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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"](#)