

How Spicy Is Too Spicy?

A new chili pepper has been declared the world's hottest.
But are ultra-spicy peppers safe to eat?

About the Story

Lexile® Measure 1000L

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.



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*

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.

Think back to a time you ate something spicy. Write about that experience, focusing on the sensory details (sensory details speak to readers' five senses: sight, touch, taste, smell, and hearing). Here are some questions to jumpstart your thinking:

- *What was the food or dish you ate? Describe its appearance, smell, and taste.*
- *Where were you when you tried this food?*
- *How did you feel when you first experienced the spiciness? Were you surprised? Excited? Overwhelmed?*
- *Describe any physical reactions you had. Did your eyes water? Did your nose run? Did you reach for something to drink? Did it help?*
- *Do you enjoy spicy food? Why or why not?*

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: *ingesting, perceives, scalding*. 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 17 in the printed magazine and at the bottom of the digital story page:

According to the article, many people enjoy eating spicy foods. What precautions should they take? Answer this question in a well-organized paragraph. Use text evidence.