

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"](#)