

Name That Brand!

The strange, funny, and totally true stories of how your favorite brands got their names

About the Story

Learning Objective: to identify when to use *imply* and *infer*

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](#).

[illegible]

Your Teaching Package

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

Video:

- Grammar Hack:
Imply or Infer?

Audio:

- Text-to-speech

Activities to print, project, or share digitally:

- *Imply or Infer?* 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: *Imply* or *Infer*?** 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 ***Imply* or *Infer*?** 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 a form of either *imply* or *infer* in the sentences below:

1. The teacher _____ there would be a pop quiz tomorrow by telling the students to spend extra time studying their notes that evening.
2. I can _____ the meaning of this story based on the evidence in the text.
3. Jimmy's poem meant to _____ that he had a crush on someone in his class.
4. Karina _____ that her friend Monica was upset from Monica's frown.

Spy of the American Revolution

As a secret agent, James Lafayette helped America outsmart the British and win the war.

About the Story

Lexile® Measure 910L

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, text structure, critical thinking

Essential Questions:

- What is a revolution?
- Can an individual make a difference?
- How does belief influence action?

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

Video:

- Bringing History to Life: Hero of the American Revolution

Differentiated Articles:

- Lower-Lexile version
- Spanish language version

Connected readings from the *Scope* archives:

- “Blood, Smoke, and Freedom”
- *The Midnight Ride of Sybil Ludington*

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Video Discussion Questions
- Discussion Questions
- Featured Skill: Key Ideas and Details
- Choice Board
- **Core Skills Workout:** Summarizing,* Text Features, Nonfiction Elements
- Lesson Plan Slide Deck
- Quiz*

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (20 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: *devised, intelligence, petition, rouge, tribute*. 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.

Watch a Video (10 minutes)

- Watch the video “Bringing History to Life: Hero of the American Revolution,” in which students meet Stephen Seals, who portrays James Lafayette—the subject of the article students are about to read—at Colonial Williamsburg. Have students respond to the **Video Discussion Questions** (available in your Resources tab) in small groups or pairs.

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 Steve Sheinken 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

(15 minutes)

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

- How did James convince the British to trust him?** (key ideas and details) *James approached the British with a compelling story. He explained that he had been born into slavery nearby and had just escaped from his enslavers. He said he had valuable information to offer and wanted to join the British side. Because the British wanted the intelligence that James could offer, they were willing to take a chance on him. After proving himself by working as a servant or waiter for British commanders, James was promoted to working inside General Cornwallis's headquarters, where he was able to listen in on important meetings and sneak looks at secret information.*
- In the section "Joining the Fight," author Steve Sheinkin explains why the Americans were dangerously close to losing the war. Why is this information important?** (text structure) *Knowing that American troops were at a low point and not strong enough to defeat the British through direct attacks helps readers understand the importance of James's role in outsmarting the British. If James hadn't uncovered secret information, including Cornwallis's plan to move his force to Yorktown, the outcome of the war might have been different.*
- What information from the article does the map "Siege of Yorktown" help illustrate?** (text features) *The map helps illustrate a major turning point in the war. It shows what is explained in the section "A Trick and a Race" about how French and American forces were able to surround Cornwallis on land and water and force him into surrendering.*
- How might being a double agent have made spying easier for James? How might it have made spying more difficult?** (critical thinking) *Answers will vary. Students might say that as a double agent, James didn't have to sneak around as much in order to travel back and forth between sides. On the other hand, being a double agent added an extra layer of risk. Being a double agent also meant that James was under pressure from both sides of the war.*
- What does historical interpreter Stephen Seals mean when he says, "James Lafayette's story is an American story"?** (critical thinking) *Answers will vary. Students may say that Seals is referring to the fact that James's efforts helped win the war, and as a result, helped America come into existence. Seals might also mean that James exemplifies the American spirit of working hard to achieve a goal, standing up for what you believe in, and fighting for change.*
- Why is it important to remember stories from the past like this one?** (critical thinking) *Answers will vary. Students might say stories like this one are important because they help us understand how our country came to be, and that it is important to remember and honor the people who have played a part in our country's story and who have fought for our freedom—especially people like James, who was not free himself.*

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:

Imagine that James Lafayette kept a secret diary about his activities as a spy. Write one of the diary entries. Be sure to give it a date.

- 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. Was James Lafayette a spy for the Americans? *Yes, he was.*
2. Was James a free man at the start of the war? *No, he wasn't.*
3. Did the British commanders trust James? *Yes, they did.*
4. Did General Cornwallis surrender to American generals? *Yes, he did.*
5. Were James and the Marquis de Lafayette friends? *Yes, they were.*

Either/Or Questions

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

1. Were the French helping the Americans or the British? *The French were helping the Americans.*
2. Did James give misleading information to the Americans or the British? *He gave misleading information to the British.*
3. Was Washington's army too big or too small? *His army was too small.*
4. Did Washington surround Cornwallis in New York or in Virginia? *Washington surrounded Cornwallis in Virginia.*
5. Was James freed right after the war or years later? *James was freed years later.*

Short-Answer Questions

Challenge students to produce simple answers on their own.

1. Why was America losing the war? *America was losing the war because the Americans were in debt and couldn't pay their soldiers. Also, their forces were not strong enough.*
2. How did James honor the Marquis de Lafayette? *James honored the Marquis de Lafayette by taking his last name.*

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?) *James Lafayette*

What? (What event does this article describe?) *James working as a spy to help the Americans win the American Revolution, in particular by passing on information that allowed the Americans to defeat the British in Yorktown, Virginia*

When? (In what year did this event occur?) *1781*

Where? (In what place or location did this event take place?) *the British colony of Virginia in what is now the United States*

Why? (What was the cause of this event?) *James informed the Americans that General Cornwallis was planning to move his forces to Yorktown, which gave the Americans the opportunity to come up with a plan to surround Cornwallis's forces and defeat them.*

Connected readings from the Scope archives:

Stories about the American Revolution:

- Narrative Nonfiction: [“Blood, Smoke, and Freedom”](#)
- Drama: [The Midnight Ride of Sybil Ludington](#)

Ancient. Adored. Endangered.

Axolotls are more popular—and in deeper trouble—than ever before.

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: cause and effect, compare and contrast, problem and solution, text features, key ideas and details, critical thinking

Essential Questions:

- Why do certain animals become popular?
- How do humans impact the environment?
- How can humans live in balance with nature?

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.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

Video:

- Mexico City and Its Ancient Salamanders

Differentiated Article:

- Lower-Lexile version

Connected readings from the Scope archives:

- Special Collection: Earth Day Every Day

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Discussion Questions
- Featured Skill: Synthesis
- Choice Board
- Video Discussion Questions
- **Core Skills Workout:** Text Structures*
- Lesson Plan Slide Deck
- Quiz*

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (20 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: *conserve, ecology, habitat, indigenous, invasive, pesticides*. 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.

Watch a Video (10 minutes)

- Introduce the topic of the articles students are about to read by showing them the video “Mexico City and Its Ancient Salamanders.” Have students respond to the **Video Discussion Questions** (available in your Resources tab) in small groups or pairs.

2. Read and Discuss (45 minutes)

“Ancient. Adored. Endangered.”

- 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.

- How has Mexico City changed over time? How have these changes affected axolotls?** (cause and effect) *As the population of Mexico City has grown, lakes have been drained and filled in to make room for buildings, roads, and houses. Lake Xochimilco, which used to be home to*

wild axolotls, is now polluted, full of poisonous chemicals and human waste. The ecology of the lake has also been damaged by the Mexican government, which filled it with carp and tilapia to help fishers. These invasive fish prey on axolotls. What used to be a vast network of lakes and wetlands has been reduced to a few bodies of polluted water. As a result, axolotls are unable to survive in their natural habitat and they are now critically endangered.

2. **Mexico City and the ancient city of Tenochtitlán had similar problems—both needed to find a way to feed a growing population. How did each city solve this problem? Which city came up with a better solution?** (compare and contrast) *In Tenochtitlán, the Aztecs constructed a vast system of large floating gardens, called chinampas, in the lakes around the center of the city. This system enabled the Aztecs to grow dozens of different kinds of vegetables, fruits, and grains, while still allowing the marine life in the surrounding water to thrive. The Aztecs figured out a way to live in harmony with the land. In Mexico City, on the other hand, people opted to change the land. They reduced the size of the wetlands and added invasive fish to the waters. The vast majority of the floating gardens have been abandoned, and some that remain in use are farmed using chemical pesticides and fertilizers, which pollute the water. Considering how Mexico City has damaged the ecosystem, you can conclude that Tenochtitlán had the better solution.*
3. **How are people trying to help restore the wild axolotl population?** (problem and solution) *To help the wild axolotl population, people are working to restore parts of Lake Xochimilco and create sanctuaries where axolotls can once again thrive. Ecologist Luis Zambrano is trying to help local farmers restore chinampas and return to natural farming methods that do not pollute the waters. People are also planting native grasses and plants to naturally filter the water, and people have installed mesh grates around the floating gardens to keep invasive carp and tilapia out.*
4. **What does the sidebar “The Valley of Mexico: Then & Now” add to the article?** (text features) *The sidebar helps readers understand how drastically the landscape of what is now Mexico City has changed over time. It emphasizes that the actions of humans can impact the environment in major ways, and helps us understand the negative consequences urban development and climate change can have on species.*

“All About Axolotls”

- Break students into groups again to read and discuss the infographic.
- As a class, discuss the following **Discussion Questions**.

Discussion Questions

(10 minutes)

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

1. **Why are so many different groups of people fascinated with axolotls? Refer to both the article and infographic to support your response.** (key ideas and details) *According to “Ancient. Adored. Endangered.,” the ancient Aztecs believed axolotls had a spiritual connection to Xolotl, the god of fire and lightning, and the axolotl is still celebrated in Mexican culture today. Scientists are also fascinated by axolotls, in particular their ability to regenerate parts of their bodies. The amphibians are being used to research new medicines. As the infographic explains, axolotls are also modern-day celebrities, admired for their appearance, popular in video games, and huge on social media.*
2. **How is the popularity of axolotls helping the species?** (critical thinking) *Programs such as the “Adopt an Axolotl” program at UNAM are helping raise money to restore the axolotl’s habitat in Mexico. The popularity of axolotls also helps raise awareness of the issues axolotls face.*
3. **Many people believe wild animals should not be kept as pets, but roughly 1 million axolotls live in labs and home aquariums. Is it ethical to keep so many axolotls in captivity?** (critical thinking) *Answers will vary. Some students may say that since axolotls are unable to survive in their natural habitat, it is OK to keep them in captivity. Others may say that we should be doing more to restore and protect the habitats of axolotls so they can return to their natural environments. We should learn from the past not to disrupt ecosystems.*

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

Axolotls have been described as being both everywhere and nowhere. Write a well-organized paragraph explaining what this means. Use information from both texts to support your answer.

- 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 from the Scope archives:

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](#).

The Treatment

Learn about the Latin roots *dic* and *dict* 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: *dic* and *dict*

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 **blue** 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 **blue**.

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 *dic* or *dict*

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.

Voting in the Wild

Many animals, like these wild dogs, vote on group decisions.
Here's how.

About the Story

Lexile® Measure 970L

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 Skill Workout:** Central Ideas and Details
- Quiz*

*Available on two levels

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: *ballot, frolic, laze, ruthless*. 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 Skill 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 19 in the printed magazine and at the bottom of the digital story page:

Cooperate means "to work or act together." How do African wild dogs cooperate? Answer this question in a well-organized paragraph. Use text evidence.

To the Top

A frightful experience helps bring two friends closer together.

About the Story

Lexile® Measure 620L

For qualitative complexity factors, go to Scope Online.

Learning Objective: to analyze first-person point of view in a work of short fiction

Featured Skill: point of view

Additional skills covered in this lesson plan: author's purpose, character

Essential Questions:

- What is changeable within ourselves?
- How are people transformed through their relationships with others?
- How do we overcome fear?

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:

- "Into the Tunnel"
- "If I Were a Superhero"

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Double-Entry Journal
- Featured Skill: Point of View
- Discussion Questions
- Choice Board
- Lesson Plan Slide Deck

*Available on two levels

Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Featured Skill

1. Prepare to Read (10 minutes)

Do Now: Journal About Fears (5 minutes)

- Have students respond to the following prompt in their journals: *A phobia is an extreme, irrational, and lasting fear of something. Common phobias include fear of spiders, snakes, heights, the dark, and germs. Do you have any phobias? How do you react when you come face to face with something you fear?*

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: *cacophony, dread, plummet*. 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 20 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**, 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

(10 minutes)

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

1. **After the first five paragraphs of the story, the author interrupts the plot to include three paragraphs that are not about being stuck on the roller coaster. What happens in these paragraphs? Why might the author include them?** (point of view, author's purpose) *In these paragraphs, Jillian shares her feelings about school and her classmates, names some of her preferences and interests, and discusses her insecurities. The author probably includes these paragraphs to give the reader insight into Jillian's character—to help the reader better understand who Jillian is and how she feels about herself and Rose. By the end of the story, these paragraphs also help the reader see how Jillian grows and changes as a result of her experience on the roller coaster.*
2. **What changes occur in Rose and Jillian as they sit and talk in the darkness? How do you know?** (character) *At first, Rose and Jillian are both filled with fear as they sit in the dark. Jillian becomes more confident in herself as she distracts Rose from her fear of the dark. Jillian even surprises herself and offers to go to a football game, even though she doesn't like crowds. Rose's fear lessens as she talks with Jillian, as demonstrated by the changes in the sound of her voice.*
3. **What does Rose help Jillian realize about herself?** (character) *Seeing Rose's vulnerability helps Jillian realize that everyone feels afraid at times, even people who are confident, talented, and well-liked. Although Jillian had always thought of herself as someone who isn't "like the others" because she prefers quiet activities and doesn't have what she perceives as Rose's ease and confidence, on the roller coaster, Jillian is able to converse easily and calm Rose down. Jillian realizes that she has more in common with others than she thought, and that she has the power to overcome fear and help others do the same.*

3. Plan Your Sequel (60 minutes)

- Have students use the **Featured Skill Activity: Point of View** to help them to respond to the writing prompt on page 21 in the printed magazine and at the bottom of the digital story page:

Retell the story from Rose's perspective, in first-person point of view. Be sure to give readers a direct line to Rose's thoughts, feelings, and experiences.

- 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 friendship and confidence-building:

- ["Into the Tunnel"](#)
- ["If I Were a Superhero"](#)

A Treacherous Journey Across the Ice

A group of sled dogs and their drivers are put to the ultimate test

About the Story

Lexile® Measure 1120L (captions only)

For qualitative complexity factors, go to Scope Online.

Learning Objective: to analyze the key ideas and details in a historical play

Featured Skill: key ideas and details

Additional skills covered in this lesson plan: setting, conflict, character, inference, critical thinking, comparing

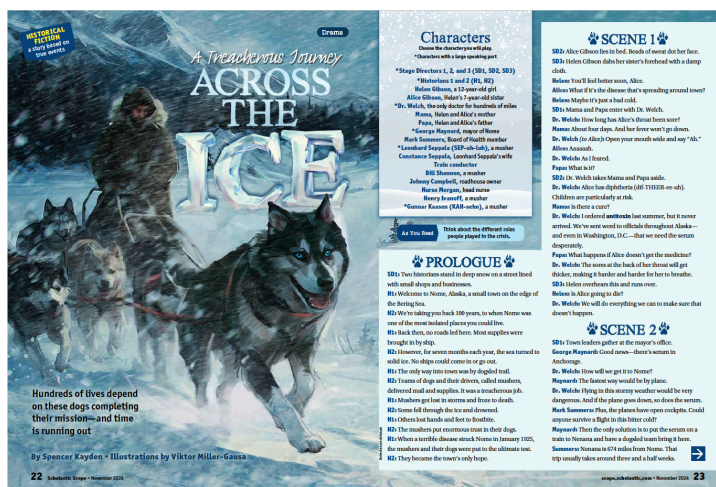
Essential Question:

- What is the relationship between humans and dogs?
- How do we make good decisions?
- What determines who is recognized for their accomplishments and who is not?

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

Video:

- Beyond the Story

Connected reading from the Scope archives:

- "The Race Against Death"

Activities to print, project, or share digitally:

- Vocabulary: Definitions and Practice
- Discussion Questions
- Core Skills Workout: Inference
- Featured Skill: Key Ideas and Details
- Optional Extension: Compare Two Texts
- Choice Board
- Lesson Plan Slide Deck
- Quiz*

*Available on two levels

Step-by-Step Lesson Plan

1. Prepare to Read (20 minutes)

Do Now: Journal About Heroic Animals (10 minutes)

- Have students respond to the following prompt in their journals: *In what ways can animals be heroes?*

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: *antitoxin, intact, roadhouses, terrain*. 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 23 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. **What important details about the setting do we learn in the prologue? Why are these details important?** (setting) *The Prologue establishes that during the time of the story, Nome was extremely isolated. There were no roads that led to Nome, so most supplies had to be delivered by ship. But for seven months a year, the sea froze and was not accessible by ship. During this time, the town was solely dependent on teams of dogs and mushers. These teams had*

to navigate the treacherous terrain and risk getting lost in storms, losing limbs to frostbite, and falling through the ice. These details are important because they help readers understand why, when there was a diphtheria outbreak in Nome and no medicine there to treat it, getting the medicine to Nome quickly was such an enormous challenge. In other words, the details about the setting help set up the main conflict of the play.

2. **What conflict do town leaders attempt to solve in Scene 2? What plan is put in place?** (conflict) *In Scene 2, town leaders try to find a way to get serum needed to treat diphtheria, a life-threatening disease that is affecting many of the town's children, from Anchorage to Nome as quickly as possible. Because it is too cold and stormy to have a plane deliver the serum, town leaders come up with a plan to have the serum brought to the town of Nenana by train and then have a relay of dogsled teams pick up the serum and bring it to Nome.*
3. **At the end of Scene 3, Leonhard Seppala says, "This entire town is counting on me. I can't let them down." What do these statements and the previous conversation with his wife tell you about him?** (character) *These statements show that Seppala is willing to take risks in order to save as much time, and as many lives, as he possibly can, even if it means putting himself in risky situations. He takes his responsibility very seriously and he will do whatever it takes to get the job done.*
4. **In Scene 9, Dr. Welch and Mayor Maynard decide to tell the mushers to wait for the storm to pass. Do you think they made the right decision? Why doesn't musher Gunnar Kaasen end up waiting?** (inference, critical thinking) *Answers may vary. Some students might say yes, Dr. Welch and the mayor made the right call. It was extremely risky to travel during the blizzard and if one of the mushers had died or gotten lost on the journey, many people would have suffered. Other students might say no, Dr. Welch and the mayor did not make the right call. Too many children and families were depending on the serum, and lives were put at risk by delaying the delivery of the serum. Kaasen did not wait for the storm to pass because he never received the message to wait—although he admits that he probably wouldn't have waited anyway.*
5. **According to the caption "Hero Dogs," which dog and musher received the most recognition? Do you think this recognition was deserved?** (critical thinking) *According to the caption, Balto and Kaasen received the most recognition. As to whether they deserved that recognition, some students might say yes: Balto and Kaasen pushed through a blizzard and delivered the serum much sooner than expected. Others might say no: Delivering the serum was a team effort by all the mushers and dogsled teams, who completed a 25-day journey in just 5 and a half days. Also, Seppala's team, led by his dog Togo, covered a longer and more difficult route than any other team—so, students might argue, if anyone deserved special recognition, it was Togo and Seppala.*

3. Write About It: Key Ideas and Details (45 minutes)

- Have students complete the **Featured Skill Activity: Key Ideas and Details**. This activity will prepare them to respond to the writing prompt on page 27 in the printed magazine and at the bottom of the digital story page:

Create a news program in which characters from A Treacherous Journey Across the Ice are interviewed about what happened. You can create a transcript (a written copy) or make a video with actors.

- 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.

4. Optional Extension: Compare Two Texts (45 minutes)

- Optionally, share from the *Scope* archives the narrative nonfiction article “The Race Against Death,” which is also about the 1925 serum run to Nome. Read the article as a class or assign it as homework.
- After reading, discuss the different approaches to the story taken by the nonfiction authors Gay and Laney Salisbury and the playwright Spencer Kayden. Ask the following questions.

Discussion Questions

(5 minutes)

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

1. In a few sentences, describe the main differences between how the story is told in the nonfiction article and how it is told in the play. *In the nonfiction, the authors are able to simply explain to readers what happened, providing background information and details as needed. In the play, what happened is revealed mostly through dialogue and action.*
2. What challenges do you think Kayden might have faced in telling the story of the serum run in the form of a play? *Students might suggest that Kayden had to communicate a lot of complex information and logistics of the relay through dialogue while making sure that characters’*

conversations sound natural. She couldn't just have characters rattle off long passages of expository information that people wouldn't have really said to one another.

3. Which version of the story did you prefer, the nonfiction or the play? Why? Answers will vary.

Connected reading from the Scope archives:

- Nonfiction: [“The Race Against Death”](#)

Are Pro Athletes Overpaid?

Top athletes make hundreds of millions of dollars.
But should they?

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

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
- 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: *chronic, defy, exorbitant, lucrative*. 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:

- Athletes are paid millions of dollars for simply playing a game when other people, including medical personnel, government officials, and teachers, are paid less for arguably more important and influential jobs.
- Plenty of people have dangerous jobs that expose them to potential injuries, and they aren't paid millions of dollars to do them.
- Athletes have other ways to make money after their careers are over, like becoming coaches, broadcasters, or public speakers.

NO:

- Without athletes, there would be no sports industry at all. They deserve a large stake in the profits that they are helping to generate.
- Not all athletes are paid hundreds of millions of dollars. Some, including many female professional athletes, are paid far less.

- Professional athletes do things that nobody else can do, and they've worked very hard and made many sacrifices to make it to where they are. They've earned their high salaries.
- Pro athletes have short careers. (Answer provided.)
- 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:

Are professional athletes overpaid?

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

Enter If You Dare!

Learn about a beautiful but extremely dangerous crystal-filled cave—and coordinate and non-coordinate adjectives.

About the Story

Learning Objective: to understand how to use coordinate and non-coordinate (cumulative) adjectives

Featured Skill: grammar, usage, and mechanics

Standards:

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

- Text-to-speech

Activities to print, project, or share digitally:

- Anchor Chart and Practice Activity: Coordinate and Non-coordinate Adjectives
- In-Magazine Activity: Interactive Version

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)

- Read the What to Know as a class.
- Have students read the article and the comments and questions in the white circles with a partner. Students should work with their partners to answer the questions in the circles.
- Optionally, before students complete the **Write Like a Pro Challenge**, work together to add the adjectives provided to the sentences below. Students should decide on the order of the adjectives and whether or not to use commas, and identify whether the adjectives are coordinate or non-coordinate.
 1. Maggie is a _____ dog.
Adjectives to add: *smart, high-energy, cute*
The adjectives can go in any order and should be separated by commas. They are coordinate adjectives.
 2. Lynne knitted _____ scarves—one for each member of the family.
Adjectives to add: *striped, long, four*
The sentence should read: "Lynne knitted four long striped scarves—one for each member of the family." The adjectives are non-coordinate.
 3. Steph loves _____ music.
Adjectives to add: *country, classic*
The sentence should read: "Steph loves classic country music." The adjectives are non-coordinate.
- Optionally, provide students with the **Anchor Chart: Coordinate and Non-coordinate Adjectives** 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 adjectives and apply it to your own writing. Describe your dream bedroom in one sentence. Include at least two coordinate adjectives and two non-coordinate adjectives.

- Project students' sentences on your whiteboard and discuss their adjectives. Alternatively, have students exchange and discuss their sentences with a partner.

Every Day

A poem about celebrating everyday moments

About the Poem

Learning Objective: Students will analyze the theme of a poem and then write their own poem.

Featured Skills: analyzing and writing poetry

Essential Questions:

- What is gratitude and why does it matter?
- What can we learn from our elders?
- How can we find meaning and satisfaction in life?

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:

- Read-aloud
- Text-to-speech

Activities to print, project, or share digitally:

- Poetry Analysis
- Poetry Planner
- Choice Board

Step-by-Step Lesson Plan

1. Read and Discuss (30 minutes)

- As a class, listen to the **audio read-aloud** of the poem, 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 as a class.

Featured Skill: Poetry Analysis (20 minutes)

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

1. **Who is the speaker of the poem? How do you know?** *You can infer that the speaker of the poem is a 12-year-old. The speaker's neighbor tells the speaker "twelve is a treasure," and you can infer the neighbor says this because the speaker is 12.*
2. **Who is the speaker getting advice from? What reasons does this person give the speaker to trust what they are saying?** *The speaker is getting advice from their 100-year-old next-door neighbor. The neighbor tells the speaker "Trust me!" and refers to their age and experience as a reason to do so ("When you're my age/you'll know.").*
3. **In the second line, the neighbor says, "every day is a good day if you have it." What do you think the neighbor means?** *Students might offer that the neighbor is saying we are lucky to have every day that we are alive—that there is something important or valuable to be found in every single day.*
4. **What metaphor does the poet Naomi Shihab Nye use in the poem? What idea is she expressing through this metaphor?** *In the poem, Nye compares each day of one's life to a birthday present. Nye uses this metaphor to express the idea that every day contains something special that we should be grateful to receive.*
5. **After telling the speaker that every day is a present, the neighbor says, "It may not feel like that/but it's true." Why might the neighbor say this?** *The neighbor is acknowledging that some days feel like anything but a present—that some days in fact seem quite awful. The neighbor may be letting the speaker know that any doubts the speaker has about the idea of every day being a present are understandable. But at the same time, when the neighbor says "it's true," the*

neighbor may be suggesting that their age and experience have given them a perspective that the speaker should consider.

6. In the last line of the poem, the neighbor says, “don’t miss the bottom of the box.” What do you think this line means? An item at the bottom of a box can sometimes be overlooked because it is small or buried in tissue paper, for example. In saying “don’t miss the bottom of the box,” the neighbor is encouraging the speaker to be mindful of every moment and every experience—even those that might seem small or insignificant.

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:

Choose any day from your life—it could be yesterday or it could be years ago—and imagine it as a present. Then write a poem about what’s inside the box. Be sure to say what’s at the bottom.

- 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 poem.)