

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

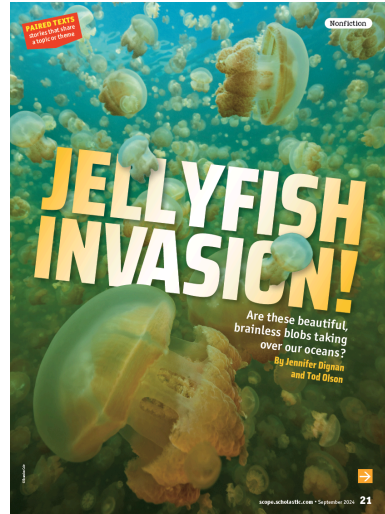
Essential Questions:

- 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](#).