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**NEW AND
IMPROVED!**

NONFICTION READING ACTIVITY **READ, THINK, EXPLAIN**

Our popular “Read, Think, Explain” activity just got a makeover! For the past few months, our team has been overhauling this nonfiction reading activity, re-evaluating it under the lens of the Common Core, and vetting each question with our teacher advisers.

So what’s new?

- more emphasis on text evidence
- more “how do you know” questions
- more models
- more questions phrased in the vernacular of the Common Core
- more inviting design

We recommend that you use “Read, Think, Explain” to build good nonfiction reading habits—and to prepare your students for higher-level thinking questions and analysis.



Check out our new and improved “Read, Think, Explain” at Scope Online—then drop me a line and tell me what you think!

Kristin Lewis, Editor
KELewis@scholastic.com



DON'T MISS THIS! DIGITAL LESSON: EXPLORING THEME ACROSS GENRE

Our Frankenstein play connects beautifully to our debate about cloning. For a great lesson on theme, go to Scope Online and check out our digital lesson plan, which incorporates both texts.



**LOOKING FOR THE ANSWER KEY?
TURN TO PAGE T-3!**



Find us online at www.scholastic.com/scope.

SCOPE AT-A-GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
Grammar, pp. 2-3 “Grammar Overreacts”	Students practice the correct use of <i>affect</i> and <i>effect</i> while reading about three scary-looking but perfectly harmless creatures.	<ul style="list-style-type: none"> Conventions of standard English
Narrative Nonfiction, pp. 4-10 “The Orphan Train”	From 1859 to 1929, more than 200,000 orphaned and abandoned children were sent west on “orphan trains” in search of new homes. We pair this fascinating historical story with a profile of Michaela DePrince, who was adopted from war-torn Sierra Leone.	<ul style="list-style-type: none"> Featured Skill: Compare and contrast/symbolism Making connections between two nonfiction texts Interpreting text Acquiring new vocabulary
Paired Texts, pp. 11-13 “Does Fame Drive You Nuts?”	Being famous isn’t all it’s cracked up to be—at least according to Justin O’Neill’s essay and Emily Dickinson’s poem “Nobody.” A great tone/author’s-point-of-view activity!	<ul style="list-style-type: none"> Featured Skill: Tone/author’s point of view Analyzing poetry Making connections between two texts Acquiring new vocabulary
Readers Theater Play, pp. 14-19 <i>Frankenstein</i>	Our awesomely creepy adaptation of Mary Shelley’s classic novel is a Halloween must. The story of a scientist and his tragically misunderstood monster will prompt great discussion: Who is the real monster in this tale? The theme connects perfectly to this issue’s debate.	<ul style="list-style-type: none"> Featured Skill: Text analysis Key ideas and supporting details Acquiring new vocabulary (Don’t miss our digital lesson at Scope Online on connecting texts!)
Debate/Essay Kit, pp. 20-21 “Should We Bring Back the Woolly Mammoth?”	Scientists are trying to clone a woolly mammoth, an extinct species. Is this a good idea? Students read arguments on both sides of the debate, then take a stand.	<ul style="list-style-type: none"> Supporting an argument Identifying central ideas and details
Grammar/Editing, pp. 22-23 The Lazy Editor: “Why Is That Guy in the Trash?”	Students correct grammar errors and revise sloppy writing in a nonfiction article about “freegans,” people who reduce waste by scouring dumpsters for edible food.	<ul style="list-style-type: none"> Conventions of standard English Revision
Fiction, pp. 24-29 “Following Boo” by Bobbie Pyron	While on a family road trip in Florida, Nate meets Boo, a mysterious dog with a strange secret in the forest. This poignant story about life and death is paired with a short informational text about the Fountain of Youth.	<ul style="list-style-type: none"> Featured Skill: Theme Key ideas and details Acquiring new vocabulary
You Write It, p. 32 “This Is What I’m Meant to Do”	Students write a short article based on our interview with Kolbey Watford, a teen firefighter from South Carolina.	<ul style="list-style-type: none"> Identifying main idea and details Summarizing
Whole Issue	Students tackle a crossword puzzle that covers this entire issue.	<ul style="list-style-type: none"> Reading comprehension

MAURICE R. ROBINSON, 1895-1982, FOUNDER

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39 CLUES WRITING CONTEST. WIN A TRIP TO EUROPE! WWW.SCHOLASTIC.COM/READINGCLUB/THE39CLUES

ONLINE RESOURCES (www.scholastic.com/scope)		KEY STANDARDS*
<ul style="list-style-type: none"> PW More practice with <i>affect</i> and <i>effect</i> 		Common Core ELA Anchor Standards: R4, L1, L2 NCTE/IRA: 1, 3, 6
<ul style="list-style-type: none"> PW Compare-and-contrast graphic organizer IW PW Multiple-choice and short-answer quiz PW Critical-thinking questions PW “Read, Think, Explain”: identifying nonfiction elements PW Vocabulary: definitions and practice PW Writing-contest entry form Links to additional online resources 		Common Core ELA Anchor Standards: R1, R2, R3, R5, R7, R9, R10, W2, W4, W9, SL1, SL2, SL4, L4 NCTE/IRA: 1, 2, 3, 6, 8, 11, 12
<ul style="list-style-type: none"> IW PW Themed Vocabulary: words associated with fame PW Author’s point of view IW PW Multiple-choice and short-answer quiz PW Critical-thinking questions PW Poetry analysis PW Writing-contest entry form Links to additional online resources 		Common Core ELA Anchor Standards: R1, R2, R3, R4, R6, R9, W2, W4, W9, SL1, SL4, L4, L5, L6 NCTE/IRA: 1, 2, 3, 6, 11, 12
<ul style="list-style-type: none"> Digital Lesson! Connecting <i>Frankenstein</i> with this issue’s cloning debate PW “Who’s the Monster?": finding text evidence IW PW Multiple-choice and short-answer quiz PW Critical-thinking questions PW Literary elements and devices PW Vocabulary: definitions and practice PW Writing-contest entry form Links to additional online resources 		Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R9, W1, W4, W9, SL1, SL4, L1, L2, L4 NCTE/IRA: 1, 2, 3, 6, 8, 11, 12
<ul style="list-style-type: none"> PW Guided writing: the persuasive essay 		Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R6, R7, R8, R9, W1, W4, W5, W9, SL1, L1 NCTE/IRA: 1, 2, 3, 4, 5, 6, 11, 12
<ul style="list-style-type: none"> PW Correct placement of modifiers PW Sentence-structure variation practice PW Comma use PW Word-variation practice PW Avoiding redundant words and phrases 		Common Core ELA Anchor Standards: R1, W5, L1, L2 NCTE/IRA: 1, 2, 3, 6
<ul style="list-style-type: none"> IW PW Multiple-choice and short-answer quiz PW Critical-thinking questions PW Literary elements and devices PW D-I-Y vocabulary PW Writing-contest entry form Links to additional online resources 		Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R8, W2, W4, W9, SL1, L1, L2, L3, L4 NCTE/IRA: 1, 2, 3, 4, 5, 11, 12
<ul style="list-style-type: none"> PW Guide to “You Write It” activity PW Model text for “You Write It” activity PW Punctuating quotations PW Writing-contest entry form 		Common Core ELA Anchor Standards: R1, W5, L2 NCTE/IRA: 1, 2, 3, 6
<ul style="list-style-type: none"> PW Reading-comprehension crossword puzzle 		Common Core ELA Anchor Standards: R1, R2, W2, W4 NCTE/IRA: 1, 2, 3, 4, 5

* To find the Common Core and NCTE/IRA standards listed in the grid, go to Scope Online.

ANSWER KEY

To find this issue’s answer key, including answers to all online materials, see page **T3** of your printed **Teacher’s Edition**.

THE ORPHAN TRAIN



THE TRUE STORIES OF
TWO EXTRAORDINARY
ORPHANS

We know your students will be fascinated by this often-overlooked episode in American history, when many of our nation's neediest city children were "placed out" west with new families. The orphan-train program was controversial, and while some kids went on to lead good lives in rural America, others weren't so lucky. But in spite of their shortcomings, the orphan trains paved the way for today's foster-care system.

We've paired the moving story of one orphan train rider named Lee Nailling with a profile of a young African girl named Michaela who was adopted in Sierra Leone. Together, these two texts make a powerful compare-and-contrast activity—a great skill to cover at the beginning of the year—that will inspire meaningful class discussion and analysis from your students.



COMPARE AND CONTRAST/SYMBOLISM

Begin by directing students to the photos on pages 4 and 5. Ask: What emotions do they evoke? In what time period is this story set? (*early 20th century*) What do you think the orphan train might be? Now look at page 9. Ask: In what time period does Michaela's story take place? (*present day*) What do the photos show about her?

Have a student read aloud the As You Read box on page 5. Then arrange students into groups to read "The Orphan Train." They should note any parts they find interesting or surprising. Discuss their reflections as a class.

Project the ad announcing the arrival of an orphan train (get the

link at Scope Online). Have students analyze this primary document: What does the ad say? What is its tone? Based on this ad, do you think the newspaper editor who compared the selection process to "picking out cattle" was right?

Now have students read "Michaela, Triumphant." Discuss their reflections. Ask, how did Michaela's selection process differ from the process described in the section "Finding a Home"? (*Her parents chose her because of her "plight." They chose what was best for her, rather than what they needed for their house or farm.*)

Distribute our "Two Stories" graphic organizer for students to

complete in their groups, which will prepare them to respond to the writing prompt on page 10. Review what a symbol is. Remind students to consider both the beginning and the outcome of Lee's and Michaela's stories in reflecting on the symbolism of the pink envelope and the magazine cover.

ACTIVITY SHEETS FOR THE FEATURED SKILL

TWO STORIES GRAPHIC

ORGANIZER: Compare Lee's and Michaela's experiences

CONTEST ENTRY FORM:

For use with the writing contest on page 10



Yes, you could spend precious time coming up with discussion questions, but why should you? We've got them right here! They're also available online as a PDF (without the answers) to use for small-group discussion or as a writing activity.

1 When the orphan trains began, how were poor children viewed by society? How did Charles Loring Brace's view differ? (text evidence) Many people viewed poor children, especially orphans or street children, as "dangerous pests" or "future criminals." Brace, however, wanted to help them. He believed these children could lead happy lives if they were removed from cities and brought up in the countryside.

2 What were the strengths and weaknesses of the orphan train program? Do you think the orphan trains were a good idea? (forming an opinion) Pros include: Many children ended up in good homes with loving parents; children moved from dirty, overcrowded cities to the open lands of the West; children received food and clothing on the trains. Cons include: Some children were taken in to serve as "free labor"; some children were abused; sometimes there wasn't enough oversight by the agents from the Children's Aid Society; children were often separated from their parents and/or siblings; the selection process was traumatic—one editor compared it to "picking out cattle." Opinions will vary.

3 What did Lee Nailling lose and gain by taking the orphan train? (text analysis) He lost his connection to his father and his former life in New York. He gained a loving family, a good home, enough food to eat, and an education. He changed from a bitter boy to a happy boy.

4 What can you infer about Michaela's character traits from the profile? (inference) She has inner strength, determination, and resilience. She is also a dreamer; she pursued her dream of dancing.

***5 What do you think is most similar about Lee's and Michaela's stories?** (comparing and contrasting) Answers will vary, but students might say that they both survived ordeals and thrived once placed with loving families.

*supports featured skill

PRINTABLE ACTIVITY SHEETS

WORDS AND DEFINITIONS:

Print or project vocab words before students encounter them in context.

VOCABULARY PRACTICE:

Because reinforcement matters
"READ, THINK, EXPLAIN":

Looking for a self-guided, scaffolded activity to build reading-comprehension skills and strategies? This is it.

QUIZ: A multiple-choice and short-answer reading-comprehension quiz, with questions based on state tests. The quiz comes in printable and interactive/digital versions.



What can we say?
We've got a lot of
ideas for you.

INTERPRETING AND APPLYING A QUOTE

"It is not flesh and blood but the heart which makes us fathers and sons." —Johann Schiller

Ask students to write an essay explaining what this quote means and then applying it to Lee's and Michaela's stories. Students should support their ideas with details from the articles.



Find all activity sheets and other support materials at www.scholastic.com/scope.

DOES FAME DRIVE YOU NUTS?



**STUDENTS CONSIDER
TWO WRITERS' POINTS
OF VIEW ON FAME**



TONE/AUTHOR'S POINT OF VIEW

Project page 1 of “Themed Vocabulary.” Read aloud the definition of *fame*. As a class, brainstorm words related to being famous and write them in the space provided. Ask: Based on this list, does being famous seem appealing?

Give students time to read the article (don’t read the poem yet) in small groups. Ask: Did this article change your opinion about fame?

Project page 2 of “Themed Vocabulary,” which lists tricky fame-related words from the article. Direct students to use context clues to determine each word’s meaning, then click to reveal its formal definition. Have students return to their groups to discuss the

Twitter, Gawker, and YouTube keep us connected to our favorite celebs 24/7. This is fun for the gossip hounds among us, but what is all that attention doing to the stars? Justin O’Neill explores this question in his essay “Does Fame Drive You Nuts?” We’ve paired it with Emily Dickinson’s classic poem “Nobody” for a wonderful lesson on tone and comparing two writers’ points of view on fame.

After reading these two texts, your students may find themselves pausing before they watch a clip of the latest celebrity meltdown. Some may even reconsider the appeal of being famous in the first place.

Or not.

As Oscar Wilde once wrote, the only thing worse than being talked about is not being talked about.



What is Emily Dickinson saying about fame? How do you know?

Have students complete part 2 of “What Is the Author’s Point of View?” in their groups. They will then be ready to respond to the writing prompt on page 13.

questions on page 3 of “Themed Vocabulary,” which prompt them to make inferences about the author’s attitude toward fame.

Now it’s time to go deeper. Remind your class that tone is the author’s attitude toward the subject he or she is writing about. Have students work in their groups to complete the first section of “What Is the Author’s Point of View?” In this activity, they will identify text evidence that demonstrates the author’s point of view. Review their ideas as a class.

Next, turn to the poem. Invite a student to read the poem aloud and/or play our dramatic reading. Review any unfamiliar words. Ask:

ACTIVITY SHEETS FOR THE FEATURED SKILL

**THEMED VOCABULARY—
FAME:** an interactive activity
**WHAT IS THE AUTHOR’S
POINT OF VIEW?** Students
analyze the article and poem.
CONTEST ENTRY FORM:
For use with the writing contest
on page 13



Yes, you could spend precious time coming up with discussion questions, but why should you? We've got them right here! They're also available online as a PDF (without the answers) to use for small-group discussion or as a writing activity.

* **1 What positive and negative aspects of fame are described in the article? What can you infer the author feels about fame?** (author's point of view) Positive: money, fancy cars, big houses, famous friends. Negative: constant paparazzi attention, no privacy, pressure, public mocking. The author argues that fame can drive a person crazy. Sure there are perks, but the intense scrutiny and loss of privacy are quite stressful and can lead to feelings of isolation. It seems the author would not likely seek fame for himself.

2 Why do you think our culture is celebrity-obsessed? (inference) It is in our nature to be fascinated by those who are higher up in the social hierarchy. Reading about celebrities gives us an opportunity to imagine ourselves as them. Also, feelings of envy may contribute to our desire to see celebs in an unflattering light. We are tantalized by celebrities' wealth and success but also take twisted pleasure in seeing them fail.

3 In what way is being a celebrity more stressful now than it was in the past? (text evidence) Stars know that everything they do or say can (and often will) be documented and spread around the globe in a matter of minutes via the Internet. Long-range camera lenses used by paparazzi and the fact that many people have camera phones ensure that celebrities have little or no privacy, no matter where they are.

* **4 In the poem, does the word *nobody* have a positive or negative connotation? What about the word *somebody*?** (analyzing text) The speaker of the poem seems content to be nobody. While most people are wishing for more, Dickinson shows why being a somebody is unappealing. Being somebody is "dreary." She likens being a public figure to a frog croaking all day long. The adoring public is compared to an "admiring bog."

5 Do you think celebrities have the right to complain about how hard it is to be famous? (supporting an argument) Some students may say no, that's the price celebrities pay for fame. Others may say yes, nobody should have to endure the prying eyes of the whole world

*supports featured skill

PRINTABLE ACTIVITY SHEETS

QUIZ: A multiple-choice and short-answer reading-comprehension quiz, with questions based on state tests. The quiz comes in printable and interactive versions.

POETRY ANALYSIS: Multiple-choice and short-answer questions to help students explore the poem "Nobody"



Go to Scope Online for our dramatic reading of Emily Dickinson's "Nobody."



What can we say? We've got a lot of ideas for you.

ARGUMENT ESSAY

Have students write an essay answering this question: Do the perks of being famous today outweigh the negatives? Have students research beyond the *Scope* article for other points of view on fame. They should support their argument with statistics and expert quotes. Encourage them to include some of the new fame-related vocabulary they learned in the lesson.



Find all activity sheets and other support materials at www.scholastic.com/scope.

FRANKENSTEIN



**GOOD—AND
THOUGHT-PROVOKING—
HALLOWEEN FUN!**



TEXT ANALYSIS

Who is responsible for the crimes committed by Dr. Frankenstein's monster?

Students will support claims in response to this question after analyzing our adaptation of Mary Shelley's classic horror story.

Start by asking students what comes to mind when they hear "Frankenstein." Most likely, they will describe the monster. Explain that while the name "Frankenstein" has come to be associated with the monster, in Shelley's novel, Frankenstein is actually the name of the scientist who creates the monster, not of the monster himself, who has no name.

Invite a student to read the As You Read box for the class.

Then assign parts and read the play aloud. You may also assign a student to read the annotations.

To reflect on the major ideas of the play, project or distribute our critical-thinking questions (see page T-9) and have students answer the questions in small groups. Then, invite a student to read the sidebar about Prometheus on page 19. Discuss the two questions posed at the end as a class.

Distribute the activity sheet "Who's the Monster?" which requires students to identify text evidence that supports arguments that (1) the creature is responsible for his crimes, that (2) Dr. Frankenstein is responsible for the creature's crimes, and that

Perhaps you've noticed—here at *Scope*, we're really into monsters. Whether it's from mythology, literature, or cryptozoology, we've never met a monster we didn't love. Mary Shelley's *Frankenstein*, adapted for this issue's play, is one of our all-time favorite monster tales. We love Victor Frankenstein's creature, of course, but also the story's nonlinear structure and the thoughtful questions it provokes.

Among the questions we found ourselves pondering as we worked on this play is, *Who is the real victim—Dr. Frankenstein or his creature?* Our sympathies tend to run with the poor creature, shunned not only by his creator but by all humankind. What do you and your students think?



(3) society is responsible for the creature's crimes. Have students discuss their ideas in groups. Students will then be prepared to respond to the writing prompt on page 19.

ACTIVITY SHEETS FOR THE FEATURED SKILL

WHO'S THE MONSTER? Find evidence supporting arguments about who is responsible for the creature's crimes.

CRITICAL THINKING: Higher-level thinking questions
CONTEST ENTRY FORM: For use with the contest on page 19



PAIRING *FRANKENSTEIN* AND OUR CLONING DEBATE

Go to Scope Online for a great multimedia digital lesson that connects our play with this issue's debate about cloning extinct species. It culminates in a short, focused research project—very Common Core!



Yes, you could spend precious time coming up with discussion questions, but why should you? We've got them right here! They're also available online as a PDF (without the answers) to use for small-group discussion or as a writing activity.

1 What is Victor's goal in creating the creature? In what ways does he succeed and fail? (text evidence) His goal is to conquer death and aging and create a beautiful new species. He succeeds in bringing a creature to life but fails to make the creature beautiful. He also fails to nurture his creation.

***2 The creature claims, "Only misery made me a fiend." What does he mean? Do you agree? Explain. (analyzing text)** The creature means that he became hateful and murderous because everyone, including his creator, treated him with loathing—that having no human connection or affection turned him into a monster. Opinions will vary.

***3 Mr. De Lacey says, "Most people are friendly—unless they are blinded by prejudice." What prejudice does the creature face? What does the play say about the effect of prejudice? (theme)** People immediately judge the creature by his hideous appearance. The play says that being treated like a monster can turn you into a monster.

4 Why does the creature want a companion like himself? Do you agree with Victor's refusal to create one? Explain. (analyzing text) The creature believes that only someone like himself will accept him and keep him from loneliness. Opinions will vary.

***5 Was it justifiable for the creature to murder Victor's loved ones as a means of revenge? Explain. (supporting an argument)** Students may say no, Elizabeth, Henry, and William were innocent victims, revenge promotes a cycle of violence, and murder is never justifiable. Others may say yes, Victor failed to nurture human values in the creature, so he deserved to be the victim of the creature's inhuman acts.

**supports featured skill*

PRINTABLE ACTIVITY SHEETS

WORDS AND DEFINITIONS:

Print or project vocab words from the play before students encounter them in context.

VOCABULARY PRACTICE:

Because reinforcement matters

QUIZ: A multiple-choice and short-answer reading-comprehension quiz, with questions based on state tests. The quiz comes in printable and interactive versions.

IDENTIFYING LITERARY ELEMENTS AND DEVICES:

This self-guided activity helps students identify aspects of character, elements of plot, figurative language, and more.



What can we say? We've got a lot of ideas for you.

TRIAL OF FRANKENSTEIN

After completing the activity sheet "Who's the Monster?" students can hold a mock trial with prosecuting and defending lawyers, as well as witnesses, presenting arguments in support of and against the creature.



Find all activity sheets and other support materials at www.scholastic.com/scope.

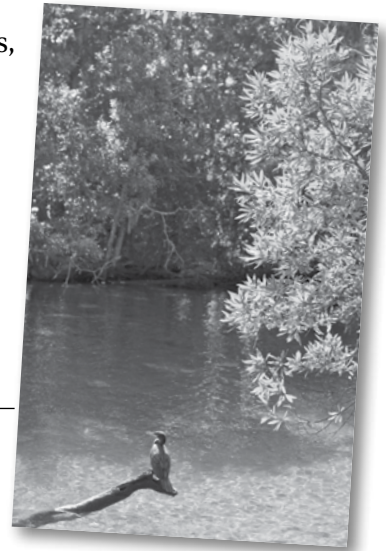
FOLLOWING BOO



A STORY ABOUT LOVE, LOSS, AND THE FOUNTAIN OF YOUTH

When Bobbie Pyron first told us her idea for a story about a mysterious dog living off the Fountain of Youth, we knew we had to put it in *Scope*. We love the questions her story raises about life and death. In fact, we had several conversations with Bobbie about the end of her story and whether the main character, Nate, should take the dog home or leave him behind at the magical spring. In the final version of the story (spoiler alert!), Nate decides to take the dog home. But in several drafts, Bobbie had Nate decide to leave the dog behind.

Bobbie's story beautifully explores grief and acceptance, as well as questions about how to measure the quality of a life. We're sure this story will spark interesting discussions in your classes!



THEME

In this lesson, students will determine what "Following Boo" says about life and death and decide whether they agree with this message, or theme.

Start by having students turn to a partner and discuss their thoughts in response to the questions "If you could stay young forever, would you? Why or why not?" Regroup and call on a few students who say yes and a few who say no to share their ideas. Then have students read the As You Read box on page 25.

Invite students to read the story once through independently. Then arrange students in groups for a second pass. This time they should read aloud, pausing to review the

annotations and discuss those that pose questions. Encourage students to add their own notes in the margins. After completing the story, students should read the sidebar. Then project or distribute the critical-thinking questions (see page T-11) for students to discuss in their groups.

Next, review the meaning of *theme*: a story's message or moral; an idea about life, society, or human nature. Remind students that one of this story's themes has to do with life and death—and it's their job to figure out what it is. Give students these questions to discuss in their groups:

1. What is Grandpa's attitude

about his death? (*He accepts his death and is grateful that he has had a life full of love.*)

2. Why does Nate let Boo go at first? Why does he change his mind and keep him? (*He lets Boo go because he wants the dog to live forever, but then he realizes that Boo will be happier with a family than alone.*)

Last, have students respond to the writing prompt on page 29.

ACTIVITY SHEET FOR THE FEATURED SKILL

CONTEST ENTRY FORM: For use with the writing contest on page 29



Yes, you could spend precious time coming up with discussion questions, but why should you? We've got them right here! They're also available online as a PDF (without the answers) to use for small-group discussion or as a writing activity.

*** 1 For most of the story, how does Nate feel about his grandpa's death? What in the story tells you this?** (inference) Nate is upset and angry. He doesn't want to face his grandpa's death. When Nate thinks about his grandpa being dead, his "throat tighten[s]." When Maggie says she is naming the dog after their grandpa, Nate feels like a thunderstorm is brewing in his stomach, and he runs off to be alone. Nate avoids his mother when she tries to talk to him about his feelings. He says he knows what his mother wants to say to him: "Being mad at the world won't bring him back. You have to talk about it sometime." Later, Nate lies and says that they can't take Boo home. He says this because he can't bear the thought of Boo ever dying—the same way he can't bear the thought of his grandpa's death.

2 What mood does the author create through her description of the campground, the forest, and the old resort? Explain, using details from the story to support your answer. (mood) The mood is creepy, mysterious, and otherworldly. The campground is deserted and not marked on the map. Thick fog floats from the forest into the campground. Dense vines in the forest make it difficult to see. The resort is old and crumbling, and the stream is described as a "magical oasis."

3 What causes Nate to conclude that Boo has found the Fountain of Youth? (text evidence) Nate notices that after he and Boo go into the stream, the cuts on his feet have healed and Boo's limp is gone. Also, Dr. Brewster reveals that Boo's dog tags are 50 years old.

*** 4 How has Nate changed by the end of the story? What causes him to change?** (character) By the end, Nate has accepted his grandpa's death. He realizes that his grandpa got what he wanted from life, which was to be surrounded by family. Remembering his grandfather's dying words and seeing that Boo would rather come home with Nate's family than live forever in the forest helps Nate reach this realization.

5 What do you think Nate would say to Ponce de León? (connecting texts) Answers will vary but might be similar to "Stop looking for the Fountain of Youth, and appreciate what you have in your life."

*supports featured skill

PRINTABLE ACTIVITY SHEETS

D-I-Y VOCABULARY: Students write down, define, and use in a sentence unfamiliar words that they encounter in the story.

QUIZ: A multiple-choice and short-answer reading-comprehension quiz, with questions based on state tests. The quiz comes in printable and interactive/digital versions.

IDENTIFYING LITERARY ELEMENTS AND DEVICES:

This self-guided activity helps students identify aspects of character, elements of plot, figurative language, and more.



What can we say?
We've got a lot of
ideas for you.

THE QUEST FOR ETERNAL YOUTH

The sidebar on page 28 states that humans have long been looking for ways to stay young. Have students investigate the ways we continue that search today. Begin with a class discussion about society's view of youth and some of the things people do to fight aging. Then break students into groups and have each group research and prepare a presentation on an aspect of the modern quest for the Fountain of Youth, and whether they think this quest is good for society. Go to Scope Online for suggestions.



Find all worksheets and other support materials at www.scholastic.com/scope.

TEACHERS' LOUNGE

Drop in for a cup of coffee and a look at our message board!

After students read "The Orphan Train," ask them to imagine that the pink envelope contained a letter to Lee from his dad. Have them write that letter.

—Lisa Crowley, sixth-grade English teacher and Scope adviser from West Chester, PA

Are you anxious about the Common Core? We are here for you! Throughout the year, we will be sharing our insights on how Common Core is going to affect ELA teachers and how Scope can help you meet the new standards. Go to Scope online and click the "Common Core" button—you'll find all the resources we've created. (Our favorite? The Text Complexity tool!) At Scope online, we also spotlight our favorite Common Core activity in each issue. Enjoy!

—The Scope Editors

Do you have a tip about using *Scope* or something else to post in the lounge? E-mail JDignan@scholastic.com.

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