina being rebuilt today? *Yes, it is.*

Either/Or Questions

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

1. Is Hawaii surrounded by water or land? *Hawaii is surrounded by water.*
2. Did the nearby hurricane help stop the wildfire or did the hurricane make the wildfire worse? *The nearby hurricane made the wildfire worse.*
3. Was the wildfire moving quickly or slowly? *The wildfire was moving quickly.*
4. Did Kini and her brother and dad escape the flames in their car or did they have to jump in the water? *Kini's family escaped the flames in their car.*
5. Was the banyan tree destroyed or did it survive the wildfire? *The banyan tree survived the wildfire.*

Short-Answer Questions

Challenge students to produce simple answers on their own.

1. Why did many people not know the wildfire was coming? *Many people did not know the wildfire was coming because Lahaina's emergency sirens never went off, and cell phone and internet services were not working on much of the island.*
2. What is a paddle out? *A paddle out is a traditional Hawaiian ceremony to remember people who have died. People paddle out into the water on surfboards, form a circle, and recite Hawaiian chants together.*

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

Who? (Which person or people is this article mainly about?) *Kini Varona*

What? (What event does this article describe?) *a wildfire*

When? (At what time did this event occur?) *August 2023*

Where? (In what place or location did this event take place?) *the city of Lahaina on the island of Maui in Hawaii*

Why? (What was the cause of this event?) *Hurricane winds knocked power lines over. They caused sparks that caused the tall, dry grasses to catch fire.*

Connected readings from the Scope archives:

Stories about rebuilding after natural disasters:

- Narrative Nonfiction: ["This Is the End of the World"](#)
- Narrative Nonfiction: ["The Tornado That Changed America"](#)
- Narrative Nonfiction: ["Our Beautiful Town Is Gone"](#)
- Narrative Nonfiction: ["Island of Sorrow"](#)
- Narrative Nonfiction: ["Our World Turned to Water"](#)
- Fiction: ["Aftershocks"](#)

Is TikTok Going Away?

Find out why this popular app could be banned in the U.S.

About the Story

Lexile® Measure 990L

For qualitative complexity factors, go to Scope Online.

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

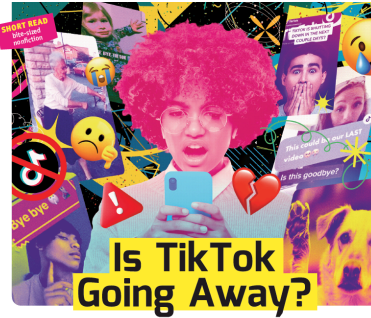
Featured Skill: constructed response

Additional skills in this lesson plan: identifying central ideas and details

Standards:

The article and its suite of support materials support these Common Core anchor standards: R.1, R.2, R.3, R.4, R.5, R.6, W.2

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



The popular social media app could be banned in the United States. Here's why.
By Mary Kate Frank • Art by Sean McCabe

You're scrolling through TikTok when you see a video of a duck playing soccer. *Sooooo cute!* In the next video, a teen and her grandma dance to a hip-hop song. The older woman lip-syncs the lyrics as she spins and slides into a split. *Wow! Seconds later, you watch someone bite into a lemon and shrink. Not* With its endless supply of quirky videos and simple video-making tools, it's not hard to see why TikTok is the fastest growing social media platform in the United States. But there's something you should know. While you're having fun on the app, TikTok is collecting all kinds of information about you. It knows what you search for and what you share. It might even know what you look like and what you're doing at home. Most social media apps, including Instagram, YouTube,

and Snapchat, gather data on their users. But unlike these other companies, TikTok isn't based in the U.S. It's owned by a company in China. Because of this, U.S. officials say TikTok poses a threat to your privacy—and to the safety and security of the country.

U.S. lawmakers are so concerned that this past spring, they passed a law ordering TikTok to be sold—or face a ban in the country. *Bye, Dance*, the company that owns TikTok, says it won't sell and is fighting the ban in court.

What does all this mean for the future of TikTok?

More than 1 billion people around the world use TikTok.

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Your Teaching Package

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

Audio:

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

Video:

- "Free Speech—and Its Limits"

Activities to print, project, or share digitally:

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

Step-by-Step Lesson Plan

1. Prepare to Read (10 minutes)

Do Now: Journal and Discuss (5 minutes)

Project the following prompt on your board for students to respond to in their journals and/or in discussion.

According to the Pew Research Center, a majority of U.S. teens use TikTok. About 6 in 10 teens (63%) say they use the app. More than half of teens (58%) use it daily, including 17% who say they're on TikTok "almost constantly."

- *Do you use TikTok? If so, what do you like about this app? Is there anything you dislike about it?*
- *What do you think would happen if TikTok suddenly disappeared? How do you think people would react?*

Preview Vocabulary (5 minutes)

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

2. Read and Discuss (20 minutes)

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

3. Write About It

(20 minutes)

Have students complete the **Short Write Kit**. This activity can be used to guide students as they write a claim, support it with text evidence, and provide commentary in response to the prompt on page 11 in the printed magazine and at the bottom of the digital story page:

Should TikTok be banned in the U.S.? Answer this question in a well-organized paragraph. Use text evidence.

The New Girl

A mysterious new student arrives with an important message for Angela

About the Story

Lexile® Measure 580L

For qualitative complexity factors, go to Scope Online.

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

Featured Skill: dialogue

Additional skills covered in this lesson plan: inference, character

Essential Questions:

- What can dialogue reveal about a character?
- What makes the unbelievable believable?
- Is the future predetermined (already decided)?

Standards:

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

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



Your Teaching Package

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

Audio:

- Story read-aloud
- Text-to-speech
- Vocabulary

Connected readings from the Scope archives:

- "The Message"

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Double-Entry Journal
- Featured Skill: Literary Elements—Dialogue
- Discussion Questions
- Choice Board
- Lesson Plan Slide Deck
- Quiz*

*Available on two levels

Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Featured Skill

1. Prepare to Read (5 minutes)

Preview Vocabulary (5 minutes)

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

2. Read and Discuss (30 minutes)

- Read the “Spotlight On” box on page 13 or at the top of the digital story page.
- For students’ first read, have them follow along as they listen to the **audio read-aloud**, located in the Resources tab in Teacher View and at the top of the story page in Student View.
- Have students reread and annotate the story independently. Here are some symbols you might have them use:
 - ∞ = connection
 - ★ = important
 - ? = I don’t understand
 - 💬 = “I’m thinking . . .” (add words and comments)
 - 💙 = love this
- Alternatively, have students complete a double-entry journal during their reread. In their journals or on a piece of paper, have students create a T-chart. In the left-hand column, have them record three to five lines that jump out at them or feel particularly meaningful. In the right-hand column, have them record their reactions to these lines through

questions, comments, connections, or analysis. You can find both a print and a digital version of our **Double-Entry Journal** handout in the Resources tab.

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

Discussion Questions

(15 minutes)

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

1. **Describe the new girl's personality. What makes you say so?** (inference, character) *The new girl seems slightly scattered, first calling Angela "Dr. Sutcliff," then talking about moon potatoes and the dinosaurs she'd like to see rather than focusing on the task at hand. It seems like she hasn't really thought about how to convince Angela to do what she's asking. Also, the new girl is kind. When Angela seems concerned about aliens making contact, the new girl reassures her that the aliens are friendly and the future is bright.*
2. **How does Angela feel about the new girl and the new girl's request? How do you know?** (inference, character) *Angela is confused by the new girl and is suspicious of her request. When the new girl mentions moon potatoes and colony farms, Angela responds, "The what farms?" Angela also asks the new girl, "Would you believe you?", revealing that Angela finds what the new girl is saying to be outlandish. There is also a moment when Angela doesn't know what to say at all, and another moment when she speaks very slowly, both of which show her confusion.*
3. **What convinces Angela that the new girl might be telling the truth about being from the future?** (inference) *Angela starts to think that the new girl might in fact be telling the truth for several reasons. First, there is the fact that the new girl knows Angela's name without being told. Then there is the way no one besides Angela seems to notice the new girl. The new girl's clothing and appearance—her unusual smartwatch, her strangely lustrous shoes, her too-white teeth, and her extra-shiny hair—and the way she dumps her lunch tray in the garbage also make Angela wonder if the new girl might be telling the truth; these oddities lend credibility to the new girl's claim of being from the future.*

3. Plan Your Sequel

(60 minutes)

- Have students use the **Featured Skill Activity: Dialogue** to help them to respond to the writing prompt on page 14 in the printed magazine and at the bottom of the digital story page:

Write a sequel that takes place about 57 years in the future, when Angela is a famous scientist. Be sure to include dialogue in your story—and check the punctuation!

- 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.)

More fiction from the Scope archives featuring time travel:

- ["The Message"](#)

The Doomed Quest

A thought-provoking play based on *The Epic of Gilgamesh*

About the Story

Lexile® Measure 940L (captions only)
For qualitative complexity factors, go to
Scope Online.

Learning Objective: to determine
themes of a text and analyze their
development

Featured Skill: theme

**Additional skills covered in
this lesson plan:** character,
inference, text structure, tone, critical
thinking

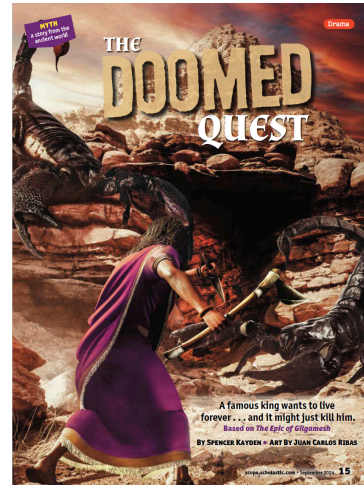
Essential Question:

- Should humans live forever?
- How can humans achieve
immortality?
- What responsibilities do leaders
have?

Standards:

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

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



Your Teaching Package

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

Audio:

- Text-to-speech
- Vocabulary
- Pronunciation Guide
- *Scope It Out!* Podcast: The
Search for Immortality

Video:

- Beyond the Story

Connected readings from the Scope archives:

- “Facing Forever”
- *The Experiment*
- “What Do These Creatures
Have in Common?”

Activities to print, project, or share digitally:

- Vocabulary: Definitions and
Practice
- Video Discussion Questions
- Theme Anticipation Guide
- Discussion Questions
- **Core Skills Workout:**
Inference
- Featured Skill: Theme
- Choice Board
- Lesson Plan Slide Deck
- Quiz*

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (20 minutes)

Do Now: Agree or Disagree (10 minutes)

- Project the **Theme Anticipation Guide** on your whiteboard or share the Google Form version with students. Both are available in your Resources tab. Have students decide whether they agree or disagree with each statement, then discuss. (After reading the story, ask students how they think the characters would respond to the statements in the Theme Anticipation Guide.)

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: *bedraggled, benevolent, futile, gnarled, immortal, rejuvenation, relentless, resourcefulness*. Audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Optionally, print the PDF version or share the slideshow link to your LMS and have students preview the words and complete the activity independently before class.

2. Read and Discuss (55 minutes)

- Invite a volunteer to read aloud the As You Read box on page 16 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 **Discussion Questions**, which are also located in the Resources tab.

Discussion Questions

(30 minutes)

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

1. **King Gilgamesh is introduced in Scene 1. What can you tell about his personality from this first scene?** (character, inference) *You can tell that Gilgamesh is a complex character who is both compassionate and demanding. He's unreasonable in his exchange with the Elders,*

demanding that they save Enkidu's life even though they cannot. Yet he shows compassion to Anisa and Amar and is quick to help them, and he cares deeply about Enkidu. He is neither all good nor all bad.

2. **How does Gilgamesh seem different in Scene 2 than in Scene 1? What has caused the change?** (character) *In Scene 2, Gilgamesh is violently angry, smashing everything in sight with his ax. He no longer seems to care about his people and has become fixated on achieving immortality. This change is caused by the death of his close friend Enkidu.*
3. **At the end of Scene 4, Gilgamesh says, "Thank you, gods, for giving me such resourcefulness." Where else in the play does he express a similar idea? What do these statements tell you about him?** (text structure, character) *After making it through the tunnel in Scene 3, Gilgamesh says, "Thank you, gods, for giving me such strength." These statements tell you that Gilgamesh not only feels gratitude for his good fortune, but that he also believes the gods are responsible for that good fortune.*
4. **What is the tone of Gilgamesh's line "Surely my people can manage without me" at the end of Scene 5?** (tone) *Gilgamesh's tone is dismissive. Gilgamesh is giving little thought to the needs of his people.*
5. **In Scene 8, why is Gilgamesh calm in the face of chaos?** (inference, character) *Gilgamesh is admiring the city he built and realizing how much he can achieve. He knows his true purpose now: not to live forever but to make sure his city lives on.*
6. **When Gilgamesh returns to Uruk, the citizens are quick to welcome him. Should they be more resentful about his absence?** (critical thinking) *Answers may vary. Some students might say yes: Gilgamesh behaved foolishly and selfishly and endangered his people by going on a pointless mission. Others might say no: The desire for immortality is universal and Gilgamesh is only human—and he might have even become a better leader because of his journey.*
7. **What would be the pros and cons of living forever? Would you want to live forever?** (critical thinking) *Answers will vary.*

3. 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 20 in the printed magazine and at the bottom of the digital story page:

In Scene 3, Enkidu says to Gilgamesh, "Perhaps years are not the correct measure of a life." What does he mean? By the end of the play, what does Gilgamesh realize about how he should measure his life?

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

Connected readings about immortality from the Scope archives:

- Fiction: [“Facing Forever”](#)
- Drama: [The Experiment](#)
- Short Read: [“What Do These Creatures Have in Common?”](#)

Jellyfish Invasion!

Are these beautiful, brainless blobs taking over our oceans?

About the Story

Lexile® Measure 1020L

For qualitative complexity factors, go to Scope Online.

Learning Objective: to synthesize key ideas from two nonfiction articles

Featured Skill: synthesis

Additional skills covered in this lesson plan: key ideas and details, supporting a claim, text structure, text features, problem and solution, critical thinking

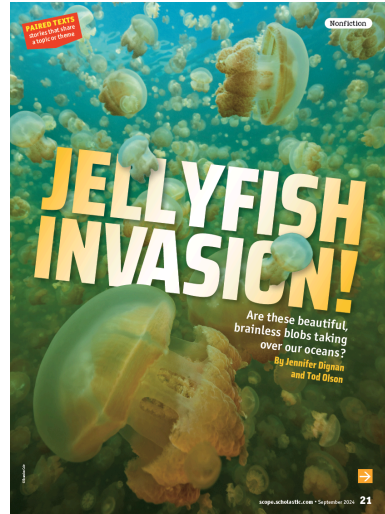
Essential Questions:

- How can one species both benefit and harm the environment?
- How can humans affect the environment?
- What makes a food popular?

Standards:

The article and its suite of support materials support these Common Core anchor standards: R.1, R.2, R.3, R.4, R.5, R.6, R.7, R.9, W.4, SL.1

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



Your Teaching Package

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

Audio:

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

Differentiated Article:

- Lower-Lexile version

Connected readings from the Scope archives:

- "Would You Eat This?"
- Special Collection: Earth Day Every Day

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Discussion Questions
- Featured Skill: Synthesis
- Choice Board
- **Core Skills Workout:** Text Features, Text Structure*
- 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: *adaptable, briny, gelatinous, inedible, larvae, menacing, surplus, sustainable*. Audio pronunciations of the words and a read-aloud of the definitions are embedded on the slides. Optionally, print the PDF version or share the slideshow link to your LMS and have students preview the words and complete the activity independently before class.

2. Read and Discuss (45 minutes)

“Jellyfish Invasion!”

- Invite a volunteer to read the As You Read box on page 22 or at the top of the digital story page.
- Read the article once as a class. (*Differentiation: Share the lower-Lexile version of the article.*) Optionally, have students listen to the audio read-aloud of the article while they follow along. The **audio read-aloud** is located in the Resources tab in Teacher View and at the top of the story page in Student View.
- Divide students into groups to read the article again and respond to the following **Discussion Questions**, also located in the Resources tab.

Discussion Questions (25 minutes)

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

1. The introduction states that “frightful creatures are taking over our oceans.” How is this claim supported in the article? (key ideas and details, supporting a claim) *The claim is supported with examples of how exploding jellyfish populations are causing problems around the world. For example, jellyfish affected the functioning of a power plant, leading to a loss of power*

for 40 million people. One large swarm of jellies caused a U.S. Navy ship in Australia to shut down, and another destroyed a salmon farm in Ireland.

2. **How does the section “Deadly Venom” contribute to the article?** (text structure) *The section “Deadly Venom” describes jellyfish. It states that they have “soft, umbrella-shaped bodies” and that they are without blood, bones, a heart, or a brain. The section explains that there are more than 4,000 species of jellyfish and gives an idea of how they range in size. In addition, it explains that jellyfish can be dangerous to swimmers because their tentacles are lined with stinging cells.*
3. **How are jellyfish helpful? Include information from both the text and the diagram “Jellyfish Superpowers.”** (text features, synthesis) *Jellyfish help keep their ocean ecosystem balanced. They eat the larvae and eggs of certain types of fish, which helps manage these populations. They provide protection for certain kinds of baby fish and release nutrients into the water, which helps other organisms thrive. In addition, creatures like turtles and penguins rely on jellyfish for food.*
4. **What may be causing jellyfish blooms, and what can people do to manage them?** (problem and solution) *Jellyfish blooms are likely caused by several factors. First, jellyfish can release tens of thousands of eggs in one day. Also, jellyfish are able to adapt to changing water temperatures and pollution better than other ocean creatures. In addition, overfishing has caused populations of some jellyfish predators to decline, leaving jellies to multiply unchecked. Some actions people can take to manage jellyfish blooms include fishing sustainably and reducing pollution.*

“Would You Eat This Pizza?”

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

Discussion Questions

(10 minutes)

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

1. **How could eating jellyfish be beneficial?** (key ideas and details, synthesis) *Eating jellyfish could be beneficial because it could help control their exploding populations. Using jellyfish as a food source could also help feed Earth’s growing population and provide fishers with a new source of income.*

2. **What evidence do authors Andrew Klein and Mackenzie Carro provide to support the idea that people who don't like the idea of eating jellyfish might change their minds?** (supporting a claim) *Authors Andrew Klein and Mackenzie Carro support the idea that people might change their minds about eating jellyfish by providing examples of popular foods that people were once averse to eating, such as tomatoes, lobster, and sushi.*
3. **The article explains that food scientist Antonella Leone works with chefs to create new recipes using jellyfish as an ingredient. How might this process help popularize jellyfish as a food source?** (critical thinking) *Answers will vary but students will likely say that by working with chefs, food scientists can help come up with truly tasty dishes that people will enjoy—and perhaps see as delicacies that they would be lucky to try.*
4. **Would you try eating jellyfish? Why or why not? Which dish mentioned in the article would you be most likely to try if you were to try one?** (critical thinking) *Answers will vary. Students might explain that jellyfish is low in fat and high in protein, and eating it could support the environment—and they might be curious about the taste. Alternatively, students might state that they are simply grossed out by the idea of eating jellyfish, or that they are fearful of the safety of eating jellyfish, because it is a new food in the United States and needs to be prepared a certain way to be consumed safely.*

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:

Imagine you are a chef debuting jellyfish dishes on your restaurant's menu. Using information from both articles, create an infographic to give diners to persuade them to try the new dishes.

- 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 reading about adopting new food sources from the Scope archives:

- Paired Texts: ["Would You Eat This?"](#)

For more articles and stories that explore the relationship between humans and the environment and how environmental problems can be solved, check out our [Special Collection: Earth Day Every Day](#).

Campfire

A poem about a mother-daughter camping trip is paired with a note from the poet

About the Poem

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

Featured Skill: analyzing poetry

Essential Questions:

- How do we keep the stories of our elders alive?
- What does it mean to be resourceful?
- What makes an experience special?

Standards:

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

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



Your Teaching Support Package

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

Audio:

- Poet read-aloud
- Text-to-speech

Video:

- Poet read-aloud

Activities to print, project, or share digitally:

- Featured Skill: Poetry Analysis
- Poetry Planner

Step-by-Step Lesson Plan

1. Read and Discuss (30 minutes)

- As a class, watch the video of poet Janet Wong reading her poem and author's note aloud. The **video** is located in the Resources tab in Teacher View and at the top of the story page in Student View. (Alternatively, have students listen to Wong's **audio read-alouds** of the poem and author's note.)
- For a second read, invite students to read the poem as well as the author's note and biographical information silently to themselves.
- *Note:* In her comments about the poem, Wong mentions the Japanese wartime occupation of Korea. You might share with students that this occupation began in 1910, when Japan seized control of Korea and declared it a colony of Japan. At the time, Korea was one unified country; it was not divided into North Korea and South Korea as it is today. The Japanese occupation of Korea lasted until 1945, when Japan lost World War II and the United States and the U.S.S.R. put an end to Japanese rule in Korea. (It was after this that the division of Korea began.)
- Discuss the following questions as a class.

Featured Skill: Poetry Analysis (20 minutes)

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

1. **How much time passes in this poem? In other words, does the poem describe events that happen over a period of minutes, hours, days, or longer?** *Generally speaking, the poem describes events that take place over several minutes, from when the speaker's mom asks her daughter to find a stick to when the mom pulls the marshmallow out of the bag. Students might note, however, that the first stanza describes how the speaker's mom would build fires and roast fish and grasshoppers when she was a child. So taking the first stanza into account, the poem describes events that happen over a period of years, events that happen over a period of minutes, and also events that happen years apart.*
2. **What do the words *just think* at the very beginning of the poem tell you about the speaker's attitude or feelings about what her mother did as a child?** *The words just think tell you that the speaker is amazed or even a bit shocked that her mother built fires and roasted grasshoppers when she was a child.*

3. In the second stanza, the speaker says, “I see a brown bag/by her feet—/could it be?” What does the speaker think might be about to happen? *The speaker thinks the bag might be full of grasshoppers and that her mom might be about to pull one out for them to roast and eat.*
4. In the third stanza, the speaker describes the fire as “spitting ready.” What does she mean? *She means that the fire is hot and burning well—so well that it is spitting, or shooting out, sparks. She is saying that the fire is hot enough to roast marshmallows (or grasshoppers) over.*
5. Consider the words the speaker uses to describe the marshmallow: **big, fat, and luscious**. Why do you think the poet chose these words in particular? *It is likely the poet chose these words because she is developing the idea that the mom might be about to pull a grasshopper out of the bag, and big, fat, and luscious could describe a marshmallow or a grasshopper. What’s more, these words help create drama, because for those not accustomed to eating grasshoppers, the description of a grasshopper as big, fat, and luscious probably makes the idea of eating it all the more unappealing.*
6. Why might the poet have made the choice to put the last word of the poem, **marshmallow**, on its own line? *The poet likely put marshmallow on its own line to draw out the suspense at the end of the poem. When you read a poem, you naturally pause slightly at the end of each line, so by putting a line break before the last word, the poem creates a beat of silence (like a held breath or an inhale) before revealing what the mom pulls out of the bag.*
7. Were you surprised by the poem’s ending? Did you find it funny? *Answers will vary.*
8. What did the author’s note about the poem help you understand? Did it answer any questions you had about the poem? *Students are likely to offer that the author’s note helped them understand why the speaker’s mother roasted and ate grasshoppers as a child. Students might also offer that the author’s note helped them understand that Janet Wong wrote the poem about her own experience—in other words, that the poem is autobiographical.*

2. Write Your Own Poem (30 minutes)

- Have students complete the **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 about something you did over the summer. Focus on a particular moment, the way Janet Wong does in “Campfire.”

Should You Nap at School?

Kids across America aren't getting enough sleep. Are naps at school the solution?

About the Story

Lexile® Measure 880L

For qualitative complexity factors, go to Scope Online.

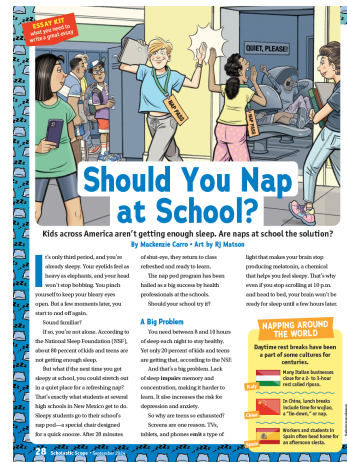
Learning Objective: to read and analyze a text that presents arguments on both sides of a debate, then take a stand

Featured Skill: argument writing

Standards:

The article and its suite of support materials support these Common Core anchor standards: R.1, R.2, R.3, R.4, R.5, R.6, R.8, W.1, SL.1, SL.4

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



Your Teaching Package

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

Audio:

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

Connected readings

from the Scope archives:

- "Why Are We Sooooo Tired?" and "The Story of Sleep"

Activities to print, project, or share digitally:

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

Step-by-Step Lesson Plan

1. Prepare to Read (5 minutes)

Preview Vocabulary (5 minutes)

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

2. Read and Discuss (45 minutes)

- Read the article once as a class. Optionally, for students' first read, have them follow along as they listen to the **audio read-aloud**, located in the Resources tab in Teacher View and at the top of the story page in Student View. Then have students silently reread the article to themselves.
- Have students fill in the "Yes/No" chart in their magazines based on the details they identified in the text. Sample responses:

YES:

- Naps can help you focus in class.
- Not getting enough sleep increases the risk for depression and anxiety.
- Teens' internal clocks and school schedules are out of sync and make it impossible for teens to get enough sleep.
- Big companies have shown that napping at work makes people more productive.

NO:

- Students could miss too much class and fall behind.
- Having the option to nap at school would lead to students staying up even later.
- Students might use naps to get out of a class they don't like.
- Napping can't replace the deep sleep we get at night.

- Schools should align their schedules to teens' sleeping tendencies instead of letting students nap.
- Discuss: Which supporting details do you think are the strongest? The weakest? Do you think the writer shows bias—that is, a preference for one side of the debate or the other? Explain and support your answer with text evidence.

3. Write About It: What Do You Think? (45 minutes)

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

Should teens get to nap at school?

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

Connected readings from the *Scope* archives:

- Paired Texts: [“Why Are We Soooooo Tired?” \(Nonfiction\)](#) and [“The Story of Sleep” \(Infographic\)](#)

Step-by-Step Lesson Plan

1. Prepare to Read (1 minute)

- 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 explanations in the blue circles with a partner.
- Optionally, before students complete the **Write Like a Pro Challenge**, work together to replace the weak verbs in this sentence with strong ones:
 1. Tim had a ton of papers in his locker. *Sample: Papers exploded out of Tim's locker.*
 2. I ate dinner quickly. *Sample: I gulped down my dinner.*
 3. There were kites overhead, and they had long tails. *Sample: Kites soared overhead, their long tails dancing in the wind.*
- Optionally, provide students with the **Anchor Chart: Using Strong Verbs** to use and keep as a handy reference in their notebooks.

3. Write (25 minutes)

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

Now take what you've learned about using strong verbs and apply it to your own writing. Imagine a new superhero. Write a paragraph describing one of their adventures. Use at least three strong verbs and circle them.

- Project students' paragraphs on your whiteboard and discuss their strong verbs. Alternatively, have students exchange and discuss their paragraphs with a partner.

Return of the Astral Queen

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

About the Story

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

Featured Skill: vocabulary acquisition

Standards:

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

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



Your Teaching Package

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

Audio:

- Text-to-speech
- Read-aloud

Activity to print, project, or share digitally:

- Root Power: *astr*

Step-by-Step Lesson Plan

1. Prepare to Read (2 minutes)

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

2. Read and Discuss (10 minutes)

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

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